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INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/APIdb/ NJ/25 | Name: Academic Writing |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper, - continuous assessment during the semester based on 3 written assignments. The assessment of written assignments is the result of the following components: a literature review; in particular, the ability to read an academic text critically and then discuss it, and the ability to effectively search for and actively engage with academic sources are assessed, : The evaluation of the seminar paper is the result of the following components: <ul style="list-style-type: none"> - the ability to effectively seek out and actively work with academic resources, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. Weighting of midterm/final assessment: active participation 10%, midterm assessment 40%, seminar paper 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 30-50 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 5-10 h - preparation of the seminar paper 5-10 h | |
| Results of education: Knowledge: During the semester, students will gain access to a variety of authentic professional texts in German. They will be familiar with current orthographic norms and will have knowledge of the linguistic levels of the German language system, linguistic styles, with special emphasis on the professional style. Skills: The seminar is aimed at practicing writing skills (idea, aim of the written text, logical, correct structure in individual text examples, argumentation, use of cohesive elements). Against this background, students will be able to present their own opinions professionally in German, develop their own linguistic culture in German, be able to critically analyse written and spoken | |

expression, formulate their own opinions and attitudes, critically revise and constructively defend them.

Competencies: Students will acquire the competence to create professional (shorter and longer) texts, which will provide them with an optimal basis for the creation of professional texts in the context of their own scientific research activities, e.g. in the preparation of a final thesis or a thesis for the ŠVOČ. They will be able to speak German at a high practical level and to use German at an applied-communicative level in written communication.

Brief syllabus:

1. The meaning of academic texts, the context in the system of scientific disciplines
2. Differentiating academic texts, good and bad academic texts, genres of academic texts
2. Academic text construction (text parts, text coherence, graphic design)
3. Resources for creating/searching academic texts - databases, libraries, online tools
4. Reading, analysing, annotating academic texts
5. Style of scientific text, neutrality, author and other authors
6. Ethics of quoting and paraphrasing - citation styles, plagiarism, referencing other texts
7. Writing a thesis abstract and smaller argumentative units
8. Strategies for writing scientific texts
9. Results - describing the results of academic research, describing figures, tables, graphs
10. Discussion - formulation of conclusions, reflection on the text and results, application possibilities.
11. Formal principles of writing academic texts at the level of a thesis
12. Electronic and online resources for writing scientific texts

Literature:

Directive of the Rector of J. Selye University on editing, registration, access and archiving of theses at J. Selye University

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

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

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

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

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

ECO, U.: Wie man eine wissenschaftliche Abschlussarbeit schreibt. Doktor-, Diplom- und Magisterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: Verlag C. F. Müller, 2010. (= UTB 1512)

FELD-KNAPP, I. : Schreiben und Sprechen. Handreichungen zur schriftlichen und mündlichen Präsentation wissenschaftlicher Arbeiten für Lehre und Forschung. Budapest: Eötvös-József-Collegium, 2017.

KORNMEIER, M.: Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 7., aktualisierte und ergänzte Auflage. Bern/Stuttgart, 2016. UTB. (= UTB 3154)

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

German

Notes:

Evaluation of subjects

| | | | | | |
|--|-------|-------|-----|-----|-----|
| Total number of evaluated students: 7 | | | | | |
| A | B | C | D | E | FX |
| 71.43 | 14.29 | 14.29 | 0.0 | 0.0 | 0.0 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD., | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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

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

Skills:

The student is able to:

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

Competences:

The student

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

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

Brief syllabus:

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

Literature:

Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, prístupnosti a archivácii záverečných prác na Univerzite J. Selyeho

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

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

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

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

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

ECO, U. (2010): Wie man eine wissenschaftliche Abschlussarbeit schreibt. Doktor-, Diplom- und Magisterarbeit in den Geistes- und Sozialwissenschaften. Heidelberg: Verlag C. F. Müller. (= UTB 1512) ISBN 3-8252-1512-1

FELD-KNAPP, I. (2017): Schreiben und Sprechen. Handreichungen zur schriftlichen und mündlichen Präsentation wissenschaftlicher Arbeiten für Lehre und Forschung. Budapest: Eötvös-József-Collegium. ISBN 978-615-5371-84-4

KORNMEIER, M. (2016): Wissenschaftlich schreiben leicht gemacht: für Bachelor, Master und Dissertation. 7., aktualisierte und ergänzte Auflage. Bern/Stuttgart: UTB. (= UTB 3154) ISBN 978-3-8385-4601-8

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 3

| A | B | C | D | E | FX |
|--|-------|-----|-----|-----|-----|
| 66.67 | 33.33 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/DIDdb/ NJ/25 | Name: Basics of Didactics of German as a Foreign Language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar work in the scope of min. 8.000 characters, assessing in particular the ability to effectively search for and actively work with academic sources, written and oral argumentation, structuring of text and speech, formulation of one's own opinion, writing clear, effective paragraphs, and mastery of the ethics of academic writing. The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (60% of the final grade) and the active participation grade (10% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60 hours, of which: <ul style="list-style-type: none"> - 13 hrs. - participation in seminars 13 h - exam preparations 15 h - preparation of the seminar paper 19 h | |
| Results of education: Knowledge: The student knows the basic concepts of modern didactics of foreign languages with special regard to the German language. He/she has an overview of current didactic models and is able to apply them appropriately to foreign language education. He/she knows the theoretical and practical context of didactics in the relevant specialisation, he/she knows teaching methods and forms supporting active learning of the learner, he/she knows strategies, methods and forms of developing literacy of the learner, he/she knows the theoretical background, methods of learner | |

assessment and their psychodidactic aspects. Graduate of subject understands the specifics of teaching German language and literature at the levels of the lower secondary education level (i.e., third cycle with overlap into the second cycle), lower secondary vocational education, secondary vocational education, general upper secondary education, and complete upper secondary vocational education including the subject “Language and Communication” in the second cycle of primary school.

Skills: Can work independently with different types of media and use them effectively in the classroom. He can support his procedures with didactic theory and justify them. Has basic practical experience in planning and organising the activities of individuals and groups of learners in the educational process, has basic practical experience in the choice of tasks and activities for learners, has basic practical experience in managing the educational activities and learning of groups and whole classes.

Competencies: He/she supports, coordinates and manages the activities of the learners, uses differentiated tasks and applies methods and forms, uses appropriate didactic means and didactic technique in accordance with the objectives of teaching, uses different types, forms and reliable assessment tools, develops self-reflection, self-assessment and peer assessment of learners in accordance with the objectives, content and tasks. Graduate of subject is prepared to teach German language and literature at the third cycle of primary school and at secondary school, and is able to participate in the teaching of the subject “Language and Communication” in the second and third cycles, in cooperation with teachers of other philological subjects.

Brief syllabus:

1. Basic concepts of didactics and methodology of German as a foreign language
2. Language acquisition - first language acquisition and second language acquisition, types of bilingualism
3. Natural and controlled language acquisition
4. Overview of foreign language teaching methods
5. The German language and its place in the world
6. Media in German language teaching
7. Social Forms in the Teaching of German as foreign language
8. Realities and aspects of interculturality
9. Heterogeneity and differentiation in the German classroom
10. Strategies and learner autonomy
11. Evaluation and self-assessment
12. Activities in the German classroom

Literature:

- BAUSCH, K.-R./ CHRIST, H./ KRUMM, H.-J. (Hrsg.) (2003): Handbuch Fremdsprachenunterricht. Vierte, vollständig neu bearbeitete Auflage. Tübingen/Basel: A. Francke Verlag.
- DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995.
- HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H.-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001.
- HUNEKE, H.W./STEINIG, W. (2005): Deutsch als Fremdsprache. Eine Einführung. 4., aktualisierte und ergänzte Auflage. Berlin: Erich Schmidt Verlag.
- KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995.
- NEUF-MÜNDEL, G./ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994.
- NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.
- WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

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|--|------|------|-----|------|-----|
| Language, knowledge of which is necessary to complete a course: German | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 8 | | | | | |
| A | B | C | D | E | FX |
| 37.5 | 12.5 | 37.5 | 0.0 | 12.5 | 0.0 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros, | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ELGdb/ NJ/25 | Name: Introduction to linguistics |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper of at least 8,000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - written elaboration and presentation of the assigned topic, in particular: - the ability to effectively seek out and actively work with academic resources, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. The final grade is calculated as the average of the oral examination grade (40% of the grade), the seminar paper grade (50% of the grade) and the active participation grade (10% of the grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: Upon completion of the course, the student will be familiar with the basic terms and concepts of Germanic linguistics and linguistic terminology. He/she will have an overview of the different linguistic levels, will be familiar with linguistic terminology and will be able to navigate in the different disciplines of linguistics. | |

Skills: The student will be able to apply the acquired results in the acquisition of knowledge from individual linguistic disciplines in both synchronic and diachronic sections, will be able to adequately understand a German professional text containing basic linguistic terminology and to apply the main currents of thought in modern linguistic thinking and the related acquired terminology in the identification of selected linguistic phenomena in the text.

Competencies: The student will master the professional language of Germanic linguistics, the concepts, principles and theoretical and methodological principles of the linguistic and cultural-historical area of German and will thus have the knowledge to properly write term papers and other professional papers in the field of linguistics.

Brief syllabus:

The course forms the basis of all other courses in Germanic linguistics. Therefore, its aim is to convey linguistic terminology and basic concepts, information about linguistic disciplines, or to present their subject of research and diachronic and synchronic methods of research. Furthermore, the characteristics of the linguistic sign as well as the functions of language and different communication models are identified.

Topics of lectures:

1. The typology of languages. Natural and artificial languages, inflectional and agglutinative languages, definitions of languages.
2. Communication and language: peer hypotheses and strategies, verbal and nonverbal communication, verbal communication, speech. Medium.
3. Functional models of language. Karl Bühler: Organon model, Jakobson: Functional model.
4. Semiotic basics of language. Signs, types of signs (icons, symbols, indices). Characteristics and roles of signs.
5. Language system: system and language, rules of combination, syntagms, paradigms. Linguistics, subject and subfields (system linguistics, applied linguistics). Basic concepts of subfields. Periodization of German.
6. Phonetics and phonology. Basic concepts. Phonology and writing (orthography)
- 7-8. Morphology and word formation - basic concepts, subfields.
- 9-10. Vocabulary and meaning - development of meaning, change of meaning.
- 11-12. Texts, style and language use.

Topics of the seminars:

1. Linguistic basics: subject, basic questions and fields of linguistics
2. Synchronic and diachronic language research
3. Classification of languages (language families and language types)
4. Ferdinand de Saussure and his theses; competence and performance
5. Language as a system of signs: the concept of a sign; types of signs (icon, index and symbol)
6. Basic properties of linguistic signs
7. Sign models: bilateral model of Ferdinand de Saussure, semiotic triangle by C. K. Ogden and J. A. Richards; semiotic triangle by Ch. W. Morris
8. Language levels I: Phonetics and phonology
9. Language levels II: Morphology
10. Language levels III: Lexicology
11. Language levels IV: Syntax
12. Language levels V: Text

Literature:

BUSCH, O.: Germanistische Linguistik. Tübingen: Narr, 2007.

DRAHOTA-SZABÓ, E.: Einführung in die Sprachwissenschaft. 3., neu bearbeitete und erweiterte Auflage. Szeged: Grimm Verlag, 2015.

ERNST, P.: Germanistische Sprachwissenschaft. Wien: WUV, 2004.
 KESSEL, K./REIMANN, S.: Basiswissen deutsche Gegenwartssprache. Tübingen: Narr, 2008.
 LINKE, A./NUSSBAUMER, M./PORTMANN, P.R.: Studienbuch Linguistik. 5., erw. Aufl. Tübingen: Niemeyer, 2004.
 PELZ, H.: Linguistik. Eine Einführung. Hamburg: Hoffmann und Campe Verlag, 2005.
 VATER, H.: Einführung in die Sprachwissenschaft. München: Wilhelm Fink Verlag, 2004.
 MÉSZÁROS, Attila: Mehr Diskurs! : Ein Plädoyer für die Integration der Diskurslinguistik in den DaF-Unterricht = More Discourse! A Plea for the Integration of Discourse Linguistics in the Teaching of German as a Foreign Language. In: Cudzie jazyky v premenách času 9. Kvapil, Roman [ed.]. Bratislava: Vydavateľstvo EKONÓM, 2019. – ISBN 978-80-225-4614-0, s. 75-86.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|------|-------|-------|-------|-----|-----|
| 50.0 | 16.67 | 16.67 | 16.67 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/JAS1db/ NJ/25 | Name: Language proseminar 1 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper (didactization of the text), - continuous assessment during the semester based on 3 written tests. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: Students will gain knowledge of a wide range of new texts (especially literary, journalistic media texts, public and non-public), learn methods of understanding, processing and interpreting new texts through reading comprehension exercises, tests and reading comprehension tasks. Skills: Students are able to learn new word units, new meanings of words, derive new meanings from the text and interpret them. They will also - along with verbal units (also units, phraseologisms) to understand texts, comprehend complex grammatical structures and use them when communicating in a foreign language. Competencies: Based on the texts students have worked with during the semester, they will be able to understand the texts and apply their newly acquired vocabulary and grammar knowledge to the reading and reception of new texts and be able to express their opinions and take a standpoint. | |
| Brief syllabus: | |

In the seminar, students work with different types of texts, e.g. texts of a general nature, popular-scientific texts as well as professional texts. This develops the skill of study, information and orientation reading of texts of various kinds. Participants will learn how to use reading aids - translation and interpretation dictionaries, language guides.

Short prose texts, literary texts, poems (all types of fiction).

Editorials on specific topics (e.g. in crisis situations caused by pandemics, climate change, pollution, youth communication forums, sports activities, etc.)

Comments in Spiegel, Die Zeit, etc.).

Literature:

BAUSCH, K.-R./CHRIST, H./KRUMM, H.-J. (Hrsg.): Handbuch Fremdsprachenunterricht. Vierte, vollständig neu bearbeitete Auflage. Tübingen/Basel: A. Francke Verlag, 2003.

DRAHOTA-SZABÓ, E.: Zur Förderung der schriftlichen Textkompetenz in der Deutschlehrausbildung. In: Juhász, V. et al. (Szerk.): Kommunikáció és beszédfejlesztés a gyakorlatban. Szeged: SZTE JGYPK Magyar és Alkalmazott Nyelvészeti Tanszék, 2020. S. 379-395. URL: <http://www.jgypk.hu/tanszek/alknyelv/?p=10054>

STORCH, G.: Deutsch als Fremdsprache – Eine Didaktik. Paderborn: Wilhelm Fink, 2009.

WESTHOFF, G.: Fertigkeit Lesen. Fernstudieneinheit 17. Berlin/München: Langenscheidt, 1997.

Rôzne učebné texty (podľa aktuálnej tematiky)

Texty z novín, časopisov (podľa aktuálnej tematiky)

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|--|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/JAS2db/ NJ/25 | Name: Language proseminar 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment during the semester based on 3 written tests, - written final test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: Based on prior knowledge of German pronunciation, grammar and vocabulary, students will be able to understand and process unfamiliar texts on a variety of topics and with different pronunciations within a listening comprehension framework. Skills: In addition to vocabulary knowledge, basic grammatical knowledge of systemic linguistics, students will also have differential knowledge, they will know the cognitive schemata of German intonation patterns in order to correctly understand and interpret the pragmatic meaning of texts. Competencies: By the end of the semester, students will have achieved a solid foundation in listening comprehension, interpreting a variety of pronunciation and intonation patterns, enabling them to correctly understand and interpret texts of varying levels of difficulty, achieving good confidence in communicating with native speakers. | |
| Brief syllabus: 1. Listening comprehension exercises min. 3-4 (everyday situations: at the doctor's, at the hairdresser's, at the restaurant, at the office, in the service sector, in the labour market). | |

2. Listening comprehension exercises min. 4-5 (literary texts: short prose, also: novels, poems, also excerpts from dramas, etc.)
3. Listening comprehension exercises of at least 4-5 different kinds (from youth language, ethnolect, professional texts of various kinds)

Literature:

BAUSCH, K. R./CHRIST, H./HÜLL, W./KRUMM, H.-J.: Handbuch Fremdsprachenunterricht. Tübingen: Francke Verlag, 1989. S. 201-204.

DAHLHAUS, B.: Fertigkeit Hören. Fernstudieneinheit 5. Goethe-Institut München: Langenscheidt, 1994.

DÖMÖK, Sz.: Hören. Budapest: Nemzeti Tankönyvkiadó, 2002.

LODEVICK, K.: DSH-Training. Texte aus Wissenschaft und Gesellschaft. 2. Aufl. Göttingen: Fabouda Verlag, 2002.

Materiály z televízie a z rozhlasu

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|---|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/JAS3db/ NJ/25 | Name: Language proseminar 3 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - an oral presentation (about 15-20 minutes) in front of the seminar group on a topic selected in consultation with the lecturer), which was worked on during the semester, or with a self-prepared PPT presentation, where oral argumentation, structuring of the speech, formulation of one's own opinion and mastery of the principles of scientific ethics are mainly evaluated. Weighting of midterm/final assessment: active participation 20%, presentation 80%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: The prerequisites for achieving this skill are a solid, well-founded knowledge of vocabulary and grammar at a minimum of B2, a good foundation in the use of German and a confident manner. Skills: Practising and achieving a certain routine in speaking freely on and about a given topic, reflexive use of word choice, grammatical structures, logical and coherent speech structure, conversation, use of appropriate argumentation (pro and con) in the text, in the presentation. Competencies: At the end of the semester, students are able to speak fluently and fluently in German without much difficulty and in a linguistically correct form, to hold conversations and to answer questions appropriately and coherently. | |
| Brief syllabus: | |
| Literature: | |

LODEWICK, K.: DSH-Training. Texte aus Wissenschaft und Gesellschaft. 2. Aufl. Göttingen: Fabouda Verlag, 1997.

WILLKOP, E.-M./WIEMER, C. u.a.: Auf neuen Wegen. Deutsch als Fremdsprache für die Mittelstufe und Oberstufe. München: Hueber Verlag, 2003.

Rôzne učebné texty (podľa aktuálnej tematiky)

Texty z novín, časopisov (podľa aktuálnej tematiky)

BÁCSKAI, A., et al.: ABC der Textsortenkompetenz: Tips und Techniken zu Textsorten und Aufsatzarten. Budapest: ELTE Germanistisches Institut, 1999.

BACKHAUS, A. et. al.: Mittelpunkt B2/C1. Intensivtrainer schriftlicher und mündlicher Ausdruck. Textsorten für Studium und Beruf. Stuttgart: Klett, 2009.

DANIELS, A. et. al.: Mittelpunkt: Redemittelsammlung, B2/C1. Stuttgart: Klett, 2008.

FERENBACH, M., SCHÜßLER, I.: Wörter zur Wahl. Wortschatzübungen Deutsch als Fremdsprache. Stuttgart: Klett, 2007.

HASENKAMP, G.: Leselandschaft 1. Unterrichtswerk für die Mittelstufe. Ismaning: Verlag für Deutsch, 2002.

HASENKAMP, G.: Leselandschaft 2. Unterrichtswerk für die Mittelstufe. Ismaning: Verlag für Deutsch, 2000.

MADARAS, B. et al.: Oberstufe Deutsch C1 Test- und Übungsbuch. Budapest: Nemzeti Könyvkiadó, 2008.

SZALAI, T./WOLF-SCHÄFFER, J.: Tematikus szótár német nyelvből. Szeged: Maxim, 2007.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/JAS4db/ NJ/25 | Name: Language proseminar 4 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper, - continuous assessment during the semester based on 3 written assignments. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: Over the course of the semester, students will gain informed access to a variety of authentic German text types (D, A, CH) and thus have an understanding of both informal and formal text types. They will be familiar with current orthographic norms and will have knowledge of the linguistic levels of the German language system, linguistic styles, contrastive grammar and the communicative contexts of the German language. Skills: The seminar is aimed at practicing writing skills (idea, aim of the written text, logical, correct structure in individual text examples, argumentation, use of cohesive elements). Against this background, students will be able to present their own opinions professionally in German, develop their own linguistic culture in German, be able to critically analyse written and spoken expression, formulate their own opinions and attitudes, critically revise and constructively defend them. Competencies: Students will acquire the competence to produce different (shorter and longer) texts (in several varieties of German - informal, formal, diastratic and diaphasic) appropriate to | |

the situation. They will be able to speak German at a high practical level and to use German at an applied-communicative level in written communication.

Brief syllabus:

1. Letter to a friend: First impressions of university life.
2. Application for enrolment in a language school (purpose, time, intensity, cost)
3. Means of transport: the bicycle - and the environment (commentary)
4. Sport in the lives of young people (commentary on the topic)
5. Inquiry, search for suitable summer job - letter to the job exchange
6. Complaint (in the service sector)
7. Letter to the school principal (application, child, leave of absence, travel abroad)
8. Libraries today (function, expectations) (response to public opinion survey)
9. Invitation to a birthday party (with program and food recommendations)
10. Healthy nutrition - written reflections on the topic of the paper
11. Recommending a friend to read an interesting new German novel (e.g. Kehlmann, Daniel, Mayrthaler, Julia Zeh, Theresa Mora, etc.)
12. Learning foreign languages for the future (objective, benefits, costs)

Literature:

BAUSCH, K.-R./CHRIST, H./KRUMM, H.-J. (Hrsg.): Handbuch Fremdsprachenunterricht. Vierte, vollständig neu bearbeitete Auflage. Tübingen/Basel: A. Francke Verlag, 2003.
BOÓCZ-BARNA, K./KÓCZIÁN, N./LEITNER, B.: Schreiben. Budapest: Nemzeti Tankönyvkiadó, 1998.
ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.
KAST, B.: Fertigkeit Schreiben. Fernstudieneinheit 12. München: Goethe-Institut, 1999.
LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.
POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.
STORCH, G.: Deutsch als Fremdsprache – Eine Didaktik. Paderborn: Wilhelm Fink, 2009.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|-------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/KREdb/ NJ/25 | Name: Creative Writing |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper, - continuous assessment during the semester based on 3 written assignments. The evaluation of the written works as of the seminar paper is the result of the following components: <ul style="list-style-type: none"> - the ability to effectively seek out and actively work with academic resources, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 40%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 30-50 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 5-10 h - preparation of the seminar paper 5-10 h | |
| Results of education: Knowledge: After the completion of the course the students will be able to apply a variety of creative writing techniques within individual genres. The students will be able to produce written work with a high level of originality and creativity, produce different functional styles of German using idioms and varieties of the German language, learn new activities and procedures, and write at a level equivalent to C1 of the CEFR. Skills: After the completion of the course the students will be able to identify various stylistic features, produce individual working versions of a creative text, write a coherent text, make proofreading, adapt the text to the purpose or genre. The students will be able to apply the acquired knowledge and skills in solving problems and tasks assigned in the study literature, as well as examples from his/her own practice. | |

Competencies: After the completion of the course the students will be able to apply a set of knowledge and skills in real receptive and productive communicative writing practice and to analytically and critically assess and evaluate the processes of meaning-making, both in his/her own pedagogical practice and in everyday life, to evaluate and give feedback to classmates, to cooperate in a team.

Brief syllabus:

The discipline focuses on the skill of writing with special attention to creative writing. The focus is on the learner and the various active learning activities that support his/her development, with an emphasis on written communication.

The theoretical bases are the development of writing skills in foreign language teaching, the issue of creativity as a prerequisite for creative writing and creative writing as a process with its phases in educational settings.

Topics:

1. Creativity and creative teaching
2. Creative Writing
3. Basic principles of creative writing
4. Creative writing in school
5. Techniques: associative writing
6. Techniques: structured writing
7. Techniques: literary writing
8. Writing as a game
9. Using Creative Writing Techniques in Teaching of German as a Foreign Language
10. Lesson ideas
11. Good practices in teaching practice
12. Summary and discussion

Literature:

BÖRNER, W./ VOGEL, K.: Schreiben in der Fremdsprache. Bochum: AKS-Verlag, 1992.
 KAST, B.: Fertigkeit Schreiben. Fernstudienangebot 12. Kassel u.a: GI, 1999.
 LOKŠA, J./ LOKŠOVÁ, I.: Teória a prax tvorivého vyučovania. Košice: MPC, 2001.
 PORTMANN, P. R.: Schreiben und Lernen. Grundlagen der fremdsprachlichen Schreibdidaktik. Tübingen: Max Niemeyer, 1991.
 SCHREITER, I.: Schreibversuche. Kreatives Schreiben bei Lernern des Deutschen als Fremdsprache. München: IUDICIUM Verlag, 2002.
 PILLÁROVÁ, J.: Využitie techník tvorivého písania na 1. stupni ZŠ. Prešov: MPC, 2014.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 1

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/LDIdb/ NJ/25 | Name: Literature in German language teaching |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar work in the scope of min. 8.000 characters, assessing in particular the ability to effectively search for and actively work with academic sources, written and oral argumentation, structuring of text and speech, formulation of one's own opinion, writing clear, effective paragraphs, and mastery of the ethics of academic writing. The final grade is calculated as the average of the seminar paper grade (80% of the final grade) and the active participation grade (20% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation of the seminar paper 50 h | |
| Results of education: Knowledge: Students will gain an advanced knowledge of children's and young adult literature from the last two centuries, with special attention to the possibilities of applying these texts in German as a foreign language classes. In the course of their education, students will acquire knowledge in the history of children's literature, especially the lives of authors, their literary activities, as well as literary genres that appeared in the various periods of development. Students will learn about the most important literary currents and movements. Students will gain an overview of the development of children's literature, as well as literature about children, from antiquity to the present. Skills: Students will be able to work competently with German texts from children's and young adult literature in the context of teaching German as a foreign language. Students will be able to analyse individual literary texts, obtain and select information when studying secondary literature, compare sources of secondary literature, evaluate their relevance and reliability. | |

Competencies: In the seminars they can express their opinion, formulate arguments and synthesize the results of their findings, draw conclusions and generalizations, critically evaluate the literary excerpts they have read and suggest possible meanings of particular aspects of a literary work.

Brief syllabus:

1. Mediating literature and teaching literature: convergences and divergences
2. Teaching literature in German as foreign language classes. Options and limitations
3. Great works of literature for children and youth I.
4. Great works of literature for children and youth II.
5. Fairy tales and fables in German as foreign language classes.
6. Short story prose in German as foreign language classes.
7. Lyrical genres in German as foreign language classes.
8. Intercultural relations in German as foreign language classes.
9. Comics and fantasy works
10. Literature and movies
11. Dramatic games in German as foreign language classes.
12. Didactization of a literary work

Literature:

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

VARGA-MÓNOK, E.: Kompetenzförderung mit literarischen Texten im Deutsch als Fremdsprache-Unterricht. In: *Initium* 3 (2021), S. 318–369. Im Internet: <https://ojs.elte.hu/index.php/initium/article/view/3012/2718>

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

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

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

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

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

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

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

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

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

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 4

| A | B | C | D | E | FX |
|--|------|-----|-----|-----|-----|
| 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. László V. Szabó, PhD., | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/LIT1db/ NJ/25 | Name: Literature of German-speaking countries 1 |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper of at least 8,000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - written elaboration and presentation of the assigned topic, in particular: <ul style="list-style-type: none"> - the ability to effectively seek out and actively work with academic resources, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. The final grade is calculated as the average of the oral exam and seminar paper grades. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: Upon completion of the course, students will have an advanced understanding of various reading strategies in relation to literary texts of the Middle Ages, Early Medieval, Baroque, and Enlightenment periods. They will have knowledge of the most important cultural | |

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

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

Competencies: Students' reading competence is promoted in the course through interpretive readings of texts from the Middle Ages, Early Middle Ages, Baroque and Enlightenment.

Graduates of the course will be prepared to take responsibility for their actions and be able to communicate their conclusions and justifications to both the professional and lay public.

Brief syllabus:

1. Literature of the Old Germanic period: from the Abrogans to the Hildebrandslied
2. Literature of the Middle Ages: courtly epic poetry, Minnesang
3. Literature of the early modern period: humanism, reformation, baroque
4. The Enlightenment period. Ideas, authors, works
- 5 Lessing's dramaturgical conception
6. Literature of the Sturm und Drang period
- 7 Weimar Classicism
- 8 Literary Romanticism
9. Between Classicism and Romanticism: Hölderlin, Kleist, Jean Paul
10. Vormärz Literature: Heine, Büchner, Hebbel
11. Biedermeier in literature: Eduard Mörike
12. The novels of realism
13. Novel of Realism

Literature:

Aurnhammer, Achim / Detering, Nicolas: Deutsche Literatur der Frühen Neuzeit. Humanismus, Barock, Frühaufklärung. Tübingen: Narr / Francke / Attempto, 2019. ISBN: 978-3-838-55024-4.

Bleuler, Anna Kathrin: Der Codex Manesse. Geschichte – Bilder – Lieder. München: C.H. Beck, 2018. ISBN: 978-3-406-72135-9.

Fick, Monika: Lessing-Handbuch. Leben – Werk – Wirkung. Stuttgart / Weimar: Metzler, 2010. ISBN: 978-3-476-00330-0.

Götter, Karl-Heinz: Grundkurs Mittelhochdeutsch. Stuttgart: Philipp Reclam jun., 2013. ISBN: 978-3-15-960352-0

Herchert, Gaby: Einführung in den Minnesang. Darmstadt: Wissenschaftliche Buchgesellschaft, 2010. ISBN: 978-3-534-21347-4.

Hofmann, Michael: Aufklärung. Stuttgart: Philipp Reclam jun., 1999. ISBN: 978-3-15-950490-2.

Hübner, Gert: Ältere deutsche Literatur. Eine Einführung. 2. Aufl. Tübingen: Francke, 2015. ISBN: 9-78-38252276-6.

Meid, Volker: Barock-Themen. Eine Einführung in die deutsche Literatur des 17. Jahrhunderts. Stuttgart: Philipp Reclam jun., 2015. ISBN: 978-3-15-960856-3.

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|---|-------|-------|-------|-------|-----|
| <p>V. Szabó, László: Historisch-geographische Grenzüberschreitungen in Fontanes „Der Stechlin“. In: Claudia Buffagni / Maria Paola Scialdone (Hrsg.): Grenzüberschreitungen in Theodor Fontanes Werk: Sprache, Literatur, Medien. Berlin / Boston: Walter de Gruyter 2024, S. 417–427.</p> <p>V. Szabó, László: Der Einfluss Friedrich Nietzsches auf Hermann Hesse. Formen des Nihilismus und seiner Überwindung bei Nietzsche und Hesse. Universitätsverlag Veszprém / Wien: Edition Praesens, 2007. 324 p.</p> <p>V. Szabó, László: Renascimentum europaeum. Studien zu Rudolf Pannwitz. Berlin: Frank & Timme, 2015. 270 p. ISBN: 978-3-7329-0185-2</p> <p>V. Szabó, László: Kulturtypologie und Transkulturalität: Rudolf Pannwitz und Der Geist der Tschechen. In: Zeitschrift für Mitteleuropäische Germanistik 6 (2016), H. 2, p. 127–145.</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: German</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 11</p> | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 18.18 | 36.36 | 27.27 | 18.18 | 0.0 |
| <p>Teacher: Dr. habil. László V. Szabó, PhD., Dr. habil. László V. Szabó, PhD.,</p> | | | | | |
| <p>Date of last update: 29.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/LIT2db/ NJ/25 | Name: Literature of German-speaking countries 2 |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper of at least 8,000 characters (60% of the final grade). During the exam period, an oral exam in the form of a colloquium will be realized (40% of the final grade). The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - written elaboration and presentation of the assigned topic, in particular: <ul style="list-style-type: none"> - the ability to effectively seek out and actively work with academic resources, - written and oral argumentation, - structuring text and speech, formulating own opinion, writing clear, effective paragraphs, - mastery of the ethics of academic writing. The final grade is calculated as the average of the oral exam and seminar paper grades. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: After completing the course, students will have an advanced knowledge of different reading strategies in relation to literary texts of the 19th a 20th century. They will have knowledge of the most important cultural and social realities and the history of the linguistic and cultural area, the basic practices of analysis and interpretation of prose, dramatic and poetic texts. | |

Skills: Students will have the ability to creatively understand and interpret literary texts from the literary eras listed, recognize and distinguish different types of literary text, and demonstrate their structural features using correct textual examples. They will be able to apply the acquired knowledge in seminar discussions, but also in the preparation of seminar or thesis papers. They will be able to analyse individual literary texts and apply literary-critical approaches and will be able to perceive the literature of the 19th a 20th century in the context of various historical events and literary movements. They can express their opinion, formulate arguments and synthesize the results of their findings, draw conclusions and generalizations, critically evaluate the literary excerpts they have read and suggest possible meanings of particular aspects of a literary work.

Competencies: Students' reading competence is promoted in the course through interpretive readings of texts of the 19th a 20th century. Graduates of the course will be prepared to take responsibility for their actions and be able to communicate their conclusions and justifications to both the professional and lay public.

Brief syllabus:

1. Introduction to German-language literature of modernism
- 2 Berlin Modernism. Naturalism
3. Viennese Modernism. From Hofmannsthal to Stefan Zweig
- 4 Literary Expressionism
- 5 Rainer Maria Rilke: Poetry and Prose
- 6 The Art of Franz Kafka
7. The Literature of the Weimar Republic. The theatre of Bertolt Brecht
8. Neoromanticism: Hermann Hesse
9. The novels of Thomas Mann
10. National Socialism and Literature. Exile literature and internal emigration
11. Post-war literature: zero hour and/or continuity. The German short story
12. The German-language novel after 1945
13. German-language drama after 1945

Literature:

- Delabar, Walter: *Klassische Moderne. Deutschsprachige Literatur 1918–33*. Berlin: Akademie Verlag, 2010. ISBN: 978-3-05-004416-3.
- Haberland, Detlev (Hrsg.): *Ästhetik und Ideologie nach 1945. Wandlung und Kontinuität poetologischer Paradigmen deutschsprachiger Schriftsteller*. Oldenbourg: De Gruyter, 2017. ISBN: 978-3-11-050138-4.
- Krause, Frank: *Literarischer Expressionismus*. Göttingen: V& R unipress, 2015. ISBN: 978-3-8470-0363-2.
- V. Szabó, László: „Hiersein ist herrlich“. Der Nachhall Nietzsche'scher Themen bei Rilke. In: *Pro Philosophia* 24 (2000), S. 59–88.
- V. Szabó, László: „...eine so gespannte Seele wie Nietzsche“. Zu Hugo von Hofmannsthal's Nietzsche-Rezeption. In: *Jahrbuch der ungarischen Germanistik* 2006, S. 69–93.
- V. Szabó, László: *Der Einfluss Friedrich Nietzsches auf Hermann Hesse*. Wien: Praesens, 2007. ISBN: 978-3-7069-0443-8.
- V. Szabó, László: *Zwischen Weltbild, Diskurs und Ironie: Thomas Manns Zauberberg als moderner Roman*. In: Anita Braxatorisová / Erzsébet Drahotová-Szabó / Attila Mészáros / László V. Szabó (Hrsg.): *Sprache – Diskurs – Kontext. Auslandsgermanistik im 21. Jahrhundert*. Komárno: J.-Selye-Universität, 2020, S. 215-235.
- Im Internet: http://pf.ujs.sk/documents/books/05_BRAXATORIS_et_al_Sprache.pdf

V. Szabó, László: Der Einfluss Friedrich Nietzsches auf Hermann Hesse. Formen des Nihilismus und seiner Überwindung bei Nietzsche und Hesse. Universitätsverlag Veszprém / Wien: Edition Praesens, 2007. 324 p.

V. Szabó, László: Renascimentum europaeum. Studien zu Rudolf Pannwitz. Berlin: Frank & Timme, 2015. 270 p. ISBN: 978-3-7329-0185-2

V. Szabó, László: Kulturtypologie und Transkulturalität: Rudolf Pannwitz und Der Geist der Tschechen. In: Zeitschrift für Mitteleuropäische Germanistik 6 (2016), H. 2, p. 127–145.

V. Szabó, László: Slowakische Identität bei Samuel Ferjenčík im Spiegel seiner Aufzeichnungen. In: Slovenská Literatúra 71 (2024), No. 4, p. 367–379.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 9

| A | B | C | D | E | FX |
|-----|-------|-------|-------|-------|-----|
| 0.0 | 22.22 | 22.22 | 44.44 | 11.11 | 0.0 |

Teacher: Dr. habil. László V. Szabó, PhD.,

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/MDIdb/ NJ/25 | Name: Media in German language teaching |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| <p>Conditions for passing the subject: The evaluation of the seminar is the result of the following components:</p> <ul style="list-style-type: none"> - active participation in classes, - seminar work in the scope of min. 8.000 characters, assessing in particular the ability to effectively search for and actively work with academic sources, written and oral argumentation, structuring of text and speech, formulation of one's own opinion, writing clear, effective paragraphs, and mastery of the ethics of academic writing. <p>The final grade is calculated as the average of the seminar paper grade (80% of the final grade) and the active participation grade (20% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX.</p> <p>Total study load: 90 hours, of which:</p> <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation of the seminar paper 50 h | |
| <p>Results of education: Knowledge: Participants will learn about the possibilities of using different media or new technologies in teaching German as a foreign language. Graduates will have an overview of the possibilities of using new technologies in education. They will be familiar with a range of applications and learning platforms, based on which they will be able to choose the appropriate environment for a given learning purpose. Skills: Graduates of the course will be able to evaluate the suitability of educational software, design the implementation of new technologies in the teaching of German and create their own teaching materials. Competencies: Graduates of the course can work independently with new technologies, including in the online environment and solve problems related to their use for educational purposes. Can take responsibility for the implementation of activities in which pupils use new technologies.</p> | |
| Brief syllabus: | |

1. Basic concepts.
2. Media roles and criteria for media selection in the classroom.
3. Media typology
4. Visual, haptic and textual media - whiteboards, worksheets, posters, cards, photos, illustrations, art images, concrete objects, different kinds of reading texts
5. Auditory media - pronunciation exercises, recordings for the classroom, authentic audio documents
6. Audiovisual media - feature films, authentic television broadcasting - commercials, weather forecasts, talk shows, documentaries
7. Electronic media - computer in the classroom, interactive whiteboard
8. Online media - Internet, Web 2.0
9. Didactization of authentic materials, creation of own teaching materials
10. Techniques and practices of language teaching in the online space
11. Good practices, lesson ideas
12. Summary, discussion

Literature:

GRÜNER, M.; HASSERT, T.: Computer im Deutschunterricht. Fernstudieneinheit 14. München: Goethe-Institut, 2000.
 BRANDI, M.-L.: Video im Unterricht. Fernstudieneinheit 13. München: Goethe-Institut, 1999.
 HUNEKE, H.-W.; STEINIG, W.: Deutsch als Fremdsprache. Eine Einführung. Berlin: Erich Schmidt Verlag, 2010.
 FREDERKING, V.; KROMMER, A.; Maiwald, K.: Mediendidaktik Deutsch. Eine Einführung. Berlin: Erich Schmidt Verlag, 2008.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 5

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

German, English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| a | n |
|-----|-----|
| 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

German, English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| a | n |
|-----|-----|
| 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/OBdb/ NJ/25 | Name: Bachelor's Thesis and Defense |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 8 | |
| Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6.. | |
| Level of study: I. | |
| Prerequisites: KNJ/BSdb/NJ/25 | |
| Conditions for passing the subject: <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p> | |

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

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

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

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

Results of education:

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

Brief syllabus:

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

| | | | | | |
|---|-----|-----|-----|-----|-----|
| <p>4. The conclusions and proposals drawn by the student. A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices. The final thesis is available to the committee before and during thesis defence</p> | | | | | |
| <p>Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf ESSELBÖRN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008. LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006. MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994. POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988. ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: German</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 2</p> | | | | | |
| A | B | C | D | E | FX |
| 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <p>Teacher:</p> | | | | | |
| <p>Date of last update: 29.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/PCJ1db/ NJ/25 | Name: Practical exercises in German Language 1 |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The assessment is the result of the following components: 1. Ongoing tasks and classroom activity - 30%: active participation in exercises, working in pairs and groups, regular short homework assignments (vocabulary, grammar, writing), participation in language mini-activities and simulations 2. Written test - 30 %: grammar and vocabulary appropriate to A2 level, reading comprehension, writing a simple text 3. Oral assessment (dialogue/short presentation) - 20%: ability to react in common communication situations, introduction, description of person, place, daily routine, etc. 4. Listening comprehension - 20%: working with a recording (authentic or didactic material), understanding the main idea, answering questions, filling in details The assessment is carried out in accordance with the UJS study regulations, i.e. to obtain a grade A (excellent) must obtain at least 90%, to obtain a grade B 80%, to obtain a grade C at least 70%, to obtain a grade D 60%, to obtain a grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 14 h - preparation for assessments 50 h | |
| Results of education: Knowledge: - Students will acquire the basic linguistic resources of the German language (vocabulary, grammatical structures, pronunciation, spelling) appropriate to the language level A2/B1. - They will gain an overview of the basic linguistic functions and communicative situations of everyday and academic life. - They will be familiar with selected linguistic phenomena in systematic form and their use in context. Skills: - Students will be able to communicate in everyday situations, ask questions, describe people, places, situations, express their own opinion, understanding, agreement and disagreement. | |

- They will be able to understand simple written and spoken texts, including authentic or partially unfamiliar content.
- They will develop the skills needed to produce coherent oral and written expression (e.g. e-mail, short description, narrative).

Competences:

- Students will be able to use the German language independently and functionally in everyday social, academic and professional situations at an appropriate language level.
- They will develop their linguistic autonomy, their ability to work with dictionaries, online language resources and to learn foreign languages effectively.
- They will lay the foundations for the development of intercultural and communicative competence necessary for further German language study.

Brief syllabus:

1. Course introduction, refresher of basic grammar and vocabulary (A1)
2. Verb tenses, Perfect tense, Past tense in communication
3. Description of a person, family, daily routine (speaking and writing)
4. Shopping, food and drink - vocabulary, dialogues
5. Prepositions with accusative and dative - room description, orientation
6. Writing a short email, a postcard, a simple story
7. Weather, seasons, planning activities - modality
8. Health, visiting the doctor - reading comprehension
9. Work and occupations - vocabulary extension
10. Travel, transport, questions and answers (interaction)
11. Making simple coherent oral speech
12. Listening to an authentic text (A2), discussion
13. Repetition, test

Literature:

Menschen A2 / B1 – Hueber Verlag
 Sicher! aktuell A2 / B1 – Hueber Verlag
 DaF kompakt A2 / B1 – Klett Verlag
 Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik – aktuell (A2/B1)
 Funk/Kuhn: Studio d – A2/B1 Arbeitsbuch und Übungsgrammatik
 Grammatik aktiv A1–B1 – Cornelsen Verlag

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 5

| A | B | C | D | E | FX |
|------|------|------|------|-----|-----|
| 20.0 | 40.0 | 20.0 | 20.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/PCJ2db/ NJ/25 | Name: Practical exercises in German Language 2 |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The assessment is the result of the following components: <ol style="list-style-type: none"> 1. Ongoing language performance and homework - 25%: regular work on vocabulary, stylistics and pronunciation, active participation in communicative exercises and discussions 2. Written expression (essay, opinion piece, description) - 25 %: structure and content of the text (coherence, clarity), linguistic correctness (grammar, spelling) and appropriateness of style 3. Oral presentation - 25 %: short presentation (1-2 minutes), dialogue or discussion on the chosen topic, fluency, pronunciation, ability to argue and respond 4. Listening and reading comprehension - 25%: working with authentic and didactic text, ability to identify main and secondary information, interpret content The assessment is carried out in accordance with the UJS study regulations, i.e. to obtain a grade A (excellent) must obtain at least 90%, to obtain a grade B 80%, to obtain a grade C at least 70%, to obtain a grade D 60%, to obtain a grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for assessments 50 h | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - Students will acquire the basic linguistic resources of the German language (vocabulary, grammatical structures, pronunciation, spelling) appropriate to the language level A2/B1. - They will gain an overview of the basic linguistic functions and communicative situations of everyday and academic life. - They will be familiar with selected linguistic phenomena in systematic form and their use in context. Skills: <ul style="list-style-type: none"> - Students will be able to communicate in everyday situations, ask questions, describe people, places, situations, express their own opinion, understanding, agreement and disagreement. - They will be able to understand simple written and spoken texts, including authentic or partially unfamiliar content. | |

- They will develop the skills needed to produce coherent oral and written expression (e.g. e-mail, short description, narrative).

Competences:

- Students will be able to use the German language independently and functionally in everyday social, academic and professional situations at an appropriate language level.

- They will develop their linguistic autonomy, their ability to work with dictionaries, online language resources and to learn foreign languages effectively.

- They will lay the foundations for the development of intercultural and communicative competence necessary for further German language study.

Brief syllabus:

1. Introduction, diagnosis of input skills, repetition of Perfect and word sequence
2. Working with texts - expressing opinion and attitude (discussion)
3. Work and study - professional vocabulary, writing an application
4. Present and past tense in speaking (Präteritum vs. Perfekt)
5. Expressing agreement/disagreement, argumentation (Redemittel)
6. Graph or picture description - oral and written expression
7. Advertising, media, social networks - reading and comprehension
8. Culture, holidays, social customs - comparison and presentation
9. Conversation at school, office, bank - interaction
10. Stylistic exercises: telling a story, letter, short opinion text
11. Listening (interview, report, podcast)
12. Preparation for oral presentation - short presentation
13. Summary and test

Literature:

Menschen A2 / B1 – Hueber Verlag

Sicher! aktuell A2 / B1 – Hueber Verlag

DaF kompakt A2 / B1 – Klett Verlag

Dreyer/Schmitt: Lehr- und Übungsbuch der deutschen Grammatik – aktuell (A2/B1)

Funk/Kuhn: Studio d – A2/B1 Arbeitsbuch und Übungsgrammatik

Grammatik aktiv A1–B1 – Cornelsen Verlag

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ PPD1db/NJ/25 | Name: Propedeutics of German as a Foreign Language 1 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: Upon completion of the course, students will have advanced knowledge of the semantic, syntactic and morphological characteristics of verbs; they will know all morphological categories of verbs, i.e. conjugation classes, tenses, genders and modes; they will have advanced knowledge of the semantic, syntactic and morphological characteristics of nouns (gender, number and case). Skills: On the basis of the theoretical knowledge above, students will be able to translate this knowledge into their language production, which promotes their linguistic accuracy; they will develop advanced skills and linguistic awareness, i.e. they will have the ability to reflect on the grammatical rules of the German language with a contrastive perspective. Competencies: Students will strive to formulate their oral and written utterances not only semantically but also grammatically correct, which will have a positive effect on their attitudes by making them less inhibited; they will strive to maintain their grammatical knowledge at a high level, to refine the rules they have learnt, to supplement them with exceptions, i.e. to develop grammatical and metalinguistic competence, and to take responsibility for their own professional development. | |

Brief syllabus:

The course focuses on the verb as the central unit of the sentence. The focus of the seminars is on the morphological categories of the verb, i.e. conjugation classes, tenses, genders and modes. The verb is followed by a noun with emphasis on semantic, morphological and syntactic aspects.

1. Verb as a verbal species in grammars; verbs according to semantic and morphological aspects; conjugation classes: strong, weak and mixed conjugation; timing; separable and inseparable verbs.
2. System of tenses: past tense; perfect tense; past progressive tense; future tense I; future tense II;.
3. Absolute and relative use of tenses in the German language
4. Genera Verbi: active-passive transformations; Vorgangspassiv: formation and competitive forms;
5. Modi: imperative; indirect speech
6. Modal verbs in German
7. Valence of German verbs
8. Classification of nouns; semantic characteristics and classification of nouns
9. Gender: motivated and unmotivated nouns; determining gender by semantic and formal aspects
10. Homonyms
11. Number: rules for plural nouns; plural nouns and singular nouns
12. Fall: types of pure fall; types of prepositional fall.

Literature:

- DRAHOTA-SZABÓ, E.: Das Verb. Ein Studienbuch für DaF- und DaZ-Lernende. Szeged: Grimm, 2010.
- DRAHOTA-SZABÓ, E.: Morphologie des Deutschen im Überblick. Ein Studien- und Arbeitsbuch für Studierende des Faches Germanistik. 3., verbesserte Auflage. Szeged: Grimm, 2015.
- KOCSÁNY, P./LÁSZLÓ, S.: Die Wortklassen des Deutschen. Eine praktische Darstellung mit Übungen für Fortgeschrittene. Budapest: Nemzeti Tankönyvkiadó, 2005.
- MÉSZÁROS, A.: Grammatisches Propädeutikum I: Ein Übungsbuch für das Studium der Germanistik 1. Komárno: Univerzita J. Selyeho, 2021. [elektronický zdroj]
- DUDEN-Grammatik = Der Duden in zwölf Bänden. Das Standardwerk zur deutschen Sprache. Herausgegeben vom Wissenschaftlichen Rat der Dudenredaktion. Bd. 4: Die Grammatik. Unentbehrlich für richtiges Deutsch. 7., völlig neu erarbeitete und erweiterte Auflage. Mannheim/Leipzig/Wien/Zürich: Dudenverlag, 2005.
- HELBIG, G./BUSCHA, J.: Leitfaden der deutschen Grammatik. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.
- HELBIG, G./BUSCHA, J.: Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Berlin/München/Wien/Zürich/New York: Langenscheidt, 2001.

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

German

Notes:**Evaluation of subjects**

Total number of evaluated students: 13

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-----|-----|
| 23.08 | 23.08 | 38.46 | 15.38 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ PPD2db/NJ/25 | Name: Propedeutics of German as a Foreign Language 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: Students will have an advanced knowledge of the semantic, syntactic and morphological characteristics of the following word types: adjectives, numerals, adverbs, modals, particles, conjunctions and sentence equivalents; they will be familiar with all types of these word types. Skills: On the basis of the theoretical knowledge above, students will be able to translate this knowledge into their language production, which promotes their linguistic accuracy; they will develop advanced skills and linguistic awareness, i.e. they will have the ability to reflect on the grammatical rules of the German language with a contrastive perspective. Competencies: Students will strive to formulate their oral and written utterances not only semantically but also grammatically correct, which will have a positive effect on their attitudes by making them less inhibited; they will strive to maintain their grammatical knowledge at a high level, to refine the rules they have learnt, to supplement them with exceptions, i.e. to develop grammatical and metalinguistic competence, and to take responsibility for their own professional development. | |
| Brief syllabus: | |

The course focuses on adjectives, pronouns and adjacent parts of speech. The lectures and seminars focus on the morphological categories of these parts of speech.

1. Types of adjectives according to their syntactic function; adjective declension - economic principle; types of declination: strong, weak and mixed declination.

2. Pronunciation of adjectives

3. Comparison of adjectives - gradation with morphological means, with particles and with word-forming means

4. Pronouns: classification of pronouns

5. Possessive pronoun; demonstrative pronoun; indefinite pronoun

6. Pronoun adverbs

7. Numerals - cardinals; ordinals; fractional numbers; multiplicative numbers; repeating numbers; general numbers

8. Adverbs; conjunctive adverbs; pronominal adverbs

9. Modal words

10. Particles

11. Couplings

12. Sentence equivalents

Literature:

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

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

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

MÉSZÁROS, A.: Grammatisches Propädeutikum I: Ein Übungsbuch für das Studium der Germanistik 1. Komárno: Univerzita J. Selyeho, 2021. [elektronický zdroj]

DUDEN-Grammatik = Der Duden in zwölf Bänden. Das Standardwerk zur deutschen Sprache. Herausgegeben vom Wissenschaftlichen Rat der Dudenredaktion. Bd. 4: Die Grammatik. Unentbehrlich für richtiges Deutsch. 7., völlig neu erarbeitete und erweiterte Auflage. Mannheim/Leipzig/Wien/Zürich: Dudenverlag, 2005.

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

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

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|-------|-------|------|-------|-----|-----|
| 41.67 | 33.33 | 8.33 | 16.67 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/REAdb/ NJ/25 | Name: Realia of Germanophone countries |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The assessment is the result of the following components: <ol style="list-style-type: none"> 1. Active participation in seminars and discussions - 20%: regular attendance and active participation in seminar activities, involvement in discussions, analysis of materials and joint reflection, preparedness for class (independent study and working on assignments) 2. Seminar paper - 30 %: elaboration of a selected topic related to the realities of one or more Germanophone countries (e.g. education in Austria, migration in Germany, multilingualism in Switzerland), scope: 5-7 standard pages + presentation in class 3. Project - didactic unit - 30 %: design of a teaching unit with realities for a specific language level (A1-B2), identification of the target group, teaching objectives, selection of appropriate material, presentation at the seminar 4. Final reflection - 20 %: reflection on the knowledge and experience gained during the course, possible form: classic reflective portfolio or digital (e.g. Padlet, Canva) The assessment is carried out in accordance with the UJS study regulations, i.e. to obtain a grade A (excellent) must obtain at least 90%, to obtain a grade B 80%, to obtain a grade C at least 70%, to obtain a grade D 60%, to obtain a grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - class attendance 26 h - preparation for seminars 20 h - project preparation 20 h - preparation of seminar paper and self-reflection 24 h | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - Students will gain an overview of the political, geographical, historical, social and cultural realities of Germany, Austria, Switzerland and Liechtenstein. - They will acquire a basic understanding of the structure of society, the education system, the media, the economy, traditions and everyday life in German-speaking countries. - They will learn about theoretical approaches to landeskunde and their place in foreign language teaching. Skills: | |

- Students will be able to analyze, compare and interpret the realities of Germanophone countries and their reflection in authentic materials (texts, media, images, statistics).
- They will acquire the skills necessary to didacticise the realities and integrate them into language teaching according to the language level and age of the students.
- They will learn how to plan and implement teaching activities that link linguistic, intercultural and landscape objectives.

Competencies:

- Students will be able to integrate the realities of German-speaking countries into the teaching of German as a foreign language and promote intercultural understanding among students.
- They will develop intercultural communicative competence, the ability to perceive and reflect on cultural differences and stereotypes.
- They will be prepared to conduct language teaching as an instrument of cultural mediation that goes beyond a purely linguistic framework.

Brief syllabus:

1. Introduction to the subject: the concept of "Landeskunde", the development and aims of realia in the teaching of DaF. Cultural dimensions in language teaching.
2. Germany - geographical location, federal structure, symbols, basic facts. Working with maps and pictorial material.
3. Germany - society, school system, migration and multiculturalism. Discussion based on authentic materials.
4. Austria - historical development, identity, languages and regions. Narrative and visual sources.
5. Austria - culture, music, film, holidays and traditions. Application in teaching at A2/B1 level.
6. Switzerland - linguistic and cultural diversity, political system, everyday life.
7. Switzerland - economy, tourism, neutrality and international organisations.
8. Liechtenstein - a small country in the German space. General overview + comparison with others.
9. Types of realities: political, geographical, social, cultural - and their linguistic didactization.
10. Didacticisation of realities - analysis of materials (textbooks, worksheets, media), selection of topics according to levels (A1-B2).
11. Intercultural comparison: stereotypes, cultural differences, mirroring one's own culture in foreign language learning.
12. Presentation of student projects: teaching unit with realia (own material / didactic sequence).
13. Summary, reflection, final evaluation.

Literature:

Köbler, Heiko (2020): Landeskunde – Deutschland, Österreich, Schweiz. Mit digitalen Erweiterungen. Cornelsen.
 Schröder, Konrad / Brinitzer, Gabriele (2019): Landeskunde – Ein Thema des DaF-Unterrichts. Schneider Verlag.
 Lohfert-Plotnikova, Irina / Vogt, Karin (Hrsg.) (2021): Landeskunde und Interkulturelle Kompetenz im DaF-/DaZ-Unterricht. Springer VS.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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

| | |
|--|-----|
| <p>- They increase their level of independence, responsibility, and initiative in solving tasks outside their domestic academic environment.</p> | |
| <p>Brief syllabus:</p> <ul style="list-style-type: none"> - Introduction to the subject, the importance of academic mobility and the internationalisation of higher education. - Professional seminars by a foreign university teacher in line with the graduate profile. International approaches and current trends in the field. Intercultural communication and working in an international academic environment. - Reflection of the student on the knowledge, skills and experience gained from the teaching conducted by a foreign university teacher. - Discussion and feedback - relevance of the knowledge gained for further study and professional development. | |
| <p>Literature: Literature as recommended by the university teacher involved in the mobility programme.</p> | |
| <p>Language, knowledge of which is necessary to complete a course: English, Hungarian or Slovak</p> | |
| <p>Notes:</p> | |
| <p>Evaluation of subjects Total number of evaluated students: 0</p> | |
| a | n |
| 0.0 | 0.0 |
| <p>Teacher:</p> | |
| <p>Date of last update: 28.03.2025</p> | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | |

INFORMATION SHEET

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

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

Brief syllabus:

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

Literature:

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

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

English, Hungarian or Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| a | n |
|-----|-----|
| 0.0 | 0.0 |

Teacher:

Date of last update: 28.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ BS/25 | Name: Bachelor's thesis seminar |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Maintaining a selected bibliography related to the final thesis and processing its individual parts (pages 10-12) Attendance at the seminar is mandatory. Students will elaborate on a portion of their final dissertation and submit a selected bibliography. Students submit the printed parts of the dissertation and the bibliography to the instructor by the pre-determined deadline. If the student does not submit the dissertation within 7 days after the deadline, he / she will not receive the credit. The scope of the dissertation is set by the instructor. The dissertation must be submitted in A4 format, with 1.5 line spacing and Times New Roman size 12 letters. The reference ethics and technique should be kept in the dissertation. The following must be assessed in the basic dissertation: - the student's analytical and synthesizing train of thought - expressing one's own opinion supported by theoretical knowledge - the definition of the aims and problems of the dissertation and the way of its elaboration - the structure of the dissertation, its logical construction and the balance of its individual parts - access to literature and information sources (how to use the work) - basic observance of the formal requirements of the dissertation, following the reference rules - the aesthetic and linguistic side of the dissertation Percentage of each complex in student assessment: seminar work: 20% Seminar dissertation: 80% Summary evaluation according to the evaluation scale according to the SJE Study and Examination Regulations: A (100% -90%), B (89% -80%), C (79% -70%), D (69% -60%), E (59% -50%), below 50%: Fx (student does not receive credit). Student workload: 1 credit = 25 working hours (active participation in the class, study of literature, preparation at home, completion of the above tasks, preparation for a test / exam) | |
| Results of education: Knowledge | |

The student will be able to communicate and explain the general requirements of dissertation writing, be able to describe and characterize the content structure of the dissertation, as well as the same for the individual parts (introduction, main text, appendices).

The student is able to explain the concept of phenomenon and fact and to describe the types of research on each pedagogical phenomenon.

You will be able to characterize in more detail the basic methods of data collection and their use in the thesis.

The student is able to name the basic requirements for the author of the technical text, to describe and characterize the model, properties and formal structure of the technical text.

You will be able to list and explain the formal requirements for your dissertation.

The student will be able to define an abstract concept, describe its structure, be able to characterize the qualitative abstract, communicate the main errors of abstract writing, be able to distinguish the abstract from annotation, summary, abstract and review.

The student will be able to explain the concept of citation, paraphrase, compilation, plagiarism, be able to distinguish between citation and paraphrase, and will be able to illustrate some of the techniques for referring to sources on specific examples.

You will be able to define and explain in your own words the basic concepts and motives belonging to the problem of the topic of your choice.

The student learns the basic terms of the work.

Can explain the terms used in the dissertation.

At the theoretical level, you can create the final dissertation / dissertation with all the necessary supplies.

You can analyze and justify the conclusions of your dissertation.

You will be able to critically analyze the acquired knowledge, who can evaluate it and use it theoretically.

Skills

After completing the course, the student will be able to:

- write a draft of your own thesis,
- be able to explain the methodological rules of writing an undergraduate dissertation,
- can define the problem and purpose of the dissertation, can formulate possible hypotheses,
- to plan the schedule of the dissertation, together with its content,
- work with literature (with primary and secondary sources, will be able to search for information in library databases),
- on the basis of the acquired knowledge he will be able to prepare a logically structured and precisely worded text, create a quality abstract, write the introduction and completion of the dissertation, so that he respects certain requirements,
- will be able to present the knowledge of the given field, will cope with its complexity, will be able to form opinions,
- be able to apply the citation rules correctly, including bibliographic references,
- will be able to write the dissertation on a practical level, together with all the necessary supplies,
- will be able to analyze, synthesize and compare the acquired knowledge, and then will be able to suggest solutions,
- draw conclusions and make practical recommendations based on the critical analysis,
- is able to critically analyze the acquired knowledge, evaluate it and apply it in practice,
- present, argue and justify the acquired knowledge in terms of the intended objectives of the work
- to present the results in the framework of the whole study group and to the lecturers, to justify their significance and practical application.
- complete the dissertation and prepare for public defense,

- identify the strengths and weaknesses of the dissertation topic and the dissertation itself,
- critically evaluate the need and possibilities of the methods and attitudes used in the chosen dissertation and creatively suggest the possibilities of their application,
- independently acquire new knowledge in a given field, making use of acquired skills,
- apply theoretical knowledge in educational practice.

Competencies

The student

- be aware of the need and importance of adhering to academic ethics and etiquette in the lives of current students and future teachers,
- will act in accordance with the rules of corporate conduct,
- learn the basics of company protocol, be able to dress properly and wear appropriate shoes,
- adheres to the reference ethics,
- express its own convictions and views openly and honestly, but at the same time be able to acknowledge that the other party has the right to its own views,
- bears the consequences of his conduct and assumes responsibility.

Brief syllabus:

1. Formal requirements for theses in the UJS guidelines.
2. Brief description of the undergraduate thesis.
3. Significance of the dissertation.
4. Choice of thesis topic.
5. Preparation of a selected bibliography.
6. Tasks and goals of the dissertation.
7. Select the appropriate reference mode.
8. Content of the dissertation.
9. Strategy for outlining and articulating each part.
10. Working with book and journal literature.
11. Conducting research
12. Writing the thesis
13. Preparing for Defense

Literature:

KATUŠČÁK, D.: Ako písať záverečné a kvalifikačné práce. Nitra : Enigma, 2004.
 MADARÁSOVÁ, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554
 MARKO, J.: Ako písať záverečnú prácu. Zvolen : TU, 2010.
 Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 4

| A | B | C | D | E | FX |
|------|------|-----|-----|------|-----|
| 50.0 | 25.0 | 0.0 | 0.0 | 25.0 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ CLDM/25 | Name: Slovak children's and youth literature practice |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final evaluation has the character of a creative portfolio, i. based on individual works created during the course. The individual components are agreed with the students individually (also) on the basis of their personal involvement within the basic discipline Literature for children and youth. Students will prepare the following outputs as separate components of the portfolio: (they can choose one form of presentation) <ol style="list-style-type: none"> a) notice board about life and literary work for children and youth of a selected Slovak author for children and youth b) advertising spot as the basis of "marketing" of the given Slovak author for children and youth at present (presentation in written or visual form) c) elaboration of a semester work about the given author of intentional Slovak literature, including biographical, bibliographic and other given facts as well as "peculiarities" from his life. Part of this elaboration is also an interpretive analysis of the selected text of the author based on the objective-subjective reading experience of the student. Evaluation criteria: <ul style="list-style-type: none"> - Adequacy and imaginativeness of the notice board (4 points) - Use of creative and innovative forms of work in making a notice board (2 points) - Description and precise diagnostics of one's own approach to work (2 points) - Accurate capture, concretization and application of the selected methodology of work in the preparation of the notice board (2 points) - Originality of the commercial from the aspect of creativity and perception (5 points) - Knowledge of professional materials in the elaboration of a semester work (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in complex activities (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (2 points) The classification scale used in the assessment of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). | |

Student time load: 30 hours, of which: study: 26 hours, preparation and development of substantial tasks: 2 hours, additional reading of original and professional literature 1 hour, self-study and regular preparation: 1 hour.

Results of education:

Knowledge:

The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

- The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it accordingly,
- The student will be able to independently collect information about the life and literary work of this person in various publications and on the Internet,
- The student will be able to orientate in methods of distinguishing important and less important information for practice,
- The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth,
- The student will be able to correctly apply the acquired knowledge in specific outputs, especially communication exercises within individual exercises,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and activity,
- The student will be able to plan the individual phases of preparation and concretization of a given task in the background of difficulty, for an individual or a (study) group,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical background needed to solve them and solve them (using practical procedures in practice). He can practically use this knowledge in mediating common communication about this segment of literature.

Skills:

- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature. He applies the acquired studied knowledge, skills and competences at the application and communication level in oral and written form,
- The student will be able to gain professional knowledge in creative research methods of Slovak literature for children and youth,
- The student will be able to understand the social function and importance of Slovak literature for children and youth, identify the content of the activities of specific creative tasks in the implementation of the presented knowledge,
- The student will be able to get acquainted with progressive trends in the established field of literature,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs.

• The graduate has mastered the basic differentiation procedures, skills and strategies in researching Slovak literature for children and youth. Masters the work with biobibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak literature for children and youth. He will not miss a critical analysis in formulating his own views and attitudes to the text.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth.
- Can maintain contact with the current development of Slovak literature for children and youth and effectively continue their own professional development.

Brief syllabus:

1. Confrontation of concepts and poetics (1945-1948). Topics, personalities, specifics.
2. Post-February ideologisation of children's literature (1948-1956). Topics, personalities, specifics.
3. Regeneration of artistic understanding of children's literature (1956-1959). Topics, personalities, specifics.
4. Constitution of modern children's literature (1960-1970). Topics, personalities, specifics.
5. Decade of consolidation (1970-1980). Topics, personalities, specifics.
6. Between stagnation and recovery (1980-1990). Topics, personalities, specifics.
7. Children's literature in the time of the new ideological and aesthetic plurality (1990-2002). Topics, personalities, specifics.
8. Portraits of (selected) poets of Slovak literature for children and youth.
9. Portraits of (selected) prose writers of Slovak literature for children and youth.
10. Sample themes for the notice board (example: Jozef Cíger-Hronský - his life and literary work for children and youth).
11. Sample themes for an advertising spot (sample: Jozef Cíger-Hronský - his cultural and social activities and books for children's readers).
12. Sample topics for semester work (sample: Jozef Cíger-Hronský - Zakopany meč pod Zoborom, interpretive-analytical analysis of the work, / textbook / excerpt).
13. Enhancing the acquired knowledge and skills in creative work on the portfolio

Literature:

- SEDLÁK, J.: Epické žánre v literatúre pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1981.
- SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum – Matica slovenská, 2009.
- STANISLAVOVÁ, Z.: Kontúry slovenskej literatúry pre deti a mládež v rokoch 1945-2002. Prešov : Náuka, 2003.

SLIACKY, O.: Slovník autorov literatúry pre deti a mládež. Bratislava : Slovenské pedagogické nakladateľstvo, 1992.

LESŇÁK, R.: Literatúra pre deti a mládež.. Bratislava : Slovenské pedagogické nakladateľstvo 1997.

vybrané konkrétne intencionálne diela poézie a prózy od slovenských autorov pre deti a mládež

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

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

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ CLS/25 | Name: Exercises in lexicology and stylistics of Slovak |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The conditions for completing the course are as follows: General conditions for completing the course are: <ul style="list-style-type: none"> • active participation of the student in seminars, • participation of the student in assigned tasks and involvement in analysis and discussions during the seminars, • submission of the seminar paper and its presentation, • successful completion of the written final exam. Specific conditions for completing the course: During the course, the student must submit and present a seminar paper in which, based on the theoretical background obtained as a starting point, he/she independently subjects a prose or poetic text from a literary work by a contemporary Slovak author to an in-depth lexical and stylistic analysis. The aim of the paper will be to prove the interconnectedness of the lexical and stylistic components of the text. An integral part of the course output is also a written exam (a kind of practical summary of the curriculum) and its practical application in text analysis. The total point assessment of the course is 100 (50 points from the written exam, 50 points from the submitted seminar paper and its presentation). The condition for successful completion of the course is obtaining at least 50% of the maximum point assessment of the course. Overall course pass mark: A = 90 - 100% (90 - 100 points), B = 80 - 89% (80 - 89 points), C = 70 - 79% (70 - 79 points), D = 60 - 69% (60 - 69 points), E = 50 - 59% (50 - 59 points), FX = 0 - 49% (0-49 points). Student time load: 30 hours, of which: study: 26 hours, preparation and development of substantial tasks: 2 hours, additional reading of original and professional literature 1 hour, self-study and regular preparation: 1 hour. | |
| Results of education: The student will review the knowledge acquired in previous semesters from the subjects Lexicology of the Slovak Language and Stylistics of the Slovak Language and will become familiar with new knowledge focused on the interconnectedness of the lexical and stylistic aspects of the text. In the practical component of the subject, based on the analysis of texts from different styles, he/she will practice determining the lexical means used and stylistic | |

characteristics of the text (classification into style, genre and stylistic procedures used). From determining the functional style in texts of the artistic style, he/she will gradually move on to determining the individual style of their author.

Knowledges:

- The student knows the theoretical basis for determining the connection between the lexical and stylistic characteristics of a text,
- the student can use in practice previously acquired and also new knowledge from lexicology in an in-depth analysis of the lexical aspect of texts,
- the student can use in practice previously acquired and also new knowledge from stylistics in an in-depth analysis of the stylistic aspect of texts,
- the student accurately identifies and acquires knowledge in the area of specifics of teaching lexicology and stylistics using foreign language methods in schools with Hungarian as the language of instruction,
- the student has knowledge about the connection between the lexical and stylistic aspects of texts and can use it in the analysis of specific texts,
- the student can prove how the choice of lexical means in a specific text can characterize the functional style and also the individual style of the author (especially in texts of artistic style).

Skills:

- The student will be able, based on knowledge of the lexicology of the Slovak language (especially knowledge of the differentiation of vocabulary from various perspectives), to analyze a specific text in depth and determine its typical lexical properties,
- the student will be able, based on knowledge of the stylistics of the Slovak language, to analyze a specific text in depth and determine its stylistic properties,
- the student will be able, based on the acquired knowledge, to reveal the connection between the lexical and stylistic aspects of the analyzed text and to determine which lexical properties were decisive in classifying the given text into a functional style, which properties were specific to the given style and which were more indicative of the individual style of the author,
- the student will be able to apply various methods and procedures in determining the lexical and stylistic properties of texts with specific regard to teaching lexical and stylistic levels using foreign language methods (especially in schools where the language of instruction is Hungarian),
- the student will be able to apply the system of knowledge and skills important for the needs of teaching the Slovak language in schools with Hungarian as the language of instruction,
- 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 is able to subject any text to detailed lexical and stylistic analysis,
- the student is able to compare different texts and find their similar and different lexical and stylistic features,
- the student will be able to apply the acquired knowledge, abilities and skills in pedagogical practice,
- the student will be able to implement targeted development of knowledge related to a given topic and independently select and apply such creative activities that will expand the theoretical and practical knowledge of students in this area.

Brief syllabus:

1. The subject of lexicology, semasiological and onomasiological approach to the study of Slovak vocabulary.
2. Relationships between the meaning and form of lexical units – polysemy and polylexia.
3. Compound names and phraseological units, their stylistic characteristics.
4. Differentiation of vocabulary from various points of view. Univerbization and multiverbization.

5. Characteristics of stylistically symptomatic and non-symptomatic lexical language units. Basic principles of term formation.
6. Varieties and social forms of the national language. Interindividual and individual styles.
7. Classification of styles. Basic functional styles and their basic content (genre) model structures – expansion of the topic.
8. The connection between the functional style and the stylistic procedure used – the application of typical (functionally non-symptomatic) lexical units – stylem.
9. Lexicon of colloquial and educational style – their genres and forms.
10. Lexicon of administrative and journalistic style – their genres and forms.
11. Lexicon of rhetorical and artistic style – their genres and forms.
12. Text composition: macro-composition and micro-composition of the text. Connection and coherence. Gradation of the text: authorial speech, direct speech, non-direct speech, indirect speech.
13. Individual style and typical lexical means of individual authors of literary texts.

Literature:

- ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: Indesign, 2005.
 BOHUNICKÁ, A. – ORGOŇOVÁ, O.: Interakčná štylistika. Bratislava: Univerzita Komenského, 2018.
 FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin: Osveta, 2005.
 FINDRA, J. Štylistika súčasnej slovenčiny. Martin: Osveta, 2013.
 MISTRÍK, J.: Štylistika. SPN: Bratislava, 1985.
 SLANČOVÁ, D.: Praktická štylistika. Prešov: Slovacontact, 1996.
 TIBENSKÁ, E.: Prepojenosť medzi lexikálnou, morfológickou a syntaktickou rovinou jazykového systému. In: Slovenčina ako cudzí jazyk. Ed. Pekarovičová, J. Bratislava: Stimul – Centrum informatiky a vzdelávania FF UK, 2002, s. 83-92.
 VAŇKO, J.: Ako učiť slovenčinu ako cudzí jazyk. In: Učíme slovenčinu. Bratislava: UK, 1993, s. 303-312.

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

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. PhDr. Eva Tibenská, PhD.,

Date of last update: 07.04.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ CMOR/25 | Name: Slovak morphology practice |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Ongoing evaluation: Active participation in classes (1 Cr). Another 1 credit can be obtained from the alternatives: a) analysis of written text from the media from the aspect of normative grammar and observance of morphological rules of the Slovak language; b) preparation and analysis of a sound recording from the listener's private sphere from the aspect of normative grammar and observance of morphological rules of the Slovak language with regard to the possible influence of Hungarian; c) solving the current project task. Final test: with individual preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: <ul style="list-style-type: none"> • combined study: 26 hours, • elaboration of seminar work: 26 hours, • self-study of professional and original literature: 38 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the issue of the morphological level of language as a dialectical unity of form (expression) and content (meaning) elements. On this methodological basis, he will analyze and interpret the units and relationships between units of formal (paradigmatic) and semantic morphology. An important part of the set of knowledge in morphology will be knowledge of the nature of morphological categories and several established morphological concepts and terms, which will properly operate in the analysis of morphological phenomena in practice classes in Slovak morphology. Another important methodological starting point will be the orientation to the function of the elements of the morphological level of the language, especially in relation to the grammatical and semantic construction of syntactic level constructions. A part of such an oriented study will also be a comparative-contrastive aspect with a focus mainly on differences in the morphology of Slovak and Hungarian. | |

Skills: Thanks to a thorough knowledge of the nature of morphological categories and their relationships to syntactic categories, the student will be able to make professionally based analyzes of the morphological structure of words as units of syntactic constructions. In this context, he will be able to explain to his students that word forms are not self-serving, but that they serve to express syntactic and semantic relationships in a sentence. Due to the variability of some morphological forms, he will be able to explain their occurrence and use in some varieties of the national language. In this context, he will be able to characterize the dynamic tendencies in the morphology of the Slovak language.

Competences:

* The student will apply the acquired theoretical knowledge and practical experience in morphology in their school practice. In particular, thanks to a thorough knowledge of the meaning and expression of the elements of nominal and verbal morphology, he / she can explain to his / her pupils the nature and meaning of several morphological categories, especially in relation to non-linguistic reality (eg verbal, time category; Come.)

• The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work, in creating, writing and correcting written expressions.

* Also with regard to ethnic, resp. students will be able to adequately explain many morphological phenomena in relation to the standards of literary language.

Brief syllabus:

1. Language standard and codification from the aspect of teaching the Slovak language. Use of codification manuals and grammar aids in the teaching process.
2. Systematic, descriptive vs. functional, natural morphology in teaching practice
3. Problem areas of morphematic structure and grammatical categories. Typology of grammatical errors.
4. Problems of verbs: reflexivity exercise
5. Problems of verbs: practice of time and aspect
6. "New" declension system of Slovak. Double shapes, variant suffixes, transition between patterns
7. Declension of nouns in Slovak with corpus examples. Frequency of declension patterns
8. Functional morphology and cross-section of categories: practice of grammatical means of expressing certainty
9. Functional morphology and cross-section of categories: practice of grammatical means of expressing spatial relations
10. Functional morphology and cross-section of categories: practice of grammatical means of expressing the possessive relationship
11. Functional morphology and cross-section of categories: practice of grammatical means of expressing numbers and numbers
12. Functional morphology and cross-section of categories: practice of grammatical means of expressing intensification
13. Morphology in school practice

Literature:

DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2

DUDOVÁ, K.: Prehľad slovenskej morfosyntaxe s cvičeniami. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0775-1.

JACKO, J.: Slovenská morfológia v škole. Bratislava : Slovenské pedagogické nakladateľstvo, 1974. ISBN 0013207

KAČALA, J: Vyjadrovanie posesívnych vzťahov v slovenčine. Martin : Matica slovenská, 2018. ISBN 978-80-8128-214-0.
 KRÁLIK, A. Slovenské sloveso a jeho používanie. Budapest: Etnikum Kiadó, 1997
 MISLOVIČOVÁ, S. – VANČOVÁ, I.: Spýtovali ste sa. Bratislava: VEDA, 2017. ISBN: 978-80-224-1615-3
 SOKOLOVÁ, M.: Nový deklinačný systém slovenských substantív. Prešov : Filozofická fakulta Prešovskej univerzity, 2007. ISBN 80-8068-550-9.
 ŠIMKOVÁ, M. a kol. Skloňovanie podstatných mien v slovenčine s korpusovými príkladmi. Bratislava: Jazykovedný ústav Ľudovíta Štúra, 2016
 TÓTH, S. J. Aspekty slovensko-maďarskej porovnávacej morfosyntaxe. Komárno: UJS, 2017.
 ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 22

| A | B | C | D | E | FX |
|-------|-------|-------|------|-------|-------|
| 18.18 | 22.73 | 13.64 | 9.09 | 18.18 | 18.18 |

Teacher: PaedDr. Eva Győriová Baková,

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ CO/25 | Name: Practice of Slovak orthography and pronunciation |
| Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: Each task is evaluated by a specified number of points. Students will complete the following tasks and prepare the following outputs: <ul style="list-style-type: none"> • Active participation in seminars during the semester (Score: 10 points). Evaluation criteria: <ul style="list-style-type: none"> - Active participation in the discussion (5 points) - Solving knowledge quizzes and elaboration of exercises in the field of literary pronunciation and spelling (5 points) • Elaboration of a seminar work containing an approach and reflection of any problem in the field of orthography and orthoepy (Range: min. 4 pages; Score 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Adequacy of the method of work processing (5 points). - Logical division of work, continuity of the text (10 points). - Complexity of processing and understanding of the issue (20 points). - Correct work with professional resources, their selection and presentation in accordance with standards (5 points). • Reading the text taking into account the correct written pronunciation (Score: 10). Evaluation criteria: <ul style="list-style-type: none"> - Reading the text, presentation of literary pronunciation (7 points). - Ability to correct mistakes and self-reflection (3 points). • Continuous test in the scope of the course syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of knowledge in the following areas: Basic terminology, articulation, the concept of phonemes, phoneme (10 points), Ortoepia, orthoepic phenomena, principles of correct pronunciation and pronunciation errors (15 points), Problems of orthography, spelling principles, rules of Slovak orthography (15 points). | |

The final evaluation is calculated by the sum of the points of the continuous evaluation, namely: seminar work, reading of the text taking into account the written pronunciation, student activities and the continuous test.

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

Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 25 hours, additional reading of original and professional literature 19 hours, self-study and regular preparation: 20 hours.

Results of education:

Knowledge:

- The student will be able to name the basic terminology, nature and objectives of orthography,
- The student will be able to gain general knowledge about the rules of Slovak orthography,
- The student will be able to acquire the terminological equipment of orthoepy, gain knowledge of the principles of normative pronunciation of the Slovak language,
- The student will be able to explain the connections and relationships between spelling and pronunciation,
- The student will be able to get acquainted with articulatory organs and articulation, to know the ways of creating sounds by speech systems, to define phonemes and their relations,
- The student will be able to write orthographically correct any Slovak text of factual or artistic literature,
- The student will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- The student applies the Slovak language at the application-communication level in oral communication and written communication.

Skills:

- The student will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- The student will be able to independently define the concept of phonemes, describe and divide the inventory of Slovak phonemes,
- The student will be able to characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- The student will be able to orientate in the phonological system of standard Slovak,
- The student will be able to master standard Slovak pronunciation, explain its basic principles,
- The student will be able to correctly use theoretical knowledge of orthoepy for personal development of orthoepic skills and to learn the pronunciation of students,
- The student will be able to characterize the correct pronunciation of vocals and consonants, to detect and correct pronunciation errors,
- The student will be able to determine the evil assimilation, respectively. imitating and identifying places where evil assimilation occurs,
- The student will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions,
- The student will be able to spell words correctly and skillfully and to divide words,
- The student will be able to practically master the rules of writing capital letters in the Slovak language,
- The student will be able to correctly classify, bend, write foreign words and transcribe words from other graphic systems into Slovak.

Competences:

- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply phonological inventory of contemporary standard Slovak in written and oral expression, direct and correct students' written and oral expressions.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to competently apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain to others able to master orthographic and orthoepic standards, will be able to take a stand on the application of these standards in various media and school practice.

Brief syllabus:

1. Input measurement of knowledge. Orthography and orthoepy. Spelling principles. Pronunciation styles.
2. Articulation, description and function of articulatory organs, physiological side of speech production.
3. Definition of the term phonemes, inventory of phonemes in the standard Slovak language and their division into groups.
4. Phoneme-grapheme relation, differences in phoneme-grapheme relations in some languages.
5. Slovak phonetic system. Basic phonological characteristics of literary language.
6. Slovak literary pronunciation. Prerequisites and co-requisites
7. Errors in the pronunciation of vowels. Diphthongs and their characteristics. Rhythmic shortening.
8. Errors in the pronunciation of sounds. Dangerous assimilation - imitation. Specifics of the imitation process in Slovak.
9. Ways of finding out, determining and teaching correct pronunciation in primary school students. Development of orthoepic skills.
10. Writing words separately and skillfully. Hyphenation rules. Punctuation.
11. Capitalization. Principles of capitalization in proper names, at the beginning of sentences, in abbreviations, fixed marks.
12. Writing words of foreign origin. Classification of foreign words, reasons for their download, transcription from other graphic systems, spelling and pronunciation.
13. Repetition and test.

Literature:

- BÁNIK, T.: Základy slovenského pravopisu. Nitra: FF UKF, 2015. ISBN 978 80 558 0755 2
- KRÁL, Á.: Pravidlá slovenskej výslovnosti. SPN, Bratislava 1996. ISBN 8008003057
- OČENÁŠ, I.: Fonetika so základmi fonológie a morfológie slovenského jazyka. Banská Bystrica: PF UMB, 2003. 123 s.
- OLŠIAK, M. Základy fonetiky a ortoepie slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 55808802
- PEKAROVIČOVÁ, J. a kol.: Slovenčina pre cudzincov. Praktická fonetická príručka. Bratislava: Stimul, 2005. ISBN 80-89236-04-9
- Pravidlá slovenského pravopisu, vždy najnovšie vydanie

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 23

| A | B | C | D | E | FX |
|--|-------|-------|-------|------|------|
| 21.74 | 34.78 | 17.39 | 17.39 | 4.35 | 4.35 |
| Teacher: doc. PaedDr. Patrik Šenkár, PhD., doc. PaedDr. Patrik Šenkár, PhD., | | | | | |
| Date of last update: 24.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ JK/25 | Name: Language and communication |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes (1 cr) 1 credit can be obtained from two alternatives: A) outline / elaboration of a scientific study on the issue of language communication and its presentation at a seminar (relevant studies will be published). B) communication / linguistically targeted analysis and interpretation of text / communication in the field of media, electronic / online communication and its presentation at the seminar. Final test with independent homework based on professional literature: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: Knowledge The student will gain knowledge about general issues of communication in general and about specific issues of language communication in particular. The student will understand the relationship between language and communication as a potential and realized relationship, ie on the one hand communication as a socially and mentally determined activity is primarily realized through language and on the other hand language is connected with communication as the primary sphere of its realization. In connection with this, the student will learn in particular the issues of the relationship between the functions of natural language in the process of communication, i. thanks to which properties natural language is the basic means of communication, which distinguishes it from other communication systems and how it works in the communication process. In this context, students will be acquainted in particular with the means of communication known from the animal kingdom. The student will gain knowledge about the types of communication situations and communication events with emphasis on the differences and specifics of oral and written communication events. In direct or face-to-face communication, special attention will be paid to non-verbal means of communication. In connection with the classification of communication activities to other types of activities, the student's sphere of knowledge will be extended to the theory of intention and conversational | |

implications, including rules or postulates (so-called maxims) of communication (H. P. Grice), as well as the theory of speech acts (J. Austin). The knowledge and skills gained from the study of interpersonal communication will be extended to the study of the peculiarities of mass communication with emphasis on the specifics of Internet communications. A necessary requirement for mastering extensive and comprehensive issues of language communication will be knowledge of basic and (already) established terms of information theory and communication theory, including the ability to work with them in the analysis and interpretation of texts / discourses from various communication spheres.

Skills: The whole process of (language) communication will be able to schematically represent and within the communication model explain and interpret individual communication phases (message coding, message transmission and message reception) including their components (sender, receiver; message source; coding, decoding; communication channel; noise ; feedback). Students - future teachers - will be able to didactically adequately transfer the knowledge gained from the study of the relationship between the audio-oral side of the language and its written (graphic) fixation into school practice; in this context, students will be able to properly explain the standards of written communication with emphasis on some spelling problems. Based on the acquired knowledge, the student is able to explain the peculiarities of mass and Internet communication; special emphasis will be placed on the acquisition of the ability to identify, reveal obvious or hidden, misleading information published on social networks (so-called hoaxes or conspiracy theories).

Competences: The student is able to apply the knowledge gained from the study of the theory of language communication and the experience gained from the analysis of communications of various communication spheres in individual communication activities, including respecting special communication standards in typical communication situations, as well as in educational activities. The student will continue to monitor the development of this discipline and will try to expand and deepen their knowledge gained during university studies in this discipline. As a future teacher, the student will be able to explain to his students the norms and peculiarities of interpersonal and group communication and teach them to use them effectively in communication practice. He will pay special attention to the proper interpretation of communications on social networks in his educational activities.

Brief syllabus:

1. Subject of communication theory. Relationship between communication theory and information theory. Communication phases (message genesis, message transmission, message reception).
2. The relationship between language and communication. The function of language in the process of communication.
3. Communication in the system of human activities. Theory of intention and conversational implications; rules, postulates (so-called maxims) of communication (H. P. Grice).
4. Theory of speech acts (J. Austin).
5. Types of communication situations. Properties of oral and written communication.
6. Communication standards in oral and written communication.
7. Graphic expressions (graphics, orthography). Graphic expressions in terms of their development.
8. Orthography. Spelling principles. Graphology - special writing systems; psychological aspect of writing.
9. Means of nonverbal communication - paralinguistics.
10. Communication of animals and communication of man with animals. Zoolinguistics.
11. Mass communication as a part of the communication process. Mass communication model.
12. Culture and language in the communication system.
13. Peculiarities of internet communication; communication on social networks.

Literature:

BARTMIŃSKI, J.: Jazyk v kontextu kultury. Dvanáct statí z lublinské kognitivní etnolingvistiky. Praha : Karolinum, 2016. ISBN 978-80-246-2883-7
 DOLNÍK, J.: Jazyk v sociálnej kultúre. Bratislava, VEDA, 2018. ISBN: 978-80-224-1584-2
 DOLNÍK, J.: Jazyk v pragmatike. Bratislava : VEDA, 2018. ISBN 978-80-224-1686-3.
 MISLOVIČOVÁ, S. a kol.: Slovenčina na každý deň. Bratislava, VEDA, 2020. ISBN: 978-80-224-1861-4.
 ŠKVARENINOVÁ, O.: Komunikácia s médiami a v médiách. Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2019. ISBN 978-80-572-0032-1
 VAŇKO, J.: Komunikácia a jazyk. Nitra, Katedra slovenského jazyka Univerzity Konštantína Filozofa, 1999. 202 s. ISBN 80-8050-253-6.

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

Slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 14

| A | B | C | D | E | FX |
|------|-------|-----|------|-------|-----|
| 50.0 | 28.57 | 0.0 | 7.14 | 14.29 | 0.0 |

Teacher: doc. PaedDr. Patrik Šenkár, PhD., doc. PaedDr. Patrik Šenkár, PhD.,**Date of last update:** 24.03.2025**Approved by:** doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ KKP/25 | Name: Contexts of Classicism and Pre-Romanticism |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Method of assessment and completion of the course: grade, based on continuous assessment. The overall assessment consists of continuous and final assessment in the ratio of 100/0. The conditions for completing the course are as follows: <ul style="list-style-type: none"> • Preparation of a seminar paper on a topic from the brief course syllabus. The submitted paper will contain a correct way of citing bibliographical references and a list of the literature used by the student. • A paper on a literary text, cultural problem, based on a professional study, article or other professional publication. The student selects a specific issue, or. topic or work according to the course syllabus and prepares a paper describing the ideological essence of the given issue • Presentation of the paper in a seminar class. • Student activity during the semester at lectures and seminars. • Student participation in assigned tasks and participation in analysis and discussions during lectures and seminars are taken into account in the assessment. The final assessment is a summary of the points of the continuous assessment: seminar work, outline and student activity in seminar classes. The subject assessment is given a grade according to the classification scale, which is in accordance with the UJS Study Regulations (Article 19, point 3). Credits are not awarded to a student who does not achieve at least 50%. Overall assessment of the subject's success: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%, FX – 49-0%. Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: The student will acquire basic literary theoretical concepts and contexts of the period of literary classicism and pre-romanticism, will be able to name the essence and focus of classicism and pre-romanticism in the contexts and in the developmental processes of Slovak literature. Knowledges: | |

- The student will gain knowledge about significant and influential representatives of the period of Enlightenment classicism and pre-romanticism, will acquire typological characteristics of the mentioned periods in the development of Slovak literature.
- The student will acquire knowledge about Enlightenment thinking, the issue of literary language and the language question in the period of classicism and pre-romanticism.
- The student will acquire knowledge about significant works of poetry, prose and drama of classicism and pre-romanticism and their inclusion in broader period and cultural contexts.
- The student will acquire knowledge about the specific features of Slovak literary classicism, about the origin and development of classicism and poetics in this developmental period.
- The student will acquire knowledge about the national revival, the emancipation process and the issue of language, knowledge about specific manifestations of the Enlightenment in Slovakia.
- The student will acquire knowledge about the period of the culmination of classicism in Slovakia, about changes in thematic focus and genre structure, will acquire knowledge about the promotion of ancient poetic models, especially timekeeping, will acquire knowledge about significant representatives and their work in a given period.
- The student will gain knowledge about the origin, development and characteristics of pre-Romanticism Biedermeier, will acquire knowledge about genre and species syncretism and inspirations, will acquire knowledge about specific stimuli in poetry, prose and drama, will acquire knowledge about significant works by prominent representatives of the mentioned period.
- The student will acquire knowledge about the connections between literary classicism and pre-Romanticism, will gain an overview of the development of Czech-Slovak literary relations and forms of Slovak-Hungarian relations in literature.

Skills:

- The student will be able to encourage students to master the typological and poetological characteristics of Enlightenment classicism and pre-romanticism, to understand the specifics of classicism and pre-romanticism in Central European contexts.
- The student will be able to proactively deepen their own knowledge of Slovak classicism and pre-romanticism in the broader context of literature and culture.
- The student will be able to understand the social function and significance of Slovak literature comprehensively as well as in the context of classicism and pre-romanticism for understanding social and cultural development and will be able to identify the content of specific creative tasks set in the implementation of the presented knowledge,
- The student will be able to identify common professional problems in the field of Enlightenment classicism and pre-romanticism, research and formulate theoretical and practical starting points necessary for their solution at an appropriate professional level
- The student will be able to respond to new trends in research and reception of classicism and pre-romanticism for mastering the given topic in the pedagogical process.

Competencies:

- The student will be competent to apply knowledge and skills for the needs of teaching classicism and pre-romanticism within the subject of Slovak literature in primary and secondary schools.
- The student will develop knowledge related to the synchronous and diachronic development of Slovak literature of the given period and in developmental contexts.
- The student will gain competence to plan creative and pedagogical activities that expand knowledge about classicism and pre-romanticism.
- The student will be competent to plan individual phases of preparation and concretization of a given lesson in the context of difficulty for both individuals and study groups.

Brief syllabus:

1. Pioneers of Enlightenment thought - M. Bel, A. F. Kollár.

2. Issues of literary languages in the 17th - 18th centuries. Grammar, praise and defense of the language.
3. Specifics of Slovak classicism and the norm of classicist poetics in the work L'art poetique.
4. Ideological and aesthetic values of the works of A. Doležal, J. I. Bajza.
5. Folk writings and patriotic themes in classicism.
6. Great Moravian legacy in the poetry of Ján Hollý.
7. Formation of views on Slavic mutuality Concepts of Slavism by P. J. Šafárik.
8. Elements of classicism and pre-romanticism in the work of J. Kollár Daughter of Glory.
9. Developmental milestones of Slovak-Czech relations.
10. Biedermeier as a cultural and literary phenomenon.
11. Ján Palárik and the theme of relations between nations and social classes.
12. Ján Chalupka and Kocúrkovo – the birth of a small town symbol.
13. Forms of Slovak-Hungarian literary relations.

Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.: Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu. Bratislava : Slovenské pedagogické nakladateľstvo, 2004.

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠŮT, M.: Dejiny slovenskej literatúry II. Novšia slovenská literatúra (1780 – 1918). Bratislava : Slovenské pedagogické nakladateľstvo, 1988.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009.

ŠMATLÁK, S.: Dejiny slovenskej literatúry. I. Bratislava : Národné literárne centrum, 1997.

ŠMATLÁK, S.: Dejiny slovenskej literatúry. II. Bratislava : Národné literárne centrum, 1999.

VOJTECH, Miloslav. Od baroka k romantizmu. Literárne smery a tendencie v slovenskej literatúre v rokoch 1780 – 1840. Bratislava : Univerzita Komenského, 2003.

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

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. Jaroslav Vlnka, PhD.,

Date of last update: 07.04.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ KLAS/25 | Name: Classicism and pre-romantic period of Slovak literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: Exam The course is completed by an oral exam, which takes place during the exam period. During the semester the student will complete the following assignments and prepare the individual works: <ul style="list-style-type: none"> • Elaboration of a seminar work on the literary work of a selected representative of classicism, resp. Pre-Romanticism (Range: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Clear Logical continuity of parts of work structure processing, balance of biographical and bibliographic data and own interpretation (5 points). - Professional level of interpretation and evaluation of the contribution of the literary work of the selected author (10 points). - Adequate Placement in the context of the development period, overall linguistic-stylistic level (5 points). <ul style="list-style-type: none"> • Written test of pre-assigned theses, which are connected with the study material of lectures (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge from the following thematic areas: period of Enlightenment Classicism in Slovakia, characters, poetics (10 points), the culmination of classicism in Slovak literature (10 points) and typological characteristics of pre-Romanticism, literary works (20 points). <ul style="list-style-type: none"> • Oral examination of literary works from the period of classicism and from the period of pre-romanticism according to the fiction minimum (Score: 40 points). The final evaluation is calculated as a summary of the evaluation of the seminar paper, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: study: 39 hours, preparation and development of substantial tasks: 30 hours, additional reading of original and professional literature 27 hours, self-study and regular preparation: 24 hours. | |
| Results of education: | |

Knowledge

- The student will gain knowledge of important and characteristic authors and literary works of the Enlightenment classicism and pre-Romanticism, they will learn the typological characteristics of these periods in the development of Slovak literature.
- The student will master the classification. will be able to choose and recommend a suitable classicist, respectively. pre-romantic author for the presentation of the work of the given period and will be able to justify his choice professionally.
- The student will gain knowledge about working with original and professional literature, will learn to be able to independently collect information about the life and literary work of the personalities of Slovak Enlightenment classicism and pre-Romanticism in various publications and on the Internet, respectively. will be able to orientate in methods of selection of important information for practice, will be able to interpret, assess and publicly present the obtained information.
- The student will gain knowledge about the origin and development of classicism and poetics in this development period, will gain knowledge about the national revival, emancipation process and language issues, knowledge about specific manifestations of the Enlightenment in Slovakia, will gain knowledge about the signs and significant works of poetry, prose and drama of Enlightenment classicism .
- The student will acquire knowledge about the period of the culmination of classicism in Slovakia, about changes in thematic focus and genre structure, will gain knowledge about the promotion of ancient poetic models, especially timekeeping, will gain knowledge about important representatives and their work in the period.
- The student will gain knowledge about the origin, development and features of pre-romanticism, especially in contradiction to classicism, will gain knowledge about genre and species syncretism and folklore inspirations of pre-romanticism, will gain knowledge about pre-romantic stimuli in poetry, prose and drama prominent representatives of that period.

Skills

- The student will be able to motivate their students to learn the typological and poetological characteristics of Enlightenment classicism and pre-Romanticism, life destinies, attitudes and literary creation of personalities of classicism and pre-Romanticism and will be able to arouse students' interest in education for culture, aesthetics and literary taste.
- The student will be able to independently acquire and deepen their own knowledge in the field of Slovak classicism and pre-Romanticism.
- The student will be able to understand the social function and importance of Slovak literature in general as well as specifically regarding classicism and pre-Romanticism for understanding Slovak social and cultural development, resp. present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge,
- The student will be able to adequately use the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to apply the acquired knowledge in a theoretical and practical level against the background of a specific type of assignment and activity.
- The student will be able to identify common professional problems in the field of Enlightenment classicism and pre-Romanticism, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.
- The student will be able to get acquainted with new trends in research and reception of classicism and pre-Romanticism, as well as with modern pedagogical approaches and aspects of work activities necessary to master the topic and independently develop the required outputs.

Competences

- The student will be competent able to apply the system of knowledge and skills necessary for the needs of teaching Enlightenment classicism and pre-Romanticism in the subject of Slovak literature at primary and secondary schools.
- Students will be competent able to apply the acquired knowledge and skills and effectively apply them in their own creative professional practice at school.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature.
- The student will be able to independently plan creative activities that expand knowledge about classicism and pre-Romanticism.
- The student will be competent to plan the individual phases of preparation and concretization of a given lesson, lectures, in the context of complexity for both individuals and (study) groups,
- The student will be competent able to manage the style of work and education of others in the school environment, aimed at getting to know selected personalities and works of Slovak literature of the period.

Brief syllabus:

1. Social and political conditions at the end of the 18th century. Enlightenment and enlightened absolutism in Europe and Hungary. Slovak literature in the period of Enlightenment classicism.
2. Josephine school reforms and raising the issue of language of instruction. Anton Bernolák, Bernolák movement and literary language. Slovak learned society.
3. Jozef Ignác Bajza and the first Slovak novel. His views and specific attitudes.
4. Juraj Fándly - life and literary work. Relation to Josephineism and the Church. Organizational activity
5. The poetry of Augustín Doležal in the context of Enlightenment classicism
6. New ideological-aesthetic impulses in literature at the beginning of the 19th century. Juraj Palkovič and his poetic and dramatic work.
7. Poetry by Bohuslav Tablica. Patriotic themes and baroque influences in his work
8. Ján Hollý - a representative of high classicism in Bernolákov.
9. Typological and poetological characteristics of pre-Romanticism, specific features and representatives of pre-Romanticism in Slovak literature.
10. Pavol Jozef Šafárik and his professional and artistic literary work.
11. Ján Kollár and Slavic thought. The author's artistic literary work.
12. Personality of Karol Kuzmány. His publishing and literary work.
13. Ján Chalupka and Slovak drama. G. Fejérpataky-Belopotocký and amateur theater

Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.: Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu. Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠŮT, M.: Dejiny slovenskej literatúry II. Novšia slovenská literatúra (1780 – 1918). Bratislava : Slovenské pedagogické nakladateľstvo, 1988. 481 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

VOJTECH, Miloslav. Od baroka k romantizmu. Literárne smery a tendencie v slovenskej literatúre v rokoch 1780 – 1840. Bratislava : Univerzita Komenského, 2003. 148 s. ISBN 80-223-1902-3

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

Slovak

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|--|-------|-------|------|-------|-----|
| Notes: | | | | | |
| Evaluation of subjects | | | | | |
| Total number of evaluated students: 15 | | | | | |
| A | B | C | D | E | FX |
| 20.0 | 33.33 | 13.33 | 6.67 | 26.67 | 0.0 |
| Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., | | | | | |
| Date of last update: 24.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ KSL/25 | Name: Chapters of world literature |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: continuous assessment The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: <ul style="list-style-type: none"> • Elaboration of two interpretive essays: The student prepares and submits two shorter approximately two- to three-page works on the read works and authors of world literature, which they choose from the syllabus. The essays will include basic biographical data about the author and his inclusion in the context of relevant national literature, the essence of the essays and their focus will be the interpretation of one specific artistic literary work of the author of his choice. The essays will contain the sources from which the student drew biographical, bibliographic data and literary historical context. For both interpretive essays, the student will receive a maximum of 50 points. • Successful completion of a continuous test, which will include basic bibliographic, literary and genre issues will be composed in the scope of the subject curriculum. The student will receive a maximum of 40 points for the continuous test. • Activity during seminar classes: the student applies his / her literary historical knowledge and reading observations in a discussion about the work of the given authors of world literature. The student will receive a maximum of 10 points for the activity. The final grade will be designed based on the sum of the evaluation of interpretive essays, the midterm test and the student's activity. The summary evaluation of the subject (A - FX) is carried out in accordance with the classification scale of the UJS Study Regulations (Article 19, point 3). Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: Knowledge <ul style="list-style-type: none"> • The student will gain knowledge about the development of world literature, as well as selected individual developmental stages of world literature, will gain knowledge about major works of world art. | |

- The student will gain knowledge about the basic development trends in world literature, as well as a possible case and about possible parallels with Slovak literature.
- The student will acquire knowledge about similar trends and features, but also about differences of developments in world literature and Slovak literature.
- The student will gain knowledge about most important and the most characteristic works of world literature that resonate in the educational process.
- The student will gain knowledge about working with professional sources and the original world literature, will be able to independently collect information about the life and literary work of this person in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing important and less important information for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

Skills

- The student will be able to motivate their students to acquire fundamental development trends in various world literature, to learn about the work of important authors and their central literary works, as well as to awaken overall interest of students in the process of education for culture, aesthetics and literary taste in generality.
- The student will be able to independently acquire additional knowledge of world literature, about specific authors and their literary work. •
- The student will be able to understand the social function and importance of world literature in general as well as specifically regarding a given specific development period for understanding the overall social and cultural development, present, and will be able to identify the content of the specific creative tasks set in the implementation of the presented knowledge.
- • The student will be able to identify new trends in the established field of original world literature, as well as in the field of literary research in world literature.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, etc.).
- The student will be able to identify the basic professional problems of world literature, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

Competences

- The student will be able to apply the system of knowledge about world literature, prominent representatives of individual national literatures and important literary works, as well as professional reflection on world literature for the teaching of literature in primary and secondary schools.
- The student will use them effectively the acquired knowledge of world literature in their own creative practice at school.
- • The student will realize the targeted development of knowledge related to the synchronous and diachronic development of world literature, will be able to independently plan selected creative activities that expand knowledge about literature as such.
- • The student will manage the style of work of others in the school environment, focused on getting to know selected personalities and works of world literature.

Brief syllabus:

1. Definition of the term world and national literature. History of research and teaching of world literature. Teaching world literature and its challenges.
2. Basic developmental stages of world literature and their brief characteristics. The importance of individual periods in the process of teaching literature with special emphasis on the literature of the 18th to 20th centuries.
3. The place of romanticism and realism in the process of shaping modern western civilization.
4. Important works of the older period: Shakespeare, Cervantes, Molière

5. Important works of the 18th century: Defoe, Swift, Goethe.
6. Themes and approaches of English and French romanticism. Poetry and historical novels. Byron, Scott, Hugo, Stendhal, etc.
7. Themes and approaches of German and Russian Romanticism. Schiller, Heine, Pushkin., Lermontov and others.
8. Romanticism in the Central European environment: Petőfi, Mickiewicz, Mácha.
9. Social conditions of realism and its characteristics. Balzac and Dickens.
10. Development of Russian realism. Turgenev, Dostoevsky, Tolstoy.
11. American literature. Cooper, Poe, Beecher Stowe.
12. Important works of adventure literature. Dumas, May.
13. Important works of literature of the 20th century. Hemingway, Zweig, Bulgakov.

Literature:

- ANDRIČÍK, M.: Vybrané kapitoly zo svetovej literatúry. Košice : Univerzita Pavla Jozefa Šafárika, 2015.
- BAŠTÍN, Š. – OLEXA, J. – STUDENÁ, Z.: Dejiny anglickej a americkej literatúry. Bratislava : Obzor, 1993.
- PIŠÚT, M. a kol.: Dejiny svetovej literatúry I., II. Bratislava : SPN 1963.
- JURÍK, J.: Encyklopédia spisovateľov sveta. Bratislava : Obzor 1987.
- KNĚZEK, L.: Encyklopédia literárnych diel. Bratislava : Obzor, 1989
- SZERB, A.: A világirodalom története. Budapest: Magvető Kiadó Kft., 2021.
- VANTUCH, A. – POVCHANIČ, Š. – BEDNÁROVÁ, K. – ŠIMKOVÁ, S.: Dejiny francúzskej literatúry. Bratislava : Causa editio, 1995.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

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

Teacher: PaedDr. Jaroslav Vlínka, PhD.,

Date of last update: 24.03.2025

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

INFORMATION SHEET

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|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ LDM/25 | Name: Slovak literature for children and youth |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The course is a basic discipline for the needs of teacher training for their theoretical and practical future. Ultimately, it is a theoretical discipline. Practical outputs are realized in the same semester within the conditioning discipline Exercises in literature for children and youth. The final evaluation can take two forms: - traditional, conservative, classical character in the form of a written exam from the theoretical curriculum of Slovak literature for children and youth. The evaluation criteria are also adapted to this, where the lower limit of acceptability is 50%. - elaboration of a complex seminar work on the life and literary work of a Slovak author for children and youth, taking into account his establishment in the domestic and international development context of literature for children and youth (comparative point of view - 5 points). The aspect of evaluation is thus focused on a comprehensive view (10 points), on the usability of the text in pedagogical practice (5 points), on a suitable methodology (5 points) on the effort for a clear complexity of the researched issues (10 points). The student's subjective approach to the given topic is also evaluated separately. The lower limit of acceptability is 50%. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: Student time load: 60 hours, of which: study: 39 hours, preparation and development of substantial tasks: 10 hours, additional reading of original and professional literature 6 hours, self-study and regular preparation: 5 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student will be able to select and recommend for himself and for others a suitable personality of Slovak literature for children and youth and to justify it from the aspect of usability in practice, • The student will be able to independently collect information about the life and literary work of the selected personality, • The student will be able to correctly compile, independently search and evaluate various information related to the personality of Slovak literature for children and youth, • The student will be able to orientate in professional literature related to the topic, | |

- The student will be able to correctly apply the acquired knowledge in specific outputs, especially in literary critical reflection,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis,
- The student will be able to recognize the level of their own competencies, courts and judgments in the selection of the amount of information obtained in the background of the reading experience of works of Slovak literature for children and youth,
- The student will be able to identify common professional problems,
- The student will be able to apply the diachronic and synchronous point of view in the complex development of Slovak literature for children and youth. The graduate of the course has general knowledge at the level of synthesis. Properly masters the language studied (and its literary component) at a high practical level. Has relational and argumentation knowledge about the development of Slovak literature for children and youth and its laws, respectively. diachronic and synchronous development. It specifies and concludes knowledge from the theory and history of literature, respectively. in practical use from the interpretation of a literary text. Masters the main data, concepts, principles and theoretical and methodological principles based on the course. He knows the basic development currents and tendencies of Slovak literature for children and youth. The graduate is acquainted with the most important cultural and social realities and history of the field of Slovak literature.

Skills:

- He can practically use this knowledge in mediating common communication about this segment of literature. The graduate has mastered the basic differentiation procedures, skills and strategies in the study of Slovak literature for children and youth. Masters the work with bibliographic data, knows the ways of using data in theory and practice. He knows the basic procedures, analyzes and interpretations of prose, dramatic and poetic text for children and youth.
- The student is able to point out the possibilities of literature for children and youth in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to understand the social function and importance of Slovak literature for children and youth,
- The student will be able to get acquainted with progressive trends in the established field of literature with emphasis on the most current literary research,
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions,
- The student will be able to point out the specific genre specifics of a selected area of Slovak literature for children and youth.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with a given personality of Slovak literature for children and youth, which he can then use in his own creative practice at school.
- The student will be able to point out and identify the basic artistic (genre, personality) pillars of Slovak literature for children and youth.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature for children and youth,
- The student will be able to independently plan selected creative activities that expand knowledge of Slovak literature as such,
- The student will be able to manage the style of work of others in the school environment, focused on getting to know selected personalities and works of Slovak literature for children and youth. He is able to apply selected literary knowledge in cultural-artistic and pragmatic-communication activities. It is characterized by creative thinking and an individual approach to individual prototypes of Slovak literature for children and youth. He will not miss a critical

analysis in formulating his own views and attitudes to the text. He is able to maintain contact with the current development of Slovak literature for children and youth and thus effectively continue his own professional development. He applies the acquired studied knowledge, skills and competencies at the application and communication level in oral and written form.

Brief syllabus:

1. Problems of genres in literature for children and youth.
2. Folk tale.
3. Artificial (author's) fairy tale.
4. Folk and artificial (author's) ballad.
5. Folk and artificial (author's) reputation.
6. Short story and novel.
7. Adventure, historical and science fiction novel.
8. A novel with a girl heroine
9. A novel with a boy hero.
10. Non-fiction.
11. Important personalities and works of Slovak literature for children and youth until 1960.
12. Important personalities and works of Slovak literature for children and youth since 1960.
13. Literary-critical reflections on Slovak literature for children and youth.

Literature:

KOPÁL, J.: Z teórie literatúry pre mládež Nitra : Pedagogická fakulta ,Vedecko výskumné pracovisko literárnej komunikácie a experimentálnej metodiky, 1985.
 RAKÚS, S.: Text a dielo. Levoča : Modrý Peter, 2019.
 SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Bratislava – Martin : Literárne informačné centrum - Matica slovenská, 2009.
 SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1945. Bratislava : Mladé Letá, 1990.
 SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež = Do roku 1960. Bratislava : Mladé Letá, 2007.
 SLIACKY, O.: Zlatá muzika : Antológia slovenskej poézie pre deti. Bratislava : Mladé letá, 1980.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|------|-------|------|------|------|-----|
| 25.0 | 16.67 | 25.0 | 8.33 | 25.0 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ LDZ/25 | Name: Literary types and genres |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Method of assessment and completion of the course: grade, based on continuous assessment. The overall assessment consists of continuous and final assessment in the ratio of 100/0. The conditions for completing the course are as follows: <ul style="list-style-type: none"> • Preparation of a seminar paper on a topic from the brief syllabus of the course. The submitted paper will contain the correct way of citing bibliographical references and a list of the literature used by the student. • An outline of a professional study, article or other professional publication. During the semester, it is necessary to read several professional publications, which are then discussed in class. The student chooses one of these publications and prepares a concise extract of the most important parts of the content and ideas of the read publication. • Presentation of the outline in a seminar class. • Student activity during the semester at lectures and seminars. • Student participation in assigned tasks and involvement in analysis and discussions during lectures and seminars are taken into account in the evaluation. The final assessment is a summary of the points of the continuous assessment: seminar work, outline and student activity in seminar classes. The subject assessment is given a grade according to the classification scale, which is in accordance with the UJS Study Regulations (Article 19, point 3). Credits are not awarded to a student who does not achieve at least 50%. Overall assessment of the subject's success: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%, FX – 49-0%. Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: The student will master basic literary theoretical concepts and the division of literary genres, will be able to name the essence of genres and the focus of literary theory and especially genology. Knowledges: <ul style="list-style-type: none"> • The student will acquire knowledge about the construction and formal form of a literary work, will gain knowledge about the specifics and areas of research in poetics and genology. | |

- The student will gain key knowledge about literary genres and lyric, lyric-epic and dramatic genres.
- The student will acquire specific knowledge about the genre characteristics of lyric poetry, will be able to explain the features of individual lyric genres, distinguish the focus and expressive means of lyrical artistic texts according to their affiliation to genres.
- The student will acquire specific knowledge about the genre characteristics of epic poetry, will be able to explain the features of individual epic genres, distinguish the focus and expressive means of epic artistic works according to genre classification.
- The student will acquire specific knowledge about the genre characteristics of drama, will be able to explain the features of individual grammatical genres, and will be able to distinguish artistic strategies and expressive means of dramatic works of art according to genre classification.
- The student will also be able to independently collect information on the issues of literary theory, especially geneology, to navigate in available theoretical manuals, poetic dictionaries, professional publications and dictionaries of literary terms. He will be able to navigate in methods of distinguishing important and less important information for practice, he will be able to analyze the information obtained, evaluate it overall and publicly present it.
- The student will be able to identify common professional problems in the field of literary theory, to research and formulate theoretical and practical starting points necessary for their solution at an appropriate professional level.

Skills:

- The student will be able to integrate individual literary theoretical concepts into the context, or will be able to apply them during the subsequent study of individual periods of literary development.
- The student will be able to independently acquire additional knowledge in the field of literary theory, especially geneology.
- The student will acquire skills to perceive and interpret poetic, epic and dramatic literary works through the expressive system of means of the artistic text in terms of their genre classification
- The student will be able to apply knowledge from the theory of literary genres and genres, be able to identify the content of specific creative tasks when implementing knowledge in practice.
- The student will be able to master new trends in the field of the theory of literary genres and genres, as well as modern methodological approaches and aspects of job descriptions that are necessary for mastering the given subject.
- The student will be competent to didactically appropriately and effectively apply the acquired knowledge from the theory of literature in everyday school practice.

Competencies:

- The student will be able to synthesize and apply knowledge and skills from the theory of literary genres and types in the teaching process in primary and secondary schools.
- The student will be able to encourage the use of knowledge from the theory of literary genres and types for the development of students' interpretive abilities and skills when working with poetic, prose and dramatic texts in their own pedagogical practice.
- The student will be able to implement targeted development of knowledge related to a given topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student will acquire the competences to critically analyze, formulate and defend their own positions, maintain contact with current developments in the studied discipline and effectively continue their own professional development.

Brief syllabus:

1. Geneology. Genre characteristics of literature. Lyric poetry as a literary genre, genres of lyric poetry and their geneological analysis.

| <p>2. Band and elastic stanza. Guillaume Apollinaire: Pásmo. L. Novomeský: Nedel'a (band). Vítězslav Nezval: Edison, Valentín Beniak: Žofia (elastic stanza)</p> <p>3. Poem in prose, poem in drama. Jean Arthur Rimbaud: Pobyt v pekle (poem in prose). Vicente Aleixandre: Dialógy o poznání (poem in drama)</p> <p>4. Poetic story. Vojtech Mihálik: Príbeh s vlakom, Príbeh s telefónom, Vladimír Holan: Zuzana v lázni (poetic story)</p> <p>5. Poem and montage. Vladimír Majakovsky: Flauta Chrbtica, Janko Silan: Svätoboj (poem). Miroslav Válek: Prít'ážlivosť (montage).</p> <p>6. Ode and elegy. Pablo Neruda: Ódy, Miroslav Válek: Óda na večnosť (ode). Ján Stacho: Elégia, Štefan Strážay: Elégia (elegy).</p> <p>7. Genre characteristics of epic, epic genres, their development and geneological analysis.</p> <p>8. Short epic genres. Outline and short story. J. G. Tajovský Do konca, Žliebky, Prvé hodinky (outlines), F. Švantner: Piargy, Horiaci vrch (short story)</p> <p>9. Medium epic genres. Novel. Romain Roland: Peter and Lucia, Ivan Horváth: Očami milenky (novel)</p> <p>10. Great epic genres. Roman and saga. H. de Balzac: Otec Goriot, L. Nádaši Jége: Adam Šangala.</p> <p>11. Drama as a literary genre. Drama genres and their geneological analysis.</p> <p>12. Comedy, farce, comedy, tragicomedy. J. G. Tajovský Ženský zákon (comedy). Peter Zvon. Tanec nad plačom (tragicomedy).</p> <p>13. Drama, tragedy. Július Barč-Ivan. Matka (tragedy).</p> | | | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|
| <p>Literature: BAKOŠ, M.: Vývin slovenského verša od školy Štúrovej. Bratislava : Slovenská akadémia vied, 1966. FINDRA, J. – GOMBALA, J. – PLINTOVIČ, I.: Slovník literárnovedných termínov. Bratislava : Slovenské pedagogické nakladateľstvo, 1987. HARPÁŇ, M.: Teória literatúry. Bratislava : Tigra, 2004. HRABÁK, J.: Poetika. Praha : Československý spisovateľ, 1973. NEZVAL, V.: Moderní básnické smery. Praha : Československý spisovateľ, 1984. RAKÚS, S.: Poetika prozaického textu. Bratislava : Slovenský spisovateľ, 1995. SABOL, J.: Teória literatúry. Základy slovenskej verzológie. Košice : Univerzita Pavla Jozefa Šafárika, 1988. ŠTRAUS, F.: Príručný slovník literárnovedných termínov. Bratislava : VSSS 2005. ŠTRAUS, F.: Základy slovenskej verzológie. Bratislava: Literárne informačné centrum, 2003. VALČEK, P.: Slovník literárnej teórie A – Ž. Bratislava, 2006. VLAŠÍN, Š. a kol.: Slovník literárni teorie. Praha : Československý spisovateľ, 1977, WINCZER, P.: Poetika básnických smerov... Bratislava : Veda, 1974.</p> | | | | | | | | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: Slovak</p> | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table> | A | B | C | D | E | FX | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| A | B | C | D | E | FX | | | | | | | |
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | | | | | | | |
| <p>Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.,</p> | | | | | | | | | | | | |
| <p>Date of last update: 07.04.2025</p> | | | | | | | | | | | | |

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

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ LEX/25 | Name: Lexicology of Slovak language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes and study of professional literature (2 kr) 2 credits can be obtained from the alternatives: A) seminar work B) continuous tests C) project work with dictionaries or corpus material Final test or colloquium exam: with homework: 1 Cr The evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the basic concepts and terms of lexicology as a linguistic discipline reflecting the basic issues of the lexicon of the contemporary Slovak language. Using this system of expression, he will know more deeply the various aspects of the word than the central language unit, i. its semantic and morphematic structure, vocabulary differentiation, word-formation methods and procedures, word-formation motivation, enrichment of the lexical stock with special regard to the dynamics of the lexicon. Skills <ul style="list-style-type: none"> • The student is able to orientate correctly in the lexical system of language as an organized set of naming units, even in relation to other sub-systems - sound, morphological, syntactic and stylistic. • The student will be able to properly define and interpret dynamic tendencies in the lexical stock of the Slovak language in the context of external, non-linguistic factors. • The student will be able to correctly and efficiently use the most important works of contemporary Slovak lexicography, especially dictionaries and lexical corpora. Competences: | |

* The student will be able to apply a set of acquired theoretical knowledge from the lexicology of Slovak in language practice and in teaching the Slovak language. • Based on the acquired knowledge from the study of lexicology, he will be able to independently create teaching materials for learning and developing the vocabulary of Slovak with special regard to the relationship between the elements of the lexical level of the language of non-linguistic reality.

Brief syllabus:

1. Subject, disciplines and essence of lexicology from the point of view of pedagogical practice. Lexicology and other levels of language. Word and lexeme. Breakdown and characteristics of lexical stock.
2. Lexicography. Typology of dictionaries. Slovak national corpus, dictionaries on the Internet. Slovenian-Hungarian lexicographic context. Password construction, typology of interpretation, work with dictionaries.
3. Lexical semantics. Methods of analysis of lexical significance. Onomasiological and semasiological approach. Words connected by form (polysemia, homonymy). Ways of changing meaning.
4. Lexical paradigms: words associated with meaning (semantic field, synonymy, antonymy, hyponymy-hyperonymy, paronymy). System relations in lexicon.
5. Lexical motivation and word-formation meaning. Types of lexical and word-formation motivation.
6. Lexeme formation: word-formation methods and derivation procedures.
7. Word-forming word structure, same-root and multi-root word-forming formations. Onomasiological structure of composites.
8. Downloading from foreign languages. Slovak in contact with other languages. Causes of lexeme retrieval. Adaptation of downloaded words. Types of download products. Interlingual motivation.
9. Suprasemantics of lexical units. Styling lexeme. Terminiologization, internationalization.
10. Vocabulary dynamics. Lexics and time: historicisms, archaisms, neologisms, occasionalisms. Loss, acquisition and reassessment of the temporality symptom. Word formation and lexicon dynamics - the most productive word-formative formants
11. Lexical semantic syntagmatics. Collocation. Multiword names. Univerbization and multiverbization.
12. Phraseology. Properties, origin and division of idioms. Meaning, form, origin and variability of idioms.
13. Phraseology in an interlanguage context.

Literature:

- DOLNÍK, J.: Lexikológia. Bratislava: UK, 2003. ISBN 80-223-1733-0
- FURDÍK, J., Ed. OLOŠTIAK, M.: Slovenská slovotvorba. Prešov: Náuka, 2004 ISBN 80-89038-28-X
- GLOVŇA, J.: Frazeológia. Nitra : Univerzita Konštantína Filozofa, 2015. ISBN 978-80-558-0777-5.
- HORECKÝ, J. – BUZZÁSYOVÁ, K. – BOSÁK, J.: Dynamika slovnej zásoby súčasnej slovenčiny. Bratislava: Veda, 1989. ISBN 80-224-0047-5
- MLACEK, J.: Slovenská frazeológia. Bratislava : Slovenské pedagogické nakladateľstvo, 1984. 160 s.
- OLOŠTIAK, M.: Lexikálna paradigmatica, sémantika a kombinatorika. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: <http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak10>

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|---|-------|-------|-------|-------|-------|
| <p>OLOŠTIAK, M.: Slovo tvorba, slovnodruhov é prechody, preberanie a skracovanie lexém. Prešov: Prešovská univerzita v Prešove, 2017. Dostupné online: http://www.pulib.sk/web/kniznica/elpub/dokument/Olostiak11</p> <p>OLOŠTIAK, M. – IVANOVÁ, M.: Kapitoly z lexikológie. Lexikálna syntagmatika a viacslovné pomenovania. Prešov : Filozofická fakulta Prešovskej univerzity, 2013. ISBN 978-80-555-0938-9.</p> <p>ORGOŇOVÁ, O. – BOHUNICKÁ, A.: Lexikológia slovenčiny. Učebné texty a cvičenia. Bratislava : Stimul, 2011. ISBN 978-80-8127-030-7 http://slovníky.juls.savba.sk/</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: Slovak</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 18</p> | | | | | |
| A | B | C | D | E | FX |
| 22.22 | 16.67 | 16.67 | 11.11 | 16.67 | 16.67 |
| <p>Teacher: doc. PhDr. Eva Tibenská, PhD.,</p> | | | | | |
| <p>Date of last update: 24.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ LZS/25 | Name: Literature of Slovaks abroad |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final evaluation has the multidimensional character of the combination of theory and practice. The individual components are agreed with the students individually (also) on the basis of their personal interest and choice: a) Based on their own reading experience, students prepare a semester paper, which they defend before the whole group. The seminar work is a basic output, which contains biographical, bibliographic and other facts as well as "peculiarities" from the life of the author of Slovak compatriot literature. Part of this elaboration is also an interpretive analysis of the author's selected text based on the objective-subjective reading experience of the student with a special emphasis on the diverse identification of the very existence of foreign "being and living" of Slovaks. b) Oral exam, which does not take into account the aspect of complexity, but the fact that the student is able to provide a reasonable, adequate picture of the creative efforts of Slovaks abroad in terms of literary development. Evaluation criteria: a) - Use of creative and innovative forms of work in the preparation of semester work (2 points) - Description and precise diagnostics of one's own approach to work on the basis of justified individual work methodology (3 points) - Originality, creativity, imaginativeness, colorful, thought efforts of interest in the elaboration of a semester work with special regard to the issue of Slovak citizenship (5 points) - Knowledge of professional materials in the elaboration of a semester work, use of appropriate professional literature, even on one's own initiative (5 points) - Sophistication of content and form within the selected topic of the semester work (Extent: 10 pages, 10 points) - Application of innovative practices in interpretive activities, new approaches to text (3 points) - Concretization of selected tasks and activities and its pointing to everyday school practice (2 points) - Application of theoretical knowledge to selected works of Slovak expatriate literature (5 points) b) | |

- Image of the development of Slovak expatriate literature of a given country and its integration into the worldwide corpus and into the innovated school educational program (8 points)
- Introducing the most important literary milestones of the Slovak minority on the basis of theory (12 points)

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

Credits will not be awarded to a student who does not reach at least 51%.

Student time load: 60 hours, of which: study: 26 hours, preparation and development of substantial tasks: 10 hours, additional reading of original and professional literature 10 hours, self-study and regular preparation: 14 hours.

Results of education:

Knowledge:

The graduate of the course has general knowledge at the level of analysis and synthesis. He masters the basic issues of typology, existence and literary development of foreign Slovaks. He has knowledge-related knowledge of compatriot literature, its laws, the manner and conditions of its past and present "functioning". It specifies and concludes knowledge from the history of Slovak literature, theory of literature and interpretation of literary texts. He knows the specifics of individual minority minorities, their creative efforts. He is able to place a given minority in several contexts. He is thus acquainted with the most important cultural and social realities and history of any cultural area. The graduate has a basic scientific knowledge in the profile educational areas of the development of this literature - but also in the specializations of his work.

- The student will be able to select and recommend for himself and for others a suitable personality of compatriot Slovak literature and to justify it for the needs of their own reading research,
- The student will be able to understand the methods of distinguishing important and less important information in the amount of information,
- The student will be able to correctly compile, independently search for and evaluate various information concerning the given personality of Slovak expatriate literature,

Skills:

The student is also able to prepare a written report, ie. seminar work about the author or work. At the same time, he has appropriately mastered procedures, skills and strategies for working with texts by a foreign Slovak author, which he can practically use when working with texts. He also knows the authors' latest literary efforts. He is able to point out the diachronicity and synchrony of the given literary development. Knows the basic procedures, analyzes and interpretations of poetic, prosaic, and dramatic text. He is able to apply literary knowledge in his complex outputs. Gradually, it also develops its own language culture, resp. creative thinking. He also develops the skill of analysis and synthesis, criticality, is able to formulate his own opinions and attitudes, critically revise them and constructively defend them.

- The student is able to point out the possibilities of compatriot literature in education for culture, aesthetics and literary taste in this specific type of literature,
- The student will be able to acquire professional knowledge in creative research methods of Slovak literature outside the borders of Slovakia,
- The student will be able to independently collect information about the life and literary work of this personality in various publications and on the Internet, respectively. to create an interesting portfolio from this report as a part of one's own semester work,
- The student will be able to understand the social function and importance of Slovak literature en bloc, identify the content of creative efforts of individual Slovak national minorities,
- The student will be able to get acquainted with the most current progressive trends in the established field of literature,

- The student will be able to correctly apply the acquired knowledge in specific outputs, compare the reality at different levels and levels,
- The student will be able to apply the acquired knowledge on a theoretical and practical basis in the background of a specific type of task and creative activity,
- The student will be able to recognize the level of their own competencies, courts and judgments in selecting the amount of information obtained,
- The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them and solve them (using practical procedures in practice),
- The student will be able to comment on the individual partial components of the development of compatriot Slovak literature and place these parts in the appropriate context of the development of culture and culture.
- The student will be able to select and unify their own ideas in the interpretation process of a specific literary text of a Slovak author from abroad.

Competences:

- The student will be able to apply the system of skills needed for multidimensional contact (for example) with the personality of Slovak expatriate literature, which can then be used in their own creative practice at school, as these authors are part of the readers themselves.
- The student will be able to take a stand on the validity and specificity of these compatriot authors.
- The student will be able to lead his students in their specific pedagogical practice to the justification and harmonization of individual outputs of Slovak culture as such.
- The student will be able to implement a targeted development of knowledge related to the synchronous and diachronic development of Slovak literature from abroad,
- The student will be able to independently and responsibly approach the compatriot literary heritage as a whole and place emphasis on this in their students in school practice,
- The student will be able to independently plan selected creative activities that expand knowledge about Slovak literature as such, whose "interesting, everyday" part is the literature of foreign Slovaks.
- Applies the studied or working languages at the application-communication level in oral communication and written communication. In the future, it will be able to provide effective educational activities for future school practice. He has diagnostic skills in working with literary texts. He is able to compile a problem history and gain orientation in the situation of individuals from target groups based on the specificity of compatriot literature. He is thus generally prepared for the independent performance of his future profession, the specificity of which is also work with literary texts of Slovaks living abroad.
- The student will be able to get acquainted with modern methodological approaches and aspects of job descriptions that are necessary for the development of the required outputs

Brief syllabus:

1. The phenomenon of so-called compatriot culture / literature. The beginnings of lowland Slovak literature and culture.
2. Lowland Slovak literature in the Slovak and mountain context.
3. Slovak literature in Hungary (folk authors, ethnologists, fictionists) - development, present, representatives, works.
4. Development of Slovak culture / literature in Romania.
5. Slovak poetry, prose, essays in Romania (representatives, works).
6. Slovak literature in Serbia (Vojvodina) - 19th and the first half of the 20th century.
7. Contemporary Vojvodina Slovak poetry and prose (representatives, works).
8. Expatriate culture / literature outside the Lower Land - in Europe.

9. Expatriate culture / literature outside the Lower Land - overseas.
10. Interpretation of selected texts by Slovak authors from abroad.
11. Color of compatriotism in selected texts of authors.
12. Contextuality and its realization in the development of Slovak expatriate literature.
13. Cooperation of compatriots and care of the Slovak Republic for Slovaks living abroad.

Literature:

- ANDRUŠKA, P.: Krajanská literatúra a kultúra. Nitra : Katedra kulturológie Filozofickej fakulty Univerzity Konštantína Filozofa v Nitre, 2003.
- ANDRUŠKA, P.: Literárna tvorba Slovákov z Dolnej zeme. Šaľa : A-klub, 2013.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Rumunska. Nitra : Univerzita Konštantína Filozofa, 2009.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Maďarska. Nitra : Univerzita Konštantína Filozofa, 2008.
- ANDRUŠKA, P.: Súčasní slovenskí spisovatelia z Vojvodiny. Nitra : Univerzita Konštantína Filozofa, 2010.
- ANOCA, D. M.: Slovenská literatúra v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2010.
- HARPÁŇ, M.: Texty a kontexty. Slovenská literatúra a literatúra dolnozemsých Slovákov. Bratislava : Literárne informačné centrum, 2004.
- KMEŤ, M.: Krátke dejiny dolnozemsých Slovákov 1. Nadlak : Vydavateľstvo Ivan Krasko, 2012.
- ŠENKÁR, P.: Novodobá prozaická tvorba Slovákov v Rumunsku. Nadlak : Vydavateľstvo Ivan Krasko, 2019.
- ŠENKÁR, P.: Slovenská dolnozemsá literatúra (v teórii a praxi). Komárno : Univerzita J. Selyeho, 2015. ISBN 978-80-8122-133-0
- ŠTEFANKO, O.: Pohľadaj korene svoje. Nadlak : Vydavateľstvo Kultúrnej a vedeckej spoločnosti Ivana Krasku, 1998.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ MEDZ/25 | Name: Slovak literature of the interwar period |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected author of the interwar period (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: - Balance of the structure of the work: biography, and the development of the work of the selected author and his own interpretation (5 points). - Professional quality of interpretation and specific work of the selected author, adequate placement in the context (10 points). - Compliance with basic standards of formal word processing (5 points). • Final written test in the scope of the course syllabus (Score: 40 points). Evaluation criteria: - Presentation of excellent knowledge from the following areas: Literature of the interwar period, social and aesthetic characteristics (10 points), Poetry in the period 1918 - 1935 and poetry in the years 1936 - 1948, authors, literary trends (15 points), Prose in the period 1918 - 1935, and prose in the years 1936 - 1948, authors, literary trends (15 points) and the Slovak drama of the interwar period (10 points). • Oral examination of literary works of the interwar period according to the fiction minimum (Score: 40 points). The final evaluation is calculated as the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 90 hours, of which: study: 39 hours, preparation and development of substantial tasks: 21 hours, additional reading of original and professional literature 10 hours, self-study and regular preparation: 20 hours. | |
| Results of education: Knowledge • The student acquires knowledge about the socio-cultural situation in the interwar period, knowledge about the emergence of new cultural institutions, acquires knowledge about | |

contemporary literary periodicals, acquires knowledge about the periodization of interwar literature.

- The student will gain knowledge of poetic, prose and dramatic work about important representatives of the interwar period. He will be able to place these works in a broader period and cultural context, select and recommend a suitable personality for the presentation of the work of interwar literature, and he will be able to justify this choice.
- The student will acquire knowledge about the poetry of the emerging generation of poets in the interwar period, which tended to neosymbolism and gradually and enriched the elements of futurism and constructivism, will gain knowledge about development trends, poetic trends and groups that established in the interwar period. , ruralism, surrealism, Catholic modernism, the concept of so - called pure poetry).
- The student will gain knowledge about the developmental direction of interwar prose, the manifestations of naturism and expressionist tendencies in the work of prominent representatives of the period, the elements of socialist realism and the growth of lyrical tendencies in prose and gain an overview of prose work of authors called poets of the subject.
- The student will acquire knowledge about the dramatic creation of the interwar period, about various variations of drama: realistic drama, popular games from the folk environment, expressionist drama, drama of ideas and model situations, lyrical drama, etc.
- The student will gain knowledge about how to collect information about the life and work of the interwar period in various publications and on the Internet, respectively. will be able to orientate in methods of distinguishing information that is essential for practice, will be able to analyze, evaluate and publicly present the information obtained.

Skills

- The student will be able to motivate their students to acquire knowledge of Slovak interwar literature and at the same time will be able to awaken their overall interest in the process of education for culture, aesthetics and literary taste in the field of development.
- The student will be able to independently acquire additional knowledge in the field of interwar poetry, prose and drama.
- The student will be able to comprehensively understand the specific social significance and function of Slovak literature of the period for understanding Slovak social and cultural development and will be able to identify the content of specific tasks in the implementation of acquired knowledge.
- The student will be able to correctly use the acquired knowledge about interwar poetry, prose and drama in specific outputs in lessons, presentations, etc ..
- The student will be able to apply the acquired knowledge of interwar literature in the theoretical and practical level against the background of a specific type of task and activity.
- The student will be able to identify basic professional problems related to interwar literature, formulate the theoretical and practical starting points that are necessary to solve them in the conditions of everyday school practice.
- The student will be able to get acquainted with new trends in the field of interwar literature research and modern methodological approaches, which are necessary for the effective implementation of educational activities.

Competences

- The student will be competent able to adequately use the system of knowledge and skills necessary for teaching the subject of Slovak literature and its specific development period between the two wars in primary and secondary schools within their own job.
- The student will be competent to plan the various stages of implementation of the task (lessons, lectures), in the context of complexity for both individuals and (study) groups.

- The student will be able to realize the intentional development of knowledge related to the above synchronous and diachronic development of Slovak literature, will be able to independently select creative activities that deepen knowledge of Slovak interwar literature.
- The student will be competent able to manage the style of work of others in the school environment, focused on learning about poetic, prose and dramatic works of selected personalities of Slovak literature of the interwar period.

Brief syllabus:

1. Social and political situation, institutional emancipation of Slovak culture and literature, foreign models, relation to previous traditions. Typological characteristics, literary trends and periodization of interwar literature.
2. Expressionist tendencies in Slovak prose. Gejza Vámoš, J. Hrušovský.
3. The First World War and its response in literature. Milo Urban.
4. Socio-psychological realism in literature. Jozef Čiger Hronský and his work.
5. Left-wing and socialist work. DAV and davisti. Laco Novomeský.
6. Neosymbolism in Slovak poetry. Emil Boleslav Lukáč.
7. Vitalism in Slovak poetry. Poetry by Ján Smrek.
8. Suprealism in Slovak poetry. French and Czech stimuli. The poetics of a surrealist poetic group. R. Fábry, V. Reisel, P. Bunčák and others.
9. Poetry of Catholic modernity. Poetics, themes, authors: Rudolf Dilong, Janko Silan
10. Lyrical tendencies in the interwar period and naturism. Dobroslav Chrobak, Margita Figuli.
11. Prose of naturism. L. Ondrejov, František Švantner.
12. Interwar Slovak drama. Ivan Stodola, Július Barč-Ivan.
13. Poets of the subject. The work of poets of the subject. Dominik Tatarka, Peter Karvaš.

Literature:

- ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2
- ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.
- CHMEL, R. a kol.: Slovník diel slovenskej literatúry 20. storočia. Bratislava : Kalligram – Ústav slovenskej literatúry SAV, 2006. 525 s. ISBN 80-7149-918-9
- SEDLÁK, I. a kol.: Dejiny slovenskej literatúry II. Martin : Matica slovenská, Bratislava : Literárne informačné centrum, 2009. 785 s. ISBN 978-80-090-945-4
- ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2
- ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 624 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

| A | B | C | D | E | FX |
|------|-------|-------|-------|------|-----|
| 9.09 | 36.36 | 27.27 | 18.18 | 9.09 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ MORF/25 | Name: Morphology of Slovak language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic + study of professional literature (2 credit (s)) 2 credits can be obtained from the alternatives: A) comparative work on the basis of professional literature thematically in accordance with the syllabus B) continuous tests C) current project task, resp. seminar work Final test or colloquial exam with independent homework (1 cr.) Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3) Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master the basic terminology of the discipline of morphology of the Slovak language. They get acquainted especially with grammatical categories of noun and verb nouns, with the criteria of defining individual nouns, with the function of falls in Slovak with morphematic structure and word analysis, with the function of individual nouns in the construction of grammatical and semantic sentence structure, etc. He will also learn several morphological phenomena in standard Slovak in contrast to Hungarian. Skills: <ul style="list-style-type: none"> • The student will master the essence of grammatical categories of the morphological system of Slovak, even in relation to the categories of the syntactic system (prediction, determination, morphosyntactic connections and connections; issues of agreement, etc.) • The student will be able to analyze the morphematic structure of words in the field of noun and verb word types and explain the function of individual morphematic segments in the construction. • The student will be able to identify the function of the elements of the morphological level of language in the creation of sentence and sentence constructions. • The student will be able to correctly determine the dynamic tendencies in the morphology of the Slovak language, even in the historical cross-section. | |

Competences: * The student will be able to apply a set of acquired theoretical knowledge of the morphology of Slovak in language practice, even with an emphasis on the confrontation of morphological phenomena of Slovak and Hungarian. A thorough knowledge of the content and formal aspects of the elements of the morphological level will allow him to understand their function in the construction of grammatical and semantic sentence structure, which he will be able to use both in the next syntax study and after graduation, i. in teaching morphology and syntax in schools with Hungarian as the language of instruction.

Brief syllabus:

1. Morphological subsystem of language in the system of language levels. Subject and scope of morphology. Morphophonology. Shaping processes, grammatical form. Morphological categories.
2. Morphematic word structure, methods of determining morphemes, morphematic segmentation, classification of morphemes. Morphematic dictionaries.
3. Morphological typology. A closer comparison of the inflecting and agglutination types. Grammatical homonymy, synonymy and polysemia. Morphological type of Slovak in comparison with Hungarian.
4. System of word types in Slovak and their functions, criteria for their division. World perception and word type categorization. Particles, interjections, couplings.
5. Nouns - classification, grammatical category of number and gender. Property, appellation, ethnonyms, concrete, abstract. Computability, types of plural and singular in Slovak and Hungarian. Gender as a classification category. Male life subcategory. Declension types and patterns. Double shapes, transition between patterns.
6. Noun declension, falls, prepositions. Morphematics of nouns. Function and system of falls and prepositions. Fall syncretism.
7. Verbs - lexical-semantic classification. Full-meaning / non-full-meaning, activity / state, transient / non-transient, personal / impersonal verbs. Auxiliary verbs and verboids. Types and functions of auxiliary verbs. Classification of indefinite verb forms.
8. Grammatical categories and verb tenses. Morphematics of verbs. Verb stems, timing patterns. Time, way, person verbs.
9. Intention, valence, verb bonding. Verbal form, vision. Both two-sided and one-nodal verbs, pairs of modes. Aspect and manner of verbal action. Verb gender and deagentization. Reflexivity, types of reflexive verbs.
10. Adjectives: classification, grammatical categories, syntactic function, declension, gradation and operability. Adverbs: creation, classification, gradation.
11. Pronomines, their functional and formal characteristics, classification and declension.
12. Functional and formal characteristics of numerals.
13. Dynamics of morphology. Origin and extinction of shapes and categories.

Literature:

- AUXOVÁ, D. – VAŇKO, J.: Morfológia slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978-80-558-0858-1
- DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: Veda, 2010. 464 s. ISBN 978-80-224-1169-2
- NAVRÁTIL, L.: Neohybné slovné druhy a citoslovčia. Nitra: Enigma, 2003.
- NAVRÁTIL, L.: Nominálne slovné druhy. Nitra: Enigma, 2005.
- NAVRÁTIL, L.: Slovesá – kráľovský slovný druh. Nitra: Enigma, 2009.
- NIŽNÍKOVÁ, J.: Valenčný slovník slovenských slovies. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1
- ORAVEC, J. – BAJZÍKOVÁ, E. – FURDÍK, J. Súčasný slovenský spisovný jazyk. Morfológia. Bratislava : SPN 1988. 227 s. ISBN 0012959

RUŽIČKA, J. (ed.): Morfológia slovenského jazyka. Bratislava : Vydavateľstvo Slovenskej Akadémie Vied, 1966. 895 s. ISBN 0012980
ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I - II. Trnava : Trnavská univerzita v Trnave, 2016. ISBN 978-80-568-0002-7, ISBN 978-80-568-0003-4.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

| A | B | C | D | E | FX |
|------|------|------|------|------|-----|
| 15.0 | 15.0 | 35.0 | 10.0 | 25.0 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ NIN/25 | Name: National identities, nationalisms, literatures in Central Europe |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The conditions for completing the course are as follows: General conditions for completing the course <ul style="list-style-type: none"> • active participation of the student in seminars, • participation of the student in assigned tasks and involvement in analysis and discussions during the seminars, • presentation of a selected form of national identity in Central Europe from the perspective of literature. Specific conditions for completing the course: The total point assessment of the course is 100 (50 points from participatory tasks/analysis/discussion, 50 points from the presentation). The condition for successfully completing the course is obtaining at least 50% of the maximum point assessment of the course. Overall course success rating: <ul style="list-style-type: none"> • A = 90 – 100% (90 – 100 points) • B = 80 – 89% (80 – 89 points) • C = 70 – 79% (70 – 79 points) • D = 60 – 69% (60 – 69 points) • E = 50 – 59% (50 – 59 points) • FX = 0 – 49% (0 – 49 points). Student time load: 30 hours, of which: study: 26 hours, preparation and development of substantial tasks: 2 hours, additional reading of original and professional literature 1 hour, self-study and regular preparation: 1 hour. | |
| Results of education: The student will systematically become familiar with the basic theoretical, but also practical knowledge, skills and habits that are necessary for the analysis of the phenomenon of national identity in the time and space of Central Europe. The aspect of nationalism from the perspective of the literary development of Central Europe is characterized. Knowledges: <ul style="list-style-type: none"> • The student has knowledge about the phenomenon of identity with special regard to the geographical and cultural space of Central Europe, | |

- the student will gain a basic overview of past and current challenges in the issue of nationalism and its presence in Slovak literature,
- the student will know various methods and procedures for interpreting specific literary texts in the issue of identity,
- the student will be able to independently collect information on a given issue, navigate in available publications.

Skills:

- The student will be able to motivate students for identity issues,
- the student will be able to independently acquire further knowledge in the field of identity and nationalism in literature,
- the student will be able to apply the acquired theoretical knowledge and will be able to identify the content of specific creative tasks set in the implementation of the acquired knowledge,
- the student will be able to familiarize himself with current trends in the established field
- the student will be characterized by independent, critical and analytical thinking, which he can flexibly apply in the conditions of the educational process in the coordinates of identity - nationalism - literature.

Competencies:

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

Brief syllabus:

1. Central Europe as a space for the specific formation of the nation-building process.
2. Formation of distinctive national identities – in relation to literature and culture in the broader sense.
3. Development from ethnically determined national communities to nation-states.
4. The share of national memories in the constitution of national identities, nationalisms in Central Europe.
5. Interpretation of national identities sub specie of the Central European context.
6. The idea of a multi-ethnic monarchy and the post-war state.
7. The idea of the so-called Visegrád Four.
8. The idea of the European Union.
9. Formation of Slovak, Hungarian, Czech, Polish national identity.
10. Function of languages, folk literature, literatures, institutions (theater, museums, etc.),
11. Landscapes, natures, poetics of remembrance, national and multicultural, Slovakness - Hungarianness - Polishness - Czechness.
12. National traumas, myths, homeland, national identity.
13. Central European identity, European identity, national and civic.

Literature:

- BIBÓ I.: A Kelet-Európai kisállamok nyomorúsága. Bukarest - Kolozsvár : Kriterion Könyvkiadó, 1997. - 251 s. - ISBN 973 26 0489 1
- GYURGYÁK J.: Ezzé lett magyar hazátok : A magyar nemzeteszme és nacionalizmus története. Budapest : Osiris Kiadó, 2007. - 660 s. - ISBN 978 963 389 907 6

HALÁSZ, I.: Uhorsko a podoby slovenskej identity v dlhom 19. storočí. Bratislava : Kalligram, 2011. 234 s. ISBN 978-80-8101-435-2

HOBBSAWM, E. J.: Nations and Nationakusn since 1780 : Programme, Myth, Reality. Cambridge : Cambridge University Press, 2008. 206 s. ISBN 978-0-521-43961-9

HROCH, M.: Národy nejsou dílem náhody : Příčiny a předpoklady utváření moderních evropských národů Praha : Sociologické nakladatelství, 2011. 315 s. ISBN 978-80-7419-010-0.

CHMEL, R.: Két irodalom kapcsolatai. Bratislava : Madách Könyvkiadó, 1980. 260 s. ISBN 0002584

CHMEL, R.: Moja maďarská otázka Bratislava : Kalligram, 1996. - 463 s. - ISBN 80-7149-167-5

CHMEL, R.: Moje slovenské pochybnosti. Bratislava: Kalligram, 2004. ISBN 80 71496170

CHMEL, R.: Moje slovenské pochybnosti. Bratislava : Kalligram, 2004. 360 s. ISBN 80-7149-617-0

CHMEL, R.: Romantizmus v globalizme. Bratislava: Kalligram, 2009. ISBN 978 80 81011597

KILIÁNOVÁ, G.: My a tí druhí v modernej spoločnosti : Konštrukcie a transformácie kolektívnych identít Bratislava : Veda, 2009. 722 s. ISBN 978-80-224-1025-0

KREKOVIČ, E.: Mýty naše slovenské Bratislava : Academic Electronic Press, 2005. 250s. ISBN 80-88880-61-0 ŠUTAJ, Š. - SZARKA L.: Regionálna a národná identita v maďarskej a slovenskej histórii 18.-20. storočia . Regionális és nemzeti identitásformák a 18 - 20. századi magyar és a szlovák történelemben. Prešov : UNIVERSUM, 2007. 188 s. ISBN 978-80-89046-43-0

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

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. Jaroslav Vlnka, PhD.,

Date of last update: 07.04.2025

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

INFORMATION SHEET

| | | | | | |
|--|------|--|-----|------|-----|
| Name of the university: J. Selye University | | | | | |
| Name of the faculty: Faculty of Education | | | | | |
| Code: KSL/SJdb/ OB/22 | | Name: Bachelor's thesis and defense | | | |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | | | | | |
| Number of credits: 8 | | | | | |
| Recommended semester/trimester of study: 5., 6.. | | | | | |
| Level of study: I. | | | | | |
| Prerequisites: KSL/SJdb/BS/25 | | | | | |
| Conditions for passing the subject: | | | | | |
| Results of education: | | | | | |
| Brief syllabus: | | | | | |
| Literature: KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf | | | | | |
| Language, knowledge of which is necessary to complete a course: | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 4 | | | | | |
| A | B | C | D | E | FX |
| 0.0 | 50.0 | 25.0 | 0.0 | 25.0 | 0.0 |
| Teacher: | | | | | |
| Date of last update: 06.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ REAL/25 | Name: Realism in Slovak literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. During the semester, students will prepare the above work and meet the following conditions: • Elaboration and submission of a seminar paper on the literary work of a selected representative of Slovak literary realism, resp. literary modernity (Range: min. 5 pages; Score: 20 points). Evaluation criteria: - Clear Logical continuity of biographical data about the author's biography, his creative development, and the placement of the selected author in the context and interpretation of his work (5 points). - Detailed analysis of the literary work of the selected author (10 points). - Evaluation of the analyzed work, overall linguistic-stylistic level (5 points). • Written test in the range of study material of lectures (Score: 40 points). Evaluation criteria: - Demonstration of excellent knowledge from the following thematic areas: Social-cultural context, characters, poetics, developmental stages of realism (10 points), Characteristics of the work of the founding generation of realism (15 points) tendencies, Slovak literary modernism (10 points). • Oral examination of literary works of the period of realism and Slovak literary modernity according to the fiction minimum (Score: 40 points). The final evaluation is calculated as a summary of the points of the seminar work, written test and oral exam. The classification scale used in the evaluation of the course (A - FX) is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours. | |
| Results of education: Knowledge | |

- The student will gain knowledge about the work of important authors of Slovak literary realism and representatives of Slovak literary modernism, as well as about typical literary works of realism and modernity.
- The student will gain knowledge about the correct classification of literary works of realism and Slovak modernity in the broader socio-cultural context of the time, respectively. will be able to select and recommend a suitable author for the presentation of the work of the period and will be able to duly justify his choice.
- The student will acquire knowledge about the independent collection of biographical and bibliographic information in various publications and on the Internet and will be able to know the methods of selection of important and less important information for specific practices.
- The student will gain knowledge of how to analyze selected information, hierarchize values, assess it in summary and present it publicly.
- The student will gain knowledge about the representatives of the founding generation of realism, about the way in which realism was formed, about the change of generational views on ideological and aesthetic reflections of Slovak literature, about generational performances of young realists through the Napred almanac and a series of Critical Letters.
- The student will gain knowledge about Slovak poetry of the founding generation of realism, which was looking for a new artistic expression and new thematic areas, the student will learn the thematic and genre focus of prose, the specifics of women's fiction, gain an overview of the dramatic creation of the development phase.
- The student will acquire knowledge about the creation, thematic and genre preferences of important authors of the generation of late realism.
- The student will gain knowledge about the characteristic features of modernity in Slovak literature, about the poetic and prose work of modernist authors, about modernist poetics, mystification and self-statement.

Skills

- The student will be able to motivate students to acquire knowledge in the field of Slovak literary realism and literary modernity, will be able to awaken their overall interest in the stages of literary development and will stimulate their development in the process of education for culture, aesthetics and literary taste.
- The student will be able to effectively apply the acquired theoretical and literary historical knowledge in specific outputs in lessons, lectures, presentations and will be able to independently acquire and search for new knowledge in the field of Slovak literary realism and modernity.
- The student will be able to use the acquired knowledge in the theoretical and practical level against the background of a specific type of assignment and work activities.
- The student will be able to understand the social function of Slovak literature comprehensively and specifically in relation to realism and modernity for understanding Slovak social and cultural development, respectively. present.
- The student will be able to identify basic professional problems and will be able to name the theoretical and practical starting points needed to solve them at the appropriate professional level.

Competences

The student will be competent to apply the system of knowledge and skills necessary for the needs of teaching Slovak literary realism and literary modernity in the subject of Slovak language and Slovak literature in primary and secondary schools.

- The student will realize the intentional development of knowledge related to the development phase of Slovak realistic literature and literary modernity, will be able to independently plan selected creative activities that expand knowledge about literary realism and modern.

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

Brief syllabus:

1. Characteristics of realism
2. Lyrics of P.O. Hviezdoslav
3. Epics of P.O. Hviezdoslav
4. S. H. Vajanský
5. M. Kukučín
6. Elena Maróthy-Šoltéssová, Terézia Vansová
7. J. G. Tajovský
8. Božena Slančíková-Timrava
9. J. Jesenský
10. Ladislav Nádaši Jégé, Martin Rázus
11. P. O. Hviezdoslav, F. Urbánek, J. Gregor Tajovský
12. Ivan Krasko, Vladimír Roy, Ivan Gallo.
13. I. Krasko, L. Groeblová, S. Czambel

Literature:

ČÚZY, L., – GBÚR, J. – KRŠÁKOVÁ, D. – MIKULOVÁ, M. – ROBERTS, D. – ZAMBOR, J.: Panoráma slovenskej literatúry II. Literárne dejiny od realizmu po rok 1945. Bratislava : Slovenské pedagogické nakladateľstvo, 2005. 175 s. ISBN 80-10-00674-2

ČEPAN, O. A KOL.: Dejiny slovenskej literatúry V. Bratislava : Veda, 1984. 652 s.

MAZÁK, P. – GAŠPARÍK, M. – PETRUS, P. – PIŠŮT, M.: Dejiny slovenskej literatúry 2. Bratislava : SPN, 1988. 481 s.

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

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007. 534 s. ISBN 978-80-89222-29-2

ŠTEVČEK, J.: Dejiny slovenského románu. Bratislava : Tatran, 1989. 620 s. ISBN 80-222-0036-0

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|-------|------|-------|------|-------|-----|
| 16.67 | 25.0 | 16.67 | 25.0 | 16.67 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ RET/25 | Name: Rhetorics |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: mark, based on continuous assessment. The overall evaluation consists of a mid-term and final evaluation in a ratio of 100/0. Ongoing evaluation: During the semester, the student meets the following assignment conditions: <ul style="list-style-type: none"> • Preparation and presentation of a speech of your choice from pre-determined topics, for example: my teaching method is the best and the like (argumentation, coherence, literary marketing, persuasion, brainstorming ...). The evaluated speech will be characterized by the logical continuity of the individual parts, the balance of the composition, impressive stylization, adequate use of artistic language means, as well as appropriate use of non-language means. The originality of the rhetorical expression, "stand-up" from the aspect of creativity and perception, will also be evaluated. The student will receive a maximum of 50 points for the speech. • Activity during seminar hours. During the seminar hours, the student will follow several serious rhetorical manifestations via the Internet, which he then analyzes on the basis of theoretical knowledge from lectures and readings obtained on the basis of a study of professional literature on the issue. For this activity the student will receive a maximum of 50 points. Final evaluation: based on the continuous evaluation, the sum of points for the speech and the student's activity in the seminar classes. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 60 hours, of which: study: 26 hours, preparation and development of substantial tasks: 10 hours, additional reading of original and professional literature 10 hours, self-study and regular preparation: 14 hours. | |
| Results of education: Knowledge The student will gain an overview of the basics of rhetoric and its main stages of development, as well as practical skills in the field of various forms of expression, and will be able to place this information in a broader contemporary and cultural context. The student will also be systematically acquainted with the necessary theoretical knowledge and practical experience needed for effective and cultured management of public (official / semi-official) communication situations, realized through a live performance in front of a student or other | |

audience (auditorium). The student will be able to independently collect the information needed for a public presentation and will be able to analyze, evaluate and publicly present this information.

With regard to the degree of difficulty, the student will be able to plan the various stages of preparation and concretization of the task (lessons, lectures) for both individuals and (study) groups.

The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained.

The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at the appropriate professional level.

The student will also have basic scientific knowledge in the profile areas of education or specializations; will know the current state educational programs and their legal framework.

The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the teaching conditions. He should be culturally and linguistically literate, as well as be able to work effectively as a team member and manage individuals.

Skills

The student will be able to prepare their own speech, lecture or other performance. At the same time, he will be able to motivate his listeners / students to master the subject and awaken their overall interest in the process of education for culture, aesthetics and rhetorical taste.

The student will be able to independently acquire additional knowledge in the field.

The student will be able to understand the social function of rhetoric and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.

The student will be able to get acquainted with new trends in the field, as well as with modern methodological approaches and aspects of job descriptions, which are necessary for mastering the subject and independent development of required outputs.

The student will also have knowledge of biological, psychological and social aspects of individual development, will know and understand the concept of the institutional socialization process in a broader social science context. Thanks to a good overview of the social structure of society, its statics and dynamics, the student will understand the educational needs and specifics of diverse social groups and master the issues of pedagogical work in the context of the diversity of the educated population. Based on the acquired knowledge about the differences in the development of individuals resulting from their health or social disadvantages, respectively. from giftedness and talent can effectively cooperate with special pedagogues, psychologists and other experts in the implementation of the educational process in the conditions of inclusive education and upbringing and follow their professional recommendations and conclusions.

Competences:

- The student will apply the system of knowledge and skills needed to speak to a wider audience. He will be able to use them in his own creative practice at school.
- The student will implement a targeted development of knowledge related to the synchronous and diachronic development of rhetoric, will be able to independently plan selected creative activities that expand knowledge.
- The student will be competent to manage the style of work and education of others in the school environment.

Brief syllabus:

1. General introduction to rhetoric.
2. What the speaker must know before preparing a speech.
3. Origin of rhetoric.
4. What the speaker should know during the preparation of the speech.
5. Objective factors in the preparation of a speech.

6. Subjective factors in the preparation of speech.
7. Types of speech.
8. Choice of language means - in general speech.
9. Choice of language means - in special speeches.
10. What should a speaker know during a speech?
11. Use of non-linguistic speeches in speaking.
12. Culture of speech.
13. Delivering a specific speech.

Literature:

HOLIČ, Š.: Rétorika. Nitra : Enigma, 2004.

FINDRA, J.: Stavba a prednes rečníckeho prejavu. Martin : Osveta, 1989.

LESŇÁK, R.: Horizonty čitateľskej kultúry. Bratislava : Slovenský spisovateľ, 1991.

MISTRÍK, J.: Úvahy s recitátorom. Martin: Matica slovenská, 1974

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 8

| A | B | C | D | E | FX |
|-----|------|------|------|-----|-----|
| 0.0 | 25.0 | 62.5 | 12.5 | 0.0 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ ROM/25 | Name: Romantism in Slovak literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: grade, exam. The course is completed by an oral exam, which will take place during the exam period. During the semester students will implement the following outputs and assignments <ul style="list-style-type: none"> • Elaboration, presentation and submission of a seminar paper from the list of recommended topics about a certain author of romantic literature. The work in the specified scope will include biographical and bibliographic information, own interpretation of the literary text, correctly mentioned professional sources and a list of literature (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Level of processing of biographical and bibliographic data (5 points). - Professional level Self-interpretation, degree of creativity, and imaginative observations (10 points). - Work with professional resources, compliance with citation and paraphrasing standards, overall language level (5 points). <ul style="list-style-type: none"> • Written test in the scope of the content syllabus (Score: 40 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge in the following areas: typological characteristics of romanticism, literary relations, periodization (10 points), Slovak romantic poetry, representatives, themes, genres (20 points) and romantic prose and drama, themes, general characteristics, authors (20 points) . <ul style="list-style-type: none"> • Oral examination of poetry, prose and drama works according to the fiction minimum (Score: 30 points). The final evaluation is the sum of the evaluation points of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours, preparation and elaboration of seminar work: 26 hours, additional reading of original and professional literature 26 hours, self-study and regular preparation: 29 hours. | |

Results of education:

Knowledge

- The student will acquire knowledge about the circumstances of the origin and character of Romanticism in European literature Europe and will gain more detailed knowledge about the conditions of origin and development of Romanticism in Slovakia, the typological characteristics of Slovak Romanticism, genre structure, species syncretism and preference of folklore and folklore. syllabism ..
- The student will gain knowledge of the individual developmental stages of Slovak Romanticism, as well as the basic variants of Romanticism and prominent romantic representatives and their important literary works.
- The student will acquire knowledge about Slovak romantic poetry, which was formed under the influence of Štúr's views, as well as under the influence of European romantic literature.
- The student will acquire knowledge about the prose of Slovak realism and the process of emancipation of prose in this period, will gain knowledge about variants of romantic prose (prose based on a romantically focused basis and prose of journalistic character).
- The student will gain knowledge about Slovak romantic drama and literature for children and youth in the Romantic period.
- The student will be able to select and recommend important and characteristic authors of Slovak Romanticism as well as developmentally progressive literary works and will be able to duly substantiate their choice.
- The student will be able to independently collect and sort information about the life and literary work of the personality of Slovak Romanticism from relevant professional materials of various provenances (printed articles, books, electronic documents, Internet resources).

Skills

- The student is able to identify an adequate way of using Slovak literary romanticism in an educational context and will be able to motivate their students to learn about typological and poetological specifics, authors and literary creation of romanticism in the process of forming literary taste, aesthetic feeling and in the context of cultural education.
- The student will be able to understand the social significance of romantic literature, characterize its function in the Slovak national movement, as well as the influence of romanticism on solving the issue of language.
- The student will be able to independently acquire and expand their knowledge in the field of Slovak literary romanticism.
- The student will be able to analyze the information obtained, comprehensively evaluate and correctly apply it in specific outputs in lessons, lectures and presentations.
- The student will be able to identify common professional problems in the field of Slovak Romanticism, formulate the theoretical and practical starting points needed to solve them and suggest an appropriate way to solve them.
- The student will be able to develop the acquired knowledge of professional methods of current research of literary romanticism and will be able to get acquainted with modern methodological approaches and aspects of work activities that are necessary to master the field and independently develop the required outputs.

Competences

- The student will be competent to apply the system of knowledge and skills to explain the circumstances of the origin and development of Slovak romantic literature, presentation of romanticism and their inclusion in the context of romantic literature for teaching Slovak literature in primary and secondary schools and will be able to effectively apply this knowledge and skills. adequately used in their own professional practice in the school environment.

- The student will be competent to implement a targeted development of knowledge related to the Romantic period of Slovak literature, to develop specific knowledge about the literary and developmental context of Slovak Romanticism, its formation, classification and its function in Slovak social and cultural development.
- The student will be a competent professional to explain and clearly convey the specific features and continuity of the development of Romanticism, its relationships with the previous period and its impact on the next development period.
- The student will competently manage the style of work and education of others in the school environment and will encourage their students for learning about the life and work of romanticists, as well as to read and interpret important literary works of the Romantic period in the teaching process.

Brief syllabus:

1. Slovak literary romanticism. Conditions of origin and formation of romanticism in Slovakia. The relation of Slovak romanticism to the European romantic tradition and the developmental phase of Slovak literary romanticism. Poetic characteristics and function of romanticism in the national movement.
2. The beginnings of Romanticism in the years 1836 to 1843. Sources of inspiration and solving the question of literary language. The main representatives of this period.
3. Maturation and maturation of romanticism in the years 1843 to 1860. Štúr's school, its starting points and dilemmas. Personality and work of Ľudovít Štúr.
4. Historical themes in Slovak romanticism, their characteristics and interpretation. Literary works of Jozef Miloslav Hurban.
5. Themes of Jan Král's poetry. Interpretation of selected prose texts
6. Personal and emotional issues in the poetry of Andrej Sládkovič.
7. Poetic work of Sam Chalupka in the context of Slovak romanticism.
8. Ballads and bandit motifs in the poetry of Ján Botto. Interpretation of selected poetic texts
9. Historical and earthly themes in the prose work of Ján Kalinčiak.
10. The afterlife of literary Slovak romanticism (1860 - 1880). Prose works by Ľudovít Kubáni, Gustav Kazimír Zechenter-Laskomerský.
11. Literary work and personality of Jonáš Záborský. Interpretation of selected texts
12. Drama in the Romantic period. Dramatic work by Ján Palárik.
13. Creation for children and youth in the Romantic period. Pavol Dobšinský and his literary activity

Literature:

ČÚZY, L., – KÁKOŠOVÁ, Z. – MICHÁLEK, M. – MIKULOVÁ, M. – VOJTECH, M.:
Panoráma slovenskej literatúry I. Literárne dejiny od stredoveku po koniec romantizmu.
Bratislava : Slovenské pedagogické nakladateľstvo, 2004. 169 s. ISBN 80-10-00316-6

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava :
Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5

ŠMATLÁK, S.: Dejiny slovenskej literatúry II. Bratislava : Literárne informačné centrum, 2007.
534 s. ISBN 978-80-89222-29-2

ŠMATLÁK, S.: Dve storočia slovenskej lyriky. Bratislava : Tatran, 1979. 536 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 13

| A | B | C | D | E | FX |
|--|-------|-------|-------|-----|-----|
| 30.77 | 38.46 | 15.38 | 15.38 | 0.0 | 0.0 |
| Teacher: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD., PaedDr. Eva Győriová Baková, | | | | | |
| Date of last update: 24.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|--|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ SSL/25 | Name: Old Slovak literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: grade, exam The course is completed by an oral exam, which will take place during the exam period. The individual components of the assessment are consulted with the students individually. During the semester, students will prepare the above work and meet the following conditions: <ul style="list-style-type: none"> • Elaboration of a seminar work on a selected literary monument, resp. on the literary work of the representative of older literature (Extent: min. 4 pages; Score: 20 points). Evaluation criteria: <ul style="list-style-type: none"> - Clearly Logical continuity processed data on literary monuments, resp. about the selected author (5 points). - General Professionally relevant characteristics of a literary monument, placement in context (10 points.). - Work with similar literature, overall language-stylistic level of work (5 points). • Written test exam from the thematic areas that are related to the lectured lecture study material, resp. on the syllabus of the lectures (Score: 50 points). Evaluation criteria: <ul style="list-style-type: none"> - Demonstration of excellent knowledge on the subject: literary culture in the Middle Ages, Old Slavic literature, Latin education (10 points). - literature of Renaissance humanism, complex characteristics (15 points). - Demonstration of excellent knowledge of the subject: Slovak Baroque literature, poetry, prose and professional literature (25 points). • Oral examination of literary works according to the fiction minimum (Score: 30 points). Evaluation criteria: <ul style="list-style-type: none"> - Presentation of own knowledge about read Old Slavic literary monuments (5 points), - Discussion of read literary texts of Renaissance humanism (10 points) and - on the texts of the Slovak literary baroque (15 points). The final evaluation is calculated as the sum of the achieved evaluation of the seminar work, written test and oral exam. The evaluation of the subject (A - FX) is in accordance with the classification scale determined by the UJS Study Regulations (Article 19, point 3). Student time load: 120 hours, of which: combined study (P, S, consultation): 39 hours, | |

elaboration of seminar papers: 26 hours,
self-study, reading of original literature and professional texts: 55 hours.

Results of education:

Knowledge

- The student will gain knowledge of important literary monuments and characteristic authors of older Slovak literature and their main literary works.
- The student will be able to include these works and will gain knowledge about the issue of the inclusion of literary texts of older Slovak literature in a broader period and cultural context.
- The student will gain knowledge about the internal periodization of older Slovak literature, the issue of authorship, the language of literary monuments, genres, content, function, composition and style of literary texts.
- The student will acquire knowledge about Old Slavic literary literature, about the most significant literary monuments and typical features of the Great Moravian period.
- The student will gain knowledge about medieval literature, the nature of texts, literary types and genres of medieval literature of the period, will gain knowledge about chronicles, urban literature and non-fiction in the Middle Ages.
- The student will master the basic characteristics of humanistic and renaissance literature, written mainly in Latin, gain knowledge about the influence of antiquity, ancient culture and literature on literary production in the Renaissance and humanism, gain knowledge about the image of the world and man in literature, motivation , on literary types and genres and on prominent representatives of humanism and the renaissance of a limited period.
- The student will gain knowledge about Baroque literature, especially the development of language, the formation of Slovak national literature, centers of culture and literature, the development of book printing, which is related to increasing the amount of literary production during the Baroque, the student will also gain knowledge about the principles of artistic creation in the Baroque , Baroque style and preferred genres. •
- The student will be able to select and recommend a suitable author of older Slovak literature for the presentation of the work of the period and will be able to justify the choice.
- The student will gain knowledge about will be able to understand the methods of distinguishing important and less important information from the field of older Slovak literature for practice, will be able to analyze the information obtained, overall evaluation and publicly present.

Skills

- The student will be able to motivate their students to learn older Slovak literature, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste.
- The student will be able to independently acquire additional knowledge in the field of professional reflection on older Slovak literature.
- The student will be able to apply the acquired theoretical knowledge in specific outputs in lessons, lectures, presentations and will be able to identify the content of specific creative tasks in the implementation of the presented knowledge.
- The student will be able to understand the social function and importance of older Slovak literature in general as well as specifically regarding the period for understanding Slovak social and cultural development, respectively. present
- The student will be able to correctly apply the acquired knowledge in specific outputs in lessons, lectures, presentations, etc.
- The student will be able to identify common professional problems from the period of older Slovak literature, to examine and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level.

Competences

- The student will be competent to apply the acquired system of literary historical knowledge of older Slovak literature for the teaching of Slovak language in primary and secondary schools.
- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of teaching.
- The student will implement a targeted development of knowledge related to the field of older Slovak literature and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student will be competent to professionally explain the acquired knowledge of older world literature to students and will manage the style of their work and education in the school environment.

Brief syllabus:

1. Internal division of older Slovak literature. Literary culture in the Middle Ages (800 - 15th century). Great Moravian period and Old Slavic literature. Cyril, Methodius, their followers. Proglas and other writings.
2. Latin medieval education in Hungary. Legends, chronicles of specimens and ant prose in the Middle Ages.
3. Literature of Renaissance humanism (15th - 17th century). Latin humanistic poetry Benedikt Vavrinec Nedožerský, Jakub Jakobeus, Juraj Koppay.
4. Forms of Latin humanistic poetry Martin Rakovský, Ján Sambucus and others
5. Constitution of literature in the domestic language. Spiritual poetry. The main literary monuments. Ján Silván, Eliáš Láni and others.
6. Historical epics, travel, memoir prose and drama. Pavol Rubigal, Pavel Kyrmezer, Juraj Tesak Mosovsky.
7. Slovak literary baroque (mid-17th century - 1780). Social conditions. Counter-Reformation, the establishment of Trnava University and the center of Protestantism in Prešov. The question of literary language. Cultural West Slovak.
8. Forms of spiritual poetry in the Baroque period. Benedikt Szöllősi, Juraj Tranovský and others
9. Secular poetry in the Baroque period, historical songs, occasional, love, social and bandit poetry. Stefan Selecky, Stefan Pilarik.
10. Didactic-reflexive poetry: Main literary works. Hugolín Gavlovič, Peter Benický
11. Religious prose and sermons in the Baroque period Alexander Máčay, Benignus Smrtník
12. Memoirs, travel literature in the Baroque period. Daniel Krman Jr., Tobiáš Masník, Ján Simonides and others.
13. Scientific and popularization literature in the Baroque period. The first national disputes, apologies. Ján Baltazár Magin and later Slovak national ideology. Matej Bel and his place on the threshold of the Enlightenment, Adam František Kollár and his work

Literature:

- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. 651 s. ISBN 80 7149 801 7
- MINÁRIK, J.: Stredoveká literatúra. Bratislava : SPN, 1977. 334 s.
- MINÁRIK, J.: Renesančná a humanistická literatúra. Bratislava : SPN, 1985. 267 s.
- MINÁRIK, J.: Baroková literatúra. Bratislava : SPN, 1984. 392 s.
- MINÁRIK, J.: Dejiny slovenskej literatúry 1. Staršia slovenská literatúra, Bratislava : SPN, 1985. 375 s.
- MIŠIANIK, J. – MINÁRIK, J. – MICHALCOVÁ, M. – MELICHERČÍK, A.: Dejiny staršej slovenskej literatúry I. (800–1780). Bratislava : SAV, 1958. 318 s.
- MIŠIANIK, J.: Antológia staršej slovenskej literatúry. Bratislava: Veda, 1981. 840 s.

SEDLÁK, I. a kol.: Dejiny slovenskej literatúry I. Martin : Matica slovenská; Bratislava: Literárne informačné centrum, 2009. 606 s. ISBN 978-80-7090-935-5
ŠMATLÁK, S.: Dejiny slovenskej literatúry I. (9. – 18 storočie). Bratislava : Národné literárne centrum, 1997. 359 s. ISBN 80-88878-11-X

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 21

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-------|-----|
| 19.05 | 19.05 | 23.81 | 23.81 | 14.29 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ SSS/25 | Name: Semantic syntax of Slovak |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The prerequisites for the course are as follows: General conditions for taking the course <ul style="list-style-type: none"> - active participation of the student in lectures and seminars, - participation in the assignments and participation in the analysis and discussion during the lectures and seminars, - presentation, - successful completion of the written final examination. Specific requirements for passing the course: During the course the student must submit and present a selected topic from the Slovak semantic syntax, in which he/she will draw on the available literature and supplement it with his/her own analyses extracted from the works of renowned Slovak authors. The presentation will be followed by a self- and peer-assessment. The submitted text must meet all the required requirements of a seminar paper. A written examination is an integral part of the course outcome. The course grade is 100 points (50 points from the written examination, 50 points from the seminar paper). The condition for successful completion of the course is obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: A = 90 - 100% (90 - 100 points), B = 80 - 89% (80 - 89 points), C = 70 - 79% (70 - 79 points), D = 60 - 69% (60 - 69 points), E = 50 - 59% (50 - 59 points), FX = 0 – 49% (0-49 points). Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: The student is systematically introduced to the basic theoretical knowledge and practical skills related to the analysis of the semantic aspect of the Slovak sentence and its individual components – participles (participants) and complements. With the support of the previously acquired knowledge of the formal syntax of Slovak, the student, on the basis of the acquired new knowledge, will form a comprehensive idea of the semantic (from the point of view of comprehension determining) aspect of the sentence and the approach of the creator of the | |

sentence to its production. In the teaching process, this knowledge will help him/her to explain more meaningfully to the pupils the difference in meaning between necessary and possible members of a sentence, between a one- and a two-membered sentence and also between a simple sentence and a semi-predicative syntagm or a clause.

Knowledges:

- The student will become aware of the difference between the previously acquired formal and modern semantic syntax of the Slovak language.
- The student will learn to apply the acquired theoretical knowledge in linguistic practice on the basis of modelling sentence formulas in which the numerator abbreviates the formal aspect of the sentence and the denominator its semantic form.
- The student will be able to detect and name the individual specifications of the necessary (obligatory) participants of the semantic structure of the sentence as well as its optional complements.
- The student will be able to distinguish the difference between the basic and the derived (derivative) sentence structure and will be aware of their basic semantic difference.
- The student will understand the shades of meaning between the specifications of the same participant of the semantic structure of the sentence (for example, the difference between active – agentive and inactive – carrier specifications of the subject participant).
- The student will recognize the connection between the individual semantic specifications of the participant and their formal representation and the representation of the sentence as a whole.
- The student will be able to independently collect information on the given issue, to navigate in the available publications. The student will be able to know the methods of distinguishing important and less important information for practice, to analyze the information collected, to evaluate it and to present it publicly.
- The student will be able to plan the individual stages of preparation of the processing and concretization of the given topic of the seminar work, in the context of the difficulty for students – peers and also in the difficulty for future students.
- The student will be able to recognize the level of his/her own competences and judgements in the selection of the amount of information obtained and its use in pedagogical practice.

Skills:

- The student will be able to distinguish between the formal and semantic structure of a sentence.
- The student will be able to independently acquire further knowledge in the field of semantic structure of the Slovak sentence and their possible use in the educational process in primary schools.
- The student will be able to apply the acquired theoretical knowledge in his/her own creative pedagogical practice, e.g. in comparing the semantic structure of Slovak and Hungarian sentences.
- The student will be characterised by independent, critical and analytical thinking, which he/she will be able to flexibly apply in the conditions of the educational process in schools with Hungarian as the language of instruction, where the method of teaching foreign languages can be applied.

Competencies:

- The student is able to independently search, compare and work with relevant scientific, professional and textbook texts.
- The student will be able to apply the acquired knowledge and skills in the educational process, i.e. in his/her own creative pedagogical practice.
- The student will be able to carry out targeted development of knowledge related to the topic and will be able to independently plan selected creative activities that expand the theoretical and practical knowledge of students.

- The student will be able to use the acquired knowledge about the semantic structure of Slovak sentences in the teaching of Slovak in primary schools with Hungarian as the language of instruction, where the methods of teaching foreign languages are appropriately applied.

Brief syllabus:

1. Formal syntax and its place in the current educational process in primary schools with Slovak as the language of instruction.
2. Formal syntax and its place in the current educational process in primary schools with the language of instruction of the Hungarian national minority.
3. Different approaches to the analysis of the semantic structure of a sentence and its individual participles.
4. Representation of the formal sentence structure in the sentence formula - established abbreviations of relevant grammatical data.
5. Semantic structure of the sentence (abbreviation SŠV) and its individual basic (obligatory) elements – participles.
6. The predicate, its specification and possible variations of its formal representation in basic and derived sentence structures.
7. The subject participant of a sentence, its individual specifications and possible variations of its formal representation in basic and derived sentence structures.
8. Object participant of the sentence, its individual specifications and possible variations of its formal representation in basic and derived sentence structures.
9. Individual complements of the semantic structure of the sentence, their specifications and possible variations of their representation in basic and derived sentence structures.
10. The third syntactic plan its individual specifications and their renditions in the sentence structures. Comparison with the Hungarian language.
11. Representation of the semantic formal sentence structure in the sentence formula – the abbreviations of the relevant semantic data.
12. Representation of the relationship between semantic and formal sentence structure in sentence patterns – correspondences and differences.
13. Application of the acquired knowledge in the educational process in primary schools with Hungarian as the language of instruction.

Literature:

- ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: Indesign, 2005.
- DANEŠ, F.: Větné vzorce v češtině. Praha: Academia, 1981.
- TIBENSKÁ, E.: Objektový participant sémantickej štruktúry vety. Slovenská reč, 63, 1998, č. 4, s. 198-209.
- TIBENSKÁ, E.: Prepojenosť medzi lexikálnou, morfológickou a syntaktickou rovinou jazykového systému slovenčiny. In: Slovenčina ako cudzí jazyk. Ed. Pekarovičová, J. Bratislava: Stimul – Centrum informatiky a vzdelávania FF UK, 2004, s. 49-61.
- TIBENSKÁ, E.: Sémantická analýza bezsubjektových viet a viet s nepodmetovým vyjadrením subjektu. Jazykovedný časopis, 44, 1993, č. 2, s. 41-53.
- TIBENSKÁ, E.: Sémantická štruktúra slovenskej vety. Trnava: Univerzita sv. Cyrila a Metoda v Trnave, Filozofická fakulta 2012, s. 83-92.
- TIBENSKÁ, E.: Slovenčina v zrkadle vnútorných a vonkajších vzťahov. Zagreb: FF press 2012.

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

Slovak

Notes:**Evaluation of subjects**

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|--|-----|-----|-----|-----|-----|
| 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. PhDr. Eva Tibenská, PhD., | | | | | |
| Date of last update: 07.04.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ STYL/25 | Name: Stylistics of Slovak language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: 1 / 1 / 1 For the study period: 13 / 13 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic, study of professional literature (2 credit (s)) 1 credit can be obtained from two alternatives: A) comparison of two books from professional literature, thematically in accordance with the syllabus (for each lesson an elaboration on 1 A4 page) B) analysis of a selected journalistic or educational text from a stylistic point of view (report for each hour on 1 A4 page) Final test or colloquium exam: with independent homework: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 120 hours, of which: study: 39 hours, preparation and development of substantial tasks: 30 hours, additional reading of original and professional literature 27 hours, self-study and regular preparation: 24 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • Previous knowledge from the study of individual levels of the language system will be expanded and deepened by the pragmalinguistic dimension in the study of the stylistics of the Slovak language. The student will gain knowledge about the production of functionally targeted language expressions, as well as the procedures of their analysis and interpretation. • The student will get acquainted with individual stylistic means, stylistic procedures, functional styles and genre model structures. • The student will gain knowledge about thematic-content, compositional and illocutionary (communication) properties of the text and with the help of a terminological system he will be able to analyze and interpret texts of various stylistic provenance. Skills <ul style="list-style-type: none"> * The student will be able to orientate in the system of stylistic factors and correctly distinguish them. * The student will be able to correctly identify the structural components of the text. * The student will be able to correctly determine the dynamic tendencies in the functional styles of the Slovak language. | |

* The student will be able to correctly and stylistically create stylistically differentiated language expressions / texts and on this basis to analyze and correct texts created by students.

Competences:

* The student will be able to apply a set of acquired theoretical knowledge of Slovak stylistics in language practice.

* The student will be able to independently create, analyze and interpret texts created by students in order to develop and deepen their language-styling skills.

* The student will be able to explain and functionally use the acquired knowledge in the scope of the subject syllabus and create a favorable atmosphere for the acquisition of this knowledge by students, including the creation, writing and correction of written expressions.

* Can critically analyze written and spoken speech, formulate their own opinions and attitudes, critically review them and constructively defend them.

Brief syllabus:

1. The subject of linguistic stylistics. Is stylistics a special language level? Definition of the term language style. Methods of stylistic research and stylistic analyzes.

2. Outline of the history of stylistics. Current status. Definition of basic terms: speech, statement, text, context; style.

3. Stylistic factors: subjective and objective stylistic factors.

4. Classification of styles. Basic functional styles and their genre model structures. Basic properties of colloquial and educational style - genres and units.

5. Basic features of administrative and journalistic style - genres and departments.

6. Basic features of rhetorical and artistic style - their genres and formations.

7. Means of expression (styles) of text and style. Phonetic stylistic means / styles Morphological stylistic devices / styles.

8. Lexical stylistic tools / styles. Stylistic classification of vocabulary.

9. Syntactic stylistic means / styles.

10. Text composition: macrocomposition and microcomposition of text. Stylistic procedures - content model structures - topic expansion.

11. Gradation of the text: author's speech, direct speech, improper direct speech, indirect speech.

12. Analysis and creation of communications with a focus on the academic communication sphere.

13. Peculiarities of the style of Internet communications.

Literature:

BOHUNICKÁ, A. – ORGOŇOVÁ, O.: Interakčná štylistika. Bratislava: Univerzita Komenského, 2018 ISBN 978-80-223-4566-8

FINDRA, J.: Štylistika slovenčiny v cvičeniach. Martin : Osveta, 2005. ISBN 80-08-00781-8

FINDRA, J.: Štylistika slovenčiny. Martin : Osveta, 2004. ISBN 80 8063 142 5

FINDRA, J. Štylistika súčasnej slovenčiny. Martin : Osveta, 2013. ISBN 978-80-8063-404-9.

FINDRA, J.: Jazyková komunikácia a kultúra vyjadrovania Martin : Osveta, 2013. ISBN 978-80-8063-385-1.

HORVÁTH, M.: Štylistika súčasného slovenského jazyka. Bratislava : Univerzita Komenského, 2016. ISBN 978-80-223-3997-1

HLAVATÁ, Renáta a kol. 2019. Jazyk ako text (vysokoškolský učebný materiál z praktickej štylistiky) Nitra: FF UKF

MISTRÍK, J.: Štylistika. SPN: Bratislava, 1985.

PAVLOVIČ, J. Prednášky zo štylistiky slovenčiny. Trnava: PF TU, 2011.

SLANČOVÁ, D.: Praktická štylistika. Prešov : Slovacontact, 1996. ISBN 80 901417 9 X

SLANČOVÁ, D. - SPÁČILOVÁ, S. a kol.: Úvod do štúdia interaktívnej štylistiky I-II. Prešov: PU, 2023

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|--|------|-------|-------|-------|------|
| TÓTH, S. J.: Veta - text - štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1 | | | | | |
| Language, knowledge of which is necessary to complete a course: Slovak | | | | | |
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 12 | | | | | |
| A | B | C | D | E | FX |
| 33.33 | 8.33 | 16.67 | 16.67 | 16.67 | 8.33 |
| Teacher: doc. PhDr. Eva Tibenská, PhD., | | | | | |
| Date of last update: 24.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ SYNT/25 | Name: Syntax of Slovak language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes and self-study of professional literature (2 credits) 1 credit can be obtained from the alternatives: A) seminar work based on professional literature, thematically in accordance with the syllabus, B) preparation of syntax tasks for their future students in schools with Hungarian teaching language with the schedule of the topic. C) current project task 1 credit can be obtained from alternatives: A) weekly homework: own collection of language examples; B) continuous tests; Final test or colloquium exam with preparation: 1 Cr. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Regulations (Article 19, point 3). Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • Knowledge of the theory of functioning of the syntactic subsystem of language from the systemic and communication functional point of view. • The student will learn the principles of grammatical and semantic sentence construction in the Slovak language, including its communicative functional structure. • The student will get acquainted with individual types of sentences in terms of their grammatical and semantic construction, with cross-member issues, with the construction of syntheses (warehouses), with the issue of half-constructions and with the content and grammatical structure of sentences. Skills: <ul style="list-style-type: none"> • The student will be able to explain in a comprehensible way to his (future) students the grammatical, semantic and communicatively functional construction of a sentence. • The analysis of the sentence will be based on the following methodological procedure: "the sentence should be analyzed in the way in which it was / was created". | |

- Can syntactically illustrate the syntactic / sentence structure of a sentence, which will help to better understand the relationships between its components.
- The student will be able to recognize and create grammatically and semantically correct sentence constructions, including word order.
- The student will be able to correctly identify modifications and deviations from the sentence structure.
- The student will be able to define the grammatical and semantic properties of individual types of sentences and identify ways of connecting sentences into a sentence structure.
- The student will be able to correctly explain the phenomena that go beyond the relationships in sentences and form part of the supranational, resp. text syntax
- The student will be able to identify and explain the differences in the grammatical structure of the Slovak sentence in comparison / confrontation with the grammatical structure of the sentence in Hungarian.

Competences:

- The student will be able to apply a set of acquired theoretical knowledge of the syntax of the Slovak language, both in language and in teaching Slovak at schools with VJM.
- The student will be able to apply the acquired theoretical knowledge and practical experience from the analysis of sentences in their school practice.
- The student will have a committed attitude towards his / her field of study, he / she will continue to follow the development of the given discipline with interest.
- The student will be able to didactically apply the knowledge gained from the analysis of sentences in everyday school practice.
- The student will be able to independently solve problems from different areas of the Slovak language syntax and deepen their knowledge in this specific level of the language. The student will be able to understand, explain and functionally use the acquired knowledge in the scope of the content of the subject and create a favorable atmosphere for the acquisition of this knowledge by students in their teaching work.

Brief syllabus:

1. The place of the syntactic level of language in the language system. Syntactic theories and division of the discipline.
2. The essence of the sentence, sentence and statement. Sentence boundaries. Grammatical and modal structure of sentences. Communication types of sentences.
3. Types of verb sentences. Two-part and one-part sentences. Active (agent) and passive (deagent) sentences in Slovak and Hungarian.
4. Syntagmatics - types of synthages and characteristics of their relations (also in comparison with Hungarian).
5. Syntagmatic relations: agreement, bonding, attachment. Morphosyntax. Casus syntax.
6. Sentence members and part of speech. Determination and typology of sentence members.
7. Main sentence members. Subject, predicate and sentence base.
8. Developing clauses. Subject, adjective, adverbial designations.
9. Semi-predictive constructions. Accessory, extension, adjective semi-predictive construction.
10. Simple sentence - grammatical and semantic relationship between its components: main and secondary sentence. True / false parataxa / hypotaxa.
11. Compound sentences - types, characteristics.
12. Suprasentential syntax. Current breakdown of the statement. Word order, grammatical and rhythmic factors of word order. Last but not least, the order of sentences in the sentence construction.
13. Irregular sentence structure. Characteristics of individual modifications of sentence structure.

Literature:

IVANOVÁ, M.: Syntax slovenského jazyka. Prešov: Vydavateľstvo PU, 2011. ISBN 978 80 555 0435 3

KAČALA, J.: Syntagmatický slovosled v slovenčine. Martin : Vydavateľstvo Matice Slovenskej, 2013. ISBN 978-80-8115-130-9.

MISTRÍK, J.: Slovosled a vetosled v slovenčine. Bratislava : Vydavateľstvo Slovenskej akadémie vied, 1966. ISBN 0013219

MOŠKO, G.: Príručka vetného rozboru. Prešov: Náuka, 2006. ISBN 80 8903839 5

NIŽNÍKOVÁ, J.: Valenčný slovník slovenských slovík. Prešov : Filozofická fakulta v Prešove, 1998. ISBN 80-88885-53-1

ORAVEC, J. – BAJZÍKOVÁ, E.: Súčasný slovenský jazyk. Syntax. Bratislava: SPN, 1986. 261 s.

PATÁKOVÁ, M.: Ako rozoberať vety? Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 195 s. ISBN 0004970 Toto neodporúčam, je tam veľa vecných chýb.

TÓTH, S. J.: Veta – text – štýl. Komárno: PF UJS, 2015. ISBN 978-80-8122-152-1

VAŇKO, J.: Lingvistické a didaktické otázky slovenskej syntaxe. Banská Bystrica : Metodické centrum, 2000. 52 s. ISBN 80-8041-320-7

VAŇKO, J.: Syntax slovenského jazyka. Nitra: FF UKF, 2015. ISBN 978 80 558086 5 9

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 15

| A | B | C | D | E | FX |
|-------|-------|-------|------|-------|-------|
| 13.33 | 26.67 | 13.33 | 20.0 | 13.33 | 13.33 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ TL/25 | Name: Theory of literature |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 4 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Assessment and completion of the course: written exam. The course is completed by a written exam, which will take place during the exam period. During the semester, students will implement the following outputs and assignments, which will be a relevant basis for the final evaluation: <ul style="list-style-type: none"> • Seminar work: during the semester the student prepares and submits a seminar paper, which he / she presents at the relevant seminar lesson dedicated to a specific issue in the theory of literature. The student chooses a topic from the syllabus (eg characteristics of a certain literary type, a specific lyrical, epic or dramatic genre, a selected verse system). Part of the work to the specified extent (minimum 4 standard pages) will be correctly listed professional literature that the student used in creating the work and a list of used literature. The student will receive a maximum of 30 points for the seminar work. • Activity during seminar classes and lectures: The student will apply individual theoretical knowledge from lectures with regard to poetic and prose texts and obtain a maximum of 20 points. The written exam is realized during the exam period, individual questions will consist of thematic areas that are related to the lectured study material, resp. on the subject syllabus. The student will receive a maximum of 50 points for the written exam The final evaluation is calculated as a summary of the evaluation of seminar work, student activities in seminar classes, respectively. lectures and written exam. The classification scale used in the evaluation is in accordance with the UJS Study Regulations (Article 19, point 3). Credits will not be awarded to a student who does not reach at least 51%. Student time load: 120 hours of which: <ul style="list-style-type: none"> • Contact hours (P, S, consultation): 39 hours, • Self-study, reading of professional literature: 44 hours, • Preparation and processing of seminar work: 26 hours, Elaboration of seminar assignments: 11 hours. | |
| Results of education: Knowledge: | |

- The student will master the basic literary-theoretical concepts and internal division of literary science, will be able to name the nature and focus of literary criticism, history of literature and especially the theory of literature.
- The student will gain special knowledge about the construction and formal form of a literary work, about artistic principles and means determining its style.
- The student will acquire knowledge about the basic goals, specifics and areas of research in generative, historical, immanent, normative and formulated poetics.
- The student will gain key knowledge about literary types and lyrical, lyrical-epic and dramatic genres.
- The student will gain specific knowledge about the structure of a literary work, will be able to explain the external division of the text, the internal division of the text, name the compositional procedures.
- The student will be able to characterize the narrator and the various basic types of narrators, explain the concept of a literary character and name the basic types of characters in a literary work.
- The student will learn to identify the basic characteristics of the artistic style, classify its means of expression.
- The student will be able to name the syntactic means of a literary work of art and explain repetition as a principle.
- The student will gain knowledge about the thematic construction of a literary work of art, will be able to name even the smallest thematic building units: motifs.
- The student will master the individual prosodic systems (timekeeper, syllabic prosodic system, tonic prosodic system, syllabotonic system, free verse), verse norms and principles applying the rhythmic properties of language in the same way.
- The student will be able to name and recognize individual frequent poetic tropics, poetic forms and stanzas.
- The student will also be able to independently collect information on the issues of theory of literature, be familiar with the available theoretical manuals, poetic dictionaries, professional publications and dictionaries of literary terms. They will be able to orientate in methods of distinguishing important and less important information for practice, they will be able to analyze the obtained information, evaluate it overall and present it publicly.
- The student will be able to identify common professional problems in the field of literature theory, research and formulate the theoretical and practical background needed to solve them at the appropriate professional level.

Skills:

- The student will be able to place individual literary-theoretical concepts in a broader context, resp. will be able to apply them throughout the next study of the literature of each period. The student will be able to independently acquire additional knowledge in the field of theory of literature.
- The student acquires skills in how to interpret poetic and epic literary works through an expressive system of means of artistic literary text.
- The student will be able to apply literary-theoretical knowledge and will be able to identify the content of specific creative tasks in the implementation of the stated knowledge.
- The student will be able to get acquainted with new trends in the established field of theory, as well as with modern methodological approaches and aspects of job descriptions that are necessary for mastering the subject.
- The student will be competent to didactically adequately and effectively apply the knowledge gained from the theory of literature in everyday school practice.

Competences:

- The student will be able to synthesize and apply a system of knowledge and skills from the theory of literature needed for teaching related subjects in primary and secondary schools.
- The student will be able to support the development of students' interpretive abilities and skills in working with poetic, prose and dramatic texts. They will be able to use them in their own creative practice at school.
- The student will be able to implement a targeted development of knowledge related to the topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student acquires competencies to critically analyze, formulate and defend their own opinions. He is able to maintain contact with current developments in the discipline studied and effectively continue his own professional development. He is able to properly express his opinion on a given literary text from the aspect of the theory of literature, justify its importance for school practice. The team has built socially accepted civic attitudes and a positive attitude towards its profession and target group.

Brief syllabus:

1. Base and research of literature (classification, research, methodology).
2. System model of literature. The character of a literary work. Poetics, types of poetics.
3. Literary types and genres.
4. Composition of a literary work.
5. Syntactic means of expression.
6. Repetition as a principle of expression.
7. Thematic construction of a literary work.
8. Basic stylistic means.
9. Prosodic (verse) systems. Metrics, rhythm, rhyme.
10. Poetic forms and stanzas.
11. Theory of literary types - poetry. Lyric genres.
12. Theory of literary types - epics. Epic and lyrical-epic genres.
13. Theory of literary types - drama. Dramatic genres.

Literature:

- BAKOŠ, M.: Vývin slovenského verša od školy Štúrovej. Bratislava : Slovenská akadémia vied, 1966. 298 s. bez ISBN
- FINDRA, J. – GOMBALA, J. – PLINTOVIČ, I.: Slovník literárnovedných termínov. Bratislava : Slovenské pedagogické nakladateľstvo, 1987. 410 s.
- HARPÁŇ, M.: Teória literatúry. Bratislava : Tigra, 2004 ISBN 80-88869-37-4
- HRABÁK, J.: Poetika. Praha : Československý spisovateľ, 1973
- MIKULA, V.: Slovník slovenských spisovateľov. Bratislava : Kalligram, 2005. - 651 s. ISBN 80-7149- 801-7.
- SABOL, J.: Teória literatúry. Základy slovenskej verzológie. Košice : Univerzita Pavla Jozefa Šafárika, 1988. 191 s.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 22

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-------|------|
| 22.73 | 18.18 | 22.73 | 13.64 | 18.18 | 4.55 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ ULF/25 | Name: Introduction to linguistics, phonetics and phonology of Slovak language |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 2 / 1 For the study period: 26 / 13 Methods of study: present | |
| Number of credits: 5 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes is also demonstrated by asking questions at the beginning of the class as a repetition of the previous topic. Home study of professional literature (2 credits) Interim evaluation based on alternatives (1 cr.): A) preparation and analysis of a sound recording from the private sphere of the listener from the aspect of normative pronunciation and observance of phonological rules of the Slovak language with regard to the possible influence of Hungarian. B) Active solution of ongoing tasks and knowledge quizzes Interim evaluation based on alternatives (1 cr.): A) continuous test B) Elaboration of a semester work on a topic selected from the thematic areas of introduction to linguistics Evaluation criteria: - Adequate way of processing the semester work - Construction, continuity and logic of the text - Understanding of professional issues, ability to reflect and interpret facts - Formal editing, correct citation, paraphrasing and listing of sources Final knowledge test in the scope of the content syllabus of the course with independent home preparation (1 cr.) Evaluation criteria: - linguistic disciplines, writing development, language as a system, language levels - knowledge and context in the field of phonetics and phonology Summary evaluation in accordance with the UJS Study Regulations (Article 19, point 3) Student time load: 150 hours, of which: study: 39 hours, preparation and development of substantial tasks: 41 hours, additional reading of original and professional literature 35 hours, self-study and regular preparation: 35 hours. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student will master a set of basic linguistic terms and concepts with which he will work during his studies and in pedagogical practice, | |

- get acquainted with the integration of linguistics into the system of sciences, with the methods of linguistic research in the historical cross-section,
- with the most important theories of language functions,
- the student learns the dichotomy of language and speech according to Ferdinand de Saussure,
- acquire basic knowledge of semiotics as a science of signs with special regard to the nature of the language sign (semantic triangle),
- due to the nature of the study of the Slovak language, the student will master the issues of the system and structure of the language, the division of the language system and its connection with basic linguistic disciplines;
- get acquainted with the issues of individual linguistic disciplines, including basic concepts and terms with emphasis on those linguistic disciplines that will be the subject of his studies at the Faculty of Education (phonetics and phonology, morphology, lexicology, syntax, stylistics; development and history of literary language, dialectology),
- due to the fact that the study of the Slovak language is carried out in a region with a predominance of Hungarian ethnicity, special attention will be paid to the issue of language classification (genealogical, typological and campus), thanks to which the student already acquires basic knowledge on typological differences between Slovak and Hungarian;
- the student has knowledge-arguments acquired about the language and its laws, about the way and conditions of its functioning in all language levels and relations to other languages,
- the student acquires the issue of partial disciplines within the sound level of the language,
- acquire general knowledge about the construction of the Slovak phonological system, even in comparison with Hungarian,
- acquire knowledge of the principles of normative pronunciation of the Slovak language, in confrontation with the Hungarian language, but also with other Slavic languages,
- will be able to explain the connections and relationships between spelling and pronunciation,
- get acquainted with articulatory organs and articulation, learn about ways of making sounds by speech systems; learn the definition of the term phoneme in confrontation with the term voice, gain knowledge about the inventory of Slovak phonemes and its division,

Skills:

- The student will be able to work with basic linguistic terms and knowledge both in the teaching process and in the creation of term papers and theses.
- The student will be able to correctly explain the theory of language sign, character definition, typology of individual characters (icons, indexes, symbols) and character structure (semantic triangle, arbitrariness, motivation);
- is able to correctly evaluate and explain the relationships of language and speech, language and thinking,
- is able to orientate in the internal organization of the language system and know the factors of its structuring,
- will be able to correctly characterize the sound, morphological, syntactic, lexical, stylistic level of language and specify the relationships between individual language levels,
- will be able to use the acquired theoretical knowledge of orthography and orthoepy in writing and reading their own texts as well as in correcting spelling and pronunciation in the educational process,
- will be able to orientate in the phonetic system of standard Slovak,
- will be able to correctly read any Slovak text of factual or artistic literature in accordance with the principles of literary pronunciation,
- masters standard Slovak pronunciation, will be able to explain its basic principles,
- will be able to correctly use theoretical knowledge of orthoepy for the personal development of orthoepic skills and to learn the pronunciation of students,

- will be able to characterize the correct pronunciation of vocals and consonants, detect and correct pronunciation errors,
- can characterize the distinctive symptoms of Slovak phonemes and the basics of phonetic transcription,
- will be able to characterize the rules of pronunciation of prepositions and know the principles of vocalization of prepositions.
- will be able to determine nonsense assimilation, resp. imitation and to identify places where evil assimilation occurs.

Competences:

- The student will be able to apply the basics of system-structural thinking about language and theory of linguistics as a prerequisite for the study of specific linguistic disciplines.
- The student will be able to identify with the need for professional development and set goals for their professional development.
- The student will be able to correctly explain the connections between phonology, spelling and pronunciation, apply the phonetic inventory of contemporary standard Slovak in written and oral expression, guide and correct students' written and oral speeches.
- The student will be able to deepen their knowledge in the field of linguistics, broaden their perspective in language theory, linguistic disciplines, language system and language levels.
- The student will be able to independently plan different ways of examining language units.
- The student will be able to apply the acquired theoretical knowledge from the basics of linguistics to a specific language material.
- The student will be able to implement spelling principles based on theoretical knowledge in practice, t. j. when creating, writing and correcting written speeches.
- The student will be able to apply the rules of literary pronunciation in oral expressions, to lead students to correct pronunciation in pedagogical work.
- The student will be able to explain the linguistic context of the orthographic and orthoepic norm, will be able to take a stand on the application of these standards in various media and in school practice

Brief syllabus:

1. Linguistics, concept, subject of research. The place of linguistics in the system of sciences. Division of the language system and basic linguistic disciplines. The relationship between language and speech. Origin and development of language. Theory of language origin.
2. Understanding language and speech according to F. de Saussure. Basic forms of language and language functions. Language as a sign. Sign system and principles of its functioning. Language character theory, character division, semantic triangle. Language and human communication, communication process; (language) communication model.
3. System and structure of language. Paradigmatic and syntagmatic relations. Subject of research of individual levels of the language system; basic terms.
4. Sound level of language, its place among language levels, the essence of the discipline. Why study phonetics and phonology at the Faculty of Education? The relationship between phonetics and phonology, the subject of research and their basic units. Overview of phonetic research. Division and partial disciplines of phonetics.
5. Speech production and perception. Physiological side of speech production. Articulatory organs, places and ways of creating sounds, phonation. Sound signal perception.
6. Distribution of sounds from the articulatory point of view. Segmental phonetics. Speech flow identification. The difference between consonants and vowels. Phonetic transcription.
7. Vocal subsystem of Slovak in comparison with Hungarian. General characteristics of vowels. Classification of vowels. Interaction of organ cavities in the articulation of individual vowels.

8. Diphthongs. Diftongy as a vocal microsystem. Properties and classification of diphthongs. Gliding. Common and different properties of diphthongs and monoftongs. Vowel groups and false diphthongs. Position of occurrence of diphthongs.
9. Consonantism of Slovak in comparison with Hungarian. Consonant articulation: types of obstacles. Classification of consonants. Contrastivity in the system of consonants in Slovak and Hungarian. Length and doubling of consonants.
10. Orthophonia and orthoepia. Orthophonetic errors. Normative pronunciation of Slovak, its assumptions. Orthoepic errors in the pronunciation of vowels, diphthongs and consonants. Ways of finding out and determining and mastering the correct pronunciation of elementary school students.
11. Suprasegmental phenomena. Grouping of sounds: syllable, word, measure, column, sentence. Syllable structures. Functions and classification of suprasegmental phenomena, types of speech modulation.
12. Phonology, distinctive symptoms, allophones. Combinatorial and optional variants. The relationship vowel - phoneme - graphema. Spelling principles. Phonological typology. Phonological opposites and their neutralization. Assimilation and neutralisation.
13. Alternations in Slovak and Hungarian. Types of voice rotation: vocalic / consonantal, correlated / uncorrelated, quantitative / qualitative.

Literature:

- ALABÁNOVÁ, M. Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2008. ISBN 978-80- 969945-7-1
- HORECKÝ, J.: Základy jazykovedy. Bratislava: SPN, 1978. 175 s.
- KRÁL, Á. – SABOL, J. Fonetika a fonológia, Bratislava: SPN, 1989. ISBN 80 08 00036 8
- MISTRÍK, J.: Jazyk a reč. Bratislava : Mladé letá, 1984. ISBN 0012983
- MISTRÍK, J.: Lingvistický slovník. Bratislava, 2002. ISBN 80 08 02704 5
- MISTRÍK, J.: Moderná slovenčina. Bratislava : SPN, 1996. ISBN 80-08-01042-8
- NAVRÁTĽ, L. Fonetika a fonológia IN: Slovenský jazyk pre štúdium učiteľstva 1. stupňa zš s vyuč.jaz. maď. Nitra: Vysoká škola pedagogická, 1995. s.7-49. ISBN 80-8050-021-5
- PAULINY, E. Slovenská fonológia. Bratislava: SPN, 1979. 212 s.
- PILECKY M. Základy porovnávacej fonológie. Pilišska Čaba: PPKE BTK, 2007. ISBN 978-963-9206-40-3
- SABOL, J. – ONDRUŠ, Š.: Úvod do štúdia jazykov. Bratislava : SPN, 1987. 343 s.
- SIČÁKOVÁ, Ľ. Fonetika a fonológia pre elementaristov. Prešov, 2002. ISBN 9788089038152
- TÓTH, S. J.: Jazykovedné pojmoslovie slovensko-maďarské. Komárno: UJS, 2015. ISBN 978-80-8122-153-8
- <https://slovník.juls.savba.sk/>
- <https://www.juls.savba.sk/ediela/ks/>

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 24

| A | B | C | D | E | FX |
|-------|------|------|------|------|------|
| 20.83 | 8.33 | 37.5 | 12.5 | 8.33 | 12.5 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|-----------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ VJ/25 | Name: Generali linguistics |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in classes (1 credit) 50 points 1 credit can be obtained from two alternatives: A) comparative elaboration of articles from professional literature, thematically in accordance with the syllabus (for each hour an elaboration on 1 A4 page) B) current project task (for each hour an elaboration on 1 A4 page) Final test or colloquial exam with independent homework: 1 credit: students can get max. number of points 50. The summary evaluation of the subject with the mark is carried out according to the classification scale (A - FX), which is in accordance with the UJS Study Rules (Article 19, point 3). Student time load: 90 hours, of which: study: 26 hours, preparation and development of substantial tasks: 20 hours, additional reading of original and professional literature 20 hours, self-study and regular preparation: 24 hours. | |
| Results of education: Knowledge: The student will gain in-depth knowledge of selected chapters of general linguistics with reference to the possibility of their use in the study of various philological disciplines, as well as in independent research or pedagogical work. Students' knowledge base will be expanded by a system of knowledge from various areas of linguistics - starting with systems linguistics and ending with the latest linguistic directions (pragmalinguistics, sociolinguistics, psycholinguistics, cognitive linguistics, ethnolinguistics ...) linguistic linguistic methods. Due to the ethnic specificity of the region and the focus of the study, special attention will be paid to the genealogical, areal and typological classification of languages with an emphasis on contrasting phenomena in the Slovak and Hungarian language systems. Part of this study will be the formulation of general laws of language and its development, including the search for phenomena common to all languages (so-called linguistic universals). Thanks to such a targeted study of generalist issues, the student will acquire knowledge and skills from his / her field, which will enable him / her to look for interdisciplinary ties and connections with other social science disciplines. Skills: | |

The student will be able to combine knowledge of general linguistics with individual phenomena of the Slovak language system, which will be a prerequisite for successful study of philological disciplines in higher years of study. The acquired skills will also include the ability to recognize, interpret and explain basic typological differences, especially between Slovak and Hungarian, but also other languages. The student will be able to professionally present the acquired knowledge at seminars, resp. even in front of the professional community.

Competences:

The student will be able to apply the acquired theoretical knowledge and practical experience in general linguistics in school practice, which will apply especially to the knowledge gained from the typological comparative study of Slovak and Hungarian. On this basis, he will be able to effectively teach morphosyntactic phenomena in Slovak and Hungarian; this procedure will contribute to the creation of a creative atmosphere in the acquisition of some elements of the grammatical system of the Slovak language.

Brief syllabus:

1. The subject of linguistics. Basic questions of general linguistics. The history of linguistics.
2. Language functions. Theory of language functions (K. Bühler, R. Jakobson, F. Miko, J. Horecký ...). Language functioning in communication.
3. Man - language - society. Origin of language (theory of language origin); language in individual socio-economic formations; linguistic convergence and divergence.
4. Methods of linguistic research. Historical-comparative method / linguistics. Structural linguistics.
5. History of linguistic research. Prague school and functional linguistics. Theses of the Prague Linguistic Circle.
6. Systems linguistics, language units and their mutual relations.
7. Language categories. System of language categories - in the confrontation of Slovak and Hungarian.
8. Language dynamics, explanation of changes, language variability.
9. Classification of languages with special regard to the place of Slovak and Hungarian: genetic, areal, typological (morphological and syntactic).
10. Generative grammar. Universal grammar as a system of (universal) principles.
11. Modern linguistic trends: psycholinguistics, sociolinguistics, eco-linguistics, pragmalinguistics, cognitive linguistics.
12. Problems of (machine) translation.
13. Learning foreign languages, resp. learning foreign languages (lingvodidactic issues).

Literature:

- BARTMIŃSKI, J.: Jazyk v kontextu kultury. Dvanáct statí z lublinské kognitivní etnolingvistiky. Praha : Karolinum, 2016. ISBN 978-80-246-2883-7
- DOLNÍK, J. Teória spisovného jazyka : so zreteľom na spisovnú slovenčinu. Bratislava : Veda, 2010. ISBN 978-80-224-1119-6
- DOLNÍK, J. Všeobecná jazykoveda. Opis a vysvetlenie jazyka. Bratislava: VEDA, 2009. ISBN 978-80-224-1078
- HORECKÝ, J. Vývin a teória jazyka Bratislava: SPN, 1983
- HORECKÝ, J. Základy jazykovedy. Bratislava : Slovenské pedagogické nakladateľstvo, 1978.
- KAČALA, J: Jazykové kategórie v slovenčine. Bratislava : Univerzita Komenského, 2014. ISBN 978-80-223-3486-0.
- KRUPA, V. Jednota a variabilita jazyka. Bratislava : VEDA, 1980. ISBN 0012974
- MISTRÍK, J.: Encyklopédia jazykovedy. Bratislava : Obzor, 1993. 517 s.

VAŇKO, J.: Kategoriálny rámec pre analýzu chýb strojového prekladu. In: Mýliť sa je ľudské (ale aj strojové) : Analýza chýb strojového prekladu do slovenčiny. Nitra : Univerzita Konštantína Filozofa v Nitre, 2017. – ISBN 978-80-558-1255-7, s. 73-88

VAŇKO, J.: Komunikácia a jazyk. Nitra, Katedra slovenského jazyka Univerzity Konštantína Filozofa 1999. 202 s. ISBN 80-8050-253-6.

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 9

| A | B | C | D | E | FX |
|-------|-------|-------|-----|-----|-----|
| 44.44 | 44.44 | 11.11 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 24.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KSL/SJdb/ ŠS/22 | Name: Slovak Language and Literature |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5., 6.. | |
| Level of study: I. | |
| Prerequisites: KSL/SJdb/TL/25 and KSL/SJdb/ULF/25 and KSL/SJdb/MORF/25 and KSL/SJdb/SSL/25 and KSL/SJdb/KLAS/25 and KSL/SJdb/LEX/25 and KSL/SJdb/ROM/25 and KSL/SJdb/SYNT/25 and KSL/SJdb/REAL/25 and KSL/SJdb/STYL/25 and KSL/SJdb/LDM/25 and KSL/SJdb/MEDZ/25 | |
| Conditions for passing the subject: All students who have met the requirements of the study program during the examination in the last year of their studies may participate in the state examination at the usual time according to the study schedule. In the oral state examination, the student reports on the knowledge and skills acquired in his / her own field, as well as on the interdisciplinary connections with the relevant fields. Demonstrates the ability to convey information, ideas, problems, and solutions to professional and lay audiences. The state exam takes the form of a colloquium, during which the student's performance is assessed on a scale from A to FX. The ticket is included in the total state exam evaluation. The oral examination is evaluated on the basis of the following classification scale: A - 100–91%, B - 90–81%, C - 80–71%, D - 70–61%, E - 60–50%. A student who does not reach 50% will not receive credit. The chairman of the committee shall announce the results of the state examination and the defense in public | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge from the compulsory and profile subjects of the study program, - the student is able to define and interpret the basic concepts in his / her own words, to explain and describe the basic processes, to characterize and apply the scientific methods of the research in the areas given in the thematic plan of the subject, - the student is able to analyze and evaluate the knowledge of his / her field so far. Abilities: <ul style="list-style-type: none"> - the student is able to present his / her expertise, - the student is able to transfer his / her knowledge, - the student is able to systematize and apply the acquired theoretical knowledge, | |

- the student has the ability to study independently, which allows him / her to continue his / her studies.

Competencies:

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

Brief syllabus:

Theory of literature, history of Slovak literature from the beginnings to the interwar period. Children's and youth literature. Interpretation of literary text. Methodology of literature. Phonetics, phonology, morphology, lexicology, syntax of Slovak.

Literature:

Odporúčaná literatúra:

Literatúra uvedená v informačných listoch študijného programu

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

Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 11

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

Teacher:

Date of last update: 06.03.2025

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

INFORMATION SHEET

| | |
|--|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ SPX1db/NJ/25 | Name: Language skills 1 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper (didactization of the text), - continuous assessment during the semester based on 3 written tests. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: The graduate of the course acquires the basic concepts related to the so-called target competence of reading comprehension. He/she will have developed communicative competence in German at level C1 according to the CEFR. Skills: He/she will be able to apply the acquired theoretical knowledge in planning and implementation of specific didactic-methodical assignments and be able to justify the choice of methods, forms and means. Develops a range of receptive and productive language activities and strategies used in the performance of communicative tasks related to the skill of reading comprehension. Competencies: Knows and can reflect on learning strategies for reading comprehension and is able to critically evaluate their own progress, receive feedback and be aware of opportunities for their own development and evaluate the work of other students. | |
| Brief syllabus: In the seminar, students work with different types of texts, e.g. texts of a general nature, popular-scientific texts as well as professional texts. This develops the skill of study, information and | |

| <p>orientation reading of texts of various kinds. Participants will learn how to use reading aids - translation and interpretation dictionaries, language guides.</p> <ol style="list-style-type: none"> 1. Reading as a perceptive skill 2. Understanding linguistic expressions from a psycholinguistic perspective 3. Linguistic and extra-linguistic prerequisites for text reception 4. Degrees of understanding 5. Selective reading 6. Global/short reading 7. Orientation reading 8. Detailed reading 9. Reception of everyday texts 10. Reception of journalistic texts 11. Reception of literary texts - prose 12. Reception of scientific texts | | | | | | | | | | | | | | | | | |
|---|-------|------|------|-----|-------|---|---|---|---|---|----|-------|-------|------|------|-----|-------|
| <p>Literature: BAUSCH, K.-R./CHRIST, H./KRUMM, H.-J. (Hrsg.): Handbuch Fremdsprachenunterricht. Vierte, vollständig neu bearbeitete Auflage. Tübingen/Basel: A. Francke Verlag, 2003. DRAHOTA-SZABÓ, E.: Zur Förderung der schriftlichen Textkompetenz in der Deutschlehrausbildung. In: Juhász Valéria et al. (Szerk.) (2020): Kommunikáció és beszédfejlesztés a gyakorlatban. Szeged: SZTE JGYPK Magyar és Alkalmazott Nyelvészeti Tanszék, 2020. S. 379-395. URL: http://www.jgypk.hu/tanszek/alknyelv/?p=10054 STORCH, G.: Deutsch als Fremdsprache – Eine Didaktik. Paderborn: Wilhelm Fink, 2009. WESTHOFF, G.: Fertigkeit Lesen. Fernstudieneinheit 17. Berlin/München: Langenscheidt, 1997. Rôzne učebné texty (podľa aktuálnej tematiky) Texty z novín, časopisov (podľa aktuálnej tematiky)</p> | | | | | | | | | | | | | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: German</p> | | | | | | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 13</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>46.15</td> <td>23.08</td> <td>7.69</td> <td>7.69</td> <td>0.0</td> <td>15.38</td> </tr> </tbody> </table> | | | | | | A | B | C | D | E | FX | 46.15 | 23.08 | 7.69 | 7.69 | 0.0 | 15.38 |
| A | B | C | D | E | FX | | | | | | | | | | | | |
| 46.15 | 23.08 | 7.69 | 7.69 | 0.0 | 15.38 | | | | | | | | | | | | |
| <p>Teacher: PD Dr. phil. habil. Attila Mészáros, Dr. habil. László V. Szabó, PhD.,</p> | | | | | | | | | | | | | | | | | |
| <p>Date of last update: 29.03.2025</p> | | | | | | | | | | | | | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | | | | | | | | | | | | | |

INFORMATION SHEET

| | |
|---|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ SPX2db/NJ/25 | Name: Language skills 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar paper (didacticisation of the text, work with authentic texts in the German as foreign language class), - continuous assessment during the semester based on 3 written tests. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: The graduate of the course acquires the basic concepts related to the so-called target competence of listening comprehension. He/she will have developed communicative competence in German at level C1 according to the CEFR. Skills: He/she will be able to apply the acquired theoretical knowledge in planning and implementation of specific didactic-methodical assignments and be able to justify the choice of methods, forms and means. Develops a range of receptive and productive language activities and strategies used in the performance of communicative tasks related to the skill of listening comprehension. Competencies: Knows and can reflect on learning strategies for listening comprehension and is able to critically evaluate their own progress, receive feedback and be aware of opportunities for their own development and evaluate the work of other students. | |
| Brief syllabus: | |

In this seminar we will work with texts to practice the skill of selective listening comprehension. At the forefront are loud texts with different themes, e.g.: newspapers, fairy tales, television, radio. The students are exposed to the German language in an authentic vocal form and at the same time have the opportunity to get acquainted with typical suprasegmental phenomena in contemporary German speech.

1. Receptive skills
2. Listening as a receptive skill - bottom-up inductive processes and top-down deductive processes
3. Types and levels of listening comprehension
4. A formally oriented component and knowledge-based tiered model
5. Isolated component exercises, control activities and graded complex exercises
6. Content-based integration model based on activities
7. Developing elements of specific skills
8. Special methodological procedures
9. Listening comprehension in a professional discussion
10. Listening comprehension in everyday communication
11. Reception of television and radio broadcasts
12. Reception of feature films

Literature:

BAUSCH, K. R./CHRIST, H./HÜLL, W./KRUMM, H.-J.: Handbuch Fremdsprachenunterricht. Tübingen: Francke Verlag, 1989. S. 201-204.

DAHLHAUS, B.: Fertigkeit Hören. Fernstudieneinheit 5. Goethe-Institut München: Langenscheidt, 1994.

DÖMÖK, Sz.: Hören. Budapest: Nemzeti Tankönyvkiadó, 2002.

LODEVICK, K.: DSH-Training. Texte aus Wissenschaft und Gesellschaft. 2. Aufl. Göttingen: Fabouda Verlag, 2000.

Materiály z televízie a z rozhlasu

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|-------|-------|-----|-------|-----|------|
| 58.33 | 16.67 | 0.0 | 16.67 | 0.0 | 8.33 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ SPX3db/NJ/25 | Name: Language skills 3 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment based on the timely and complete completion of weekly assignments, - active participation in the final oral discussion (colloquium) on the selected topic. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final oral colloquium 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation for assessments 25 h | |
| Results of education: Knowledge: The graduate of the course acquires the basic concepts related to the so-called target speaking competence. He/she will have developed communicative competence in German at level C1 according to the CEFR. Skills: They will be able to apply the acquired theoretical knowledge in the planning and implementation of specific didactic-methodical assignments and be able to justify the choice of methods, forms and means, especially in the area of lexical and grammatical competences, text production and oral expression activities. Develops a range of receptive and productive language activities and strategies used in communication tasks related to the skill of speaking. Competencies: The student knows and can use appropriate linguistic devices to express his/her point of view on common conversational topics. Can argue about information from different areas of contemporary knowledge. Knows and can reflect on learning strategies for speaking and is able to critically evaluate their own progress, receive feedback and be aware of opportunities for their own development and evaluate the work of other students. Can apply the acquired theoretical and practical knowledge in practice. | |

Brief syllabus:

1. Paralinguistic and extralinguistic means of communication in oral communication
2. Expressing an opinion in debates - argumentation techniques; strategies for expressing oneself in the case of lexical deficiencies
3. Greeting; introduction of persons and family
4. Environment
5. School and work
6. Leisure and culture
7. Health - exercise and diet
8. Shopping
9. Celebrations
10. Fashion
11. Media and internet
12. Travel
13. Society

Literature:

LODEWICK, K.: DSH-Training. Texte aus Wissenschaft und Gesellschaft. 2. Aufl. Göttingen: Fabouda Verlag, 1997.

WILLKOP, E.-M./WIEMER, C. u.a.: Auf neuen Wegen. Deutsch als Fremdsprache für die Mittelstufe und Oberstufe. München: Hueber Verlag, 2003.

Rôzne učebné texty (podľa aktuálnej tematiky)

Texty z novín, časopisov (podľa aktuálnej tematiky)

BÁCSKAI, A., et al.: ABC der Textsortenkompetenz: Tips und Techniken zu Textsorten und Aufsatzarten. Budapest: ELTE Germanistisches Institut, 1999.

BACKHAUS, A. et. al.: Mittelpunkt B2/C1. Intensivtrainer schriftlicher und mündlicher Ausdruck. Textsorten für Studium und Beruf. Stuttgart: Klett, 2009.

DANIELS, A. et. al.: Mittelpunkt: Redemittelsammlung, B2/C1. Stuttgart: Klett, 2008.

FERENBACH, M., SCHÜßLER, I.: Wörter zur Wahl. Wortschatzübungen Deutsch als Fremdsprache. Stuttgart: Klett, 2007.

HASENKAMP, G.: Leselandschaft 1. Unterrichtswerk für die Mittelstufe. Ismaning: Verlag für Deutsch, 2002.

HASENKAMP, G.: Leselandschaft 2. Unterrichtswerk für die Mittelstufe. Ismaning: Verlag für Deutsch, 2000.

MADARAS, B. et al.: Oberstufe Deutsch C1 Test- und Übungsbuch. Budapest: Nemzeti Könyvkiadó, 2008.

SZALAI, T./WOLF-SCHÄFFER, J.: Tematikus szótár német nyelvből. Szeged: Maxim, 2007.

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

German

Notes:**Evaluation of subjects**

Total number of evaluated students: 11

| A | B | C | D | E | FX |
|-------|-------|-------|-----|------|-----|
| 54.55 | 18.18 | 18.18 | 0.0 | 9.09 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ SPX4db/NJ/25 | Name: Language skills 4 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment based on the timely and complete completion of weekly assignments, - seminar paper in the scope of min. 8 000 characters on the selected topic. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, seminar paper 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in seminars 26 h - preparation for seminars 14 h - preparation for tests 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: The graduate of the course acquires the basic concepts related to the so-called target writing competence. He/she will have developed communicative competence in German at level C1 according to the CEFR. Skills: The student will be able to apply the acquired theoretical knowledge in the planning and implementation of specific didactic-methodical assignments and be able to justify the choice of methods, forms and means, especially in the area of lexical and grammatical competences, text production and written expression activities. The student uses current orthographic standards, is able to interpret spoken and written text, is proficient in writing methods and techniques, and is able to use appropriate means of expression for a particular functional style. Develops a range of receptive and productive language activities and strategies used in communication tasks related to the skill of writing. Competencies: The student knows and can use appropriate linguistic devices to express his/her point of view on common conversational topics. Can argue about information from different areas of contemporary knowledge. Knows and can reflect on learning strategies for writing and is able to critically evaluate their own progress, receive feedback and be aware of opportunities | |

for their own development and evaluate the work of other students. He/she can apply the acquired theoretical and practical knowledge in practice, he/she can prepare a seminar paper, process bibliographic data, correctly cite and compile a resume, thus gaining a basis for extensive work in writing his/her own (professional) texts.

Brief syllabus:

1. Skill Writing in the context of teaching of German as a foreign language
2. Text typology.
3. Textual analysis. Strategies for textual analysis.
4. Academic and scientific language as standards of professional language.
5. Characteristic features of scientific language in stylistic and linguistic terms.
6. Academic and scientific communications. Levels of textbook, factual and professional style and their confrontation with academic texts and scientific style.
7. Implementation of professional expression. Production of texts of factual and scientific communications.
8. Argumentation techniques in scientific language.
9. Application of argumentation techniques in practice I: ability to conduct scientific discourse, expressing one's own position.
10. Application of argumentation techniques in practice II: presentation of a paper, production of a structured summary.
11. Working with scientific literature
12. Electronic aids

Literature:

BAUSCH, K.-R./CHRIST, H./KRUMM, H.-J. (Hrsg.): Handbuch Fremdsprachenunterricht. Vierte, vollständig neu bearbeitete Auflage. Tübingen/Basel: A. Francke Verlag, 2003.
 BOÓCZ-BARNA, K./KÓCZIÁN, N./LEITNER, B.: Schreiben. Budapest: Nemzeti Tankönyvkiadó, 1998.
 ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008.
 KAST, B.: Fertigkeit Schreiben. Fernstudieneinheit 12. München: Goethe-Institut, 1999.
 LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006.
 POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988.
 STORCH, G.: Deutsch als Fremdsprache – Eine Didaktik. Paderborn: Wilhelm Fink, 2009.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 10

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|----------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ TLG1db/NJ/25 | Name: Linguistics 1 |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper of 8 000 characters. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - continuous assessment during the semester based on 3 written tests, The final grade is calculated as the average of the oral exam grade (40% of the grade), the midterm grade (60% of the final grade) and the active participation grade (10% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - Students will acquire basic theoretical knowledge of the German language system, especially in the areas of phonetics, morphology and syntax. - They will learn technical terminology and basic linguistic categories related to the formation of vowels, word forms and sentence structures. - They will understand the principles of analysis of linguistic material and the rules of sound and grammatical structure of language. Skills: | |

- Students will be able to analyze and classify phonetic phenomena, determine the articulatory properties of vowels, and distinguish between phonemes in the German language.
- They will acquire skills in morphemic and word-species analysis of words, recognition of morphological processes, and word formation.
- They will learn to identify syntactic structures, analyse sentence structure and basic sentence types in German.

Competencies:

- Students will be able to use linguistic knowledge to reflect on their own linguistic expression and to analyze linguistic phenomena in authentic texts.
- They will develop systematic and analytical thinking when working with linguistic material, which will provide them with a solid foundation for further study in German Studies.
- They will master the basics of the scientific language of linguistics, which will enable them to formulate simple linguistic observations and conclusions independently.

Brief syllabus:

1. Introduction: language and speech, levels of the language system. Basic terminology.
2. Phonetics - articulatory, acoustic and perceptual levels. German vowel system (vowels, consonants, diphthongs).
3. Phonological opposition, phoneme and allophone. Intonation, accent, rhythm and melody of speech in German.
4. Transcription (IPA), phonetic exercises. Comparison of the sound system of German and Slovak.
5. Introduction to morphology - morphemes, word-formation processes, division of morphemes.
6. Flexion of nouns and adjectives in German - genders, falls, numbers.
7. Flexion of verbs - person, tense, manner, verb classes. Irregular forms.
8. Word formation - derivation, composition, conversion. Prefixes and suffixes in German.
9. Basic sentence structure in German. The sentence as a unit of communication. Subject and adverb.
10. Sentence expansion - subject, adverbial determiner, adjective. Sentence articles.
11. Conjunctions - subordinate clauses, conjunctions, verb order. Types of subordinate clauses (temporal, causal, purpose...).
12. Analysis of sentences and syntactic structures - practical exercises.
13. Summary, repetition

Literature:

- DRAHOTA-SZABÓ, E.: Einführung in die Sprachwissenschaft. Ein Studienbuch für Studierende des Faches Germanistik. 3., neu bearbeitete und erweiterte Auflage. Szeged: Grimm. Kapitel IV: „Morphologie“, 2015.
- DRAHOTA-SZABÓ, E.: Morphologie des Deutschen im Überblick. Ein Studien- und Arbeitsbuch für Studierende des Faches Germanistik. 3., verbesserte Auflage. Szeged: Grimm. Kapitel I: „Der Begriff der Wortart – Wortarteneinteilungen“, 2015.
- Braun, Friedrich et al. (2003): Grammatik der deutschen Sprache. Niemeyer.
- Drosowski, Günther et al. : DUDEN – Die Grammatik (Band 4). Dudenverlag.
- Eisenberg, Peter (2006): Grundriss der deutschen Grammatik I–II. Metzler.
- Helbig, Gerhard / Buscha, Joachim (2001): Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Langenscheidt.
- KESSEL, K./REIMANN, S.: Basiswissen Deutsche Gegenwartssprache. 2., überarbeitete Auflage. Tübingen/Basel: A. Francke Verlag, 2008.

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

German

Notes:

| Evaluation of subjects | | | | | |
|--|------|-------|------|-----|-----|
| Total number of evaluated students: 11 | | | | | |
| A | B | C | D | E | FX |
| 27.27 | 9.09 | 54.55 | 9.09 | 0.0 | 0.0 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, PD Dr. phil. habil. Attila Mészáros, | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|---|----------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ TLG2db/NJ/25 | Name: Linguistics 2 |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar work in the scope of min. 8.000 characters, assessing in particular the ability to effectively search for and actively work with academic sources, written and oral argumentation, structuring of text and speech, formulation of one's own opinion, writing clear, effective paragraphs, and mastery of the ethics of academic writing. The final grade is calculated as the average of the oral exam grade (40% of the grade), the seminar paper grade (60% of the final grade) and the active participation grade (10% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - preparation for seminars 14 h - preparation for the exam 25 h - preparation of the seminar paper 25 h | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - Students will acquire theoretical knowledge of the lexicology and semantics of the German language, including basic terminology, vocabulary classification, and typology of semantic relations. | |

- They will learn the types of meaning (denotative, connotative, grammatical), the principles of lexical motivation, word formation and the functioning of words in the language system.
- They will gain an overview of lexical fields, synonymy, antonymy, homonymy, as well as the specifics of polysemy in the German language.

Skills:

- Students will be able to analyze the meanings of words and their contextual use, distinguish between different kinds of meanings, and identify meaning relationships between words.
- They will acquire skills in classifying vocabulary, identifying word-formation processes and examining lexical units in specific texts.
- They will be able to work with expository and phraseological dictionaries, corpora and other linguistic resources.

Competences:

- Students will be able to independently apply theoretical knowledge of lexicology and semantics in the linguistic analysis of authentic German texts.
- They will develop the ability to reflect critically on linguistic phenomena, interpret lexical expressions in terms of their meaning, style and usage.
- They will acquire the foundations of scientific reasoning about the lexical system of the language, which they will use in further studies in German studies as well as in pedagogical practice in teaching vocabulary.

Brief syllabus:

1. Introduction to lexicology. The concept of lexical units, vocabulary, lexeme and its forms.
2. Classification of vocabulary: according to origin, meaning, frequency, use (active/passive, neutral and expressive language).
3. Word-formation processes in German: derivation, composition, conversion.
4. Word species and their lexical properties. Open vs. closed word classes.
5. Phraseologisms, collocations, idiomatics. Lexical fixation and phraseological unit.
6. Basic semantics: types of meaning - denotative, connotative, referential and grammatical meaning.
7. Polysemy, homonymy, synonymy, antonymy - their occurrence and functions in the text.
8. Lexical fields and semantic networks. Hyponymy and hyperonymy.
9. Working with meaning in context: meaning shifts, contextual specification, metaphor and metonymy.
10. Lexical semantics in didactic and cultural contexts - across languages and cultures.
11. Working with dictionaries (explanatory, synonymic, phraseological) and online corpora (e.g. DWDS, COSMAS II).
12. Analysis of lexical phenomena in authentic text - practical exercises in groups.
13. Summary, final discussion and evaluation

Literature:

- Lipka, Leonhard (1990): Einführung in die Lexikologie. Wortbildung und lexikalische Systeme. Niemeyer.
- KNIPF-KOMLÓSI, E.: Grundlagen der deutschen Wortbildung. Budapest: ELTE, 2000.
- KNIPF-KOMLÓSI, E./KOMÁROMY A./BERNÁTH Csilla: Aspekte des deutschen Wortschatzes. Ausgewählte Fragen zu Wortschatz und Stil. (Kap. 1.2 und 5) Budapest, ELTE, 2006.
- Helbig, Gerhard / Buscha, Joachim (2001): Deutsche Grammatik. Ein Handbuch für den Ausländerunterricht. Langenscheidt.
- Götz, Regina / Pilz, Eva-Maria (2016): Semantik. Eine Einführung in die sprachwissenschaftliche Bedeutungslehre. Narr Francke Attempto.

LUTZEIER, R.: Lexikologie des Deutschen. Tübingen: Narr, 1995.
 MÉSZÁROS, A.: Leitbegriffe der Migrationsdebatte im Spiegel der deutschen und der ungarischen Presse. In: Gredel, E./Kämper, H./Polajnar, J. (Hrsg.) Diskurs – kontrastiv: Diskurslinguistik als Methode zur Erfassung transnationaler und sprachübergreifender Diskursrealitäten (Sprache – Politik – Gesellschaft 23). Bremen: Hempen-Verlag, 2019. S. 246-261.
 MÉSZÁROS, A.: Bedeutungsveränderungen bei der Übernahme von Anglizismen ins Deutsche. Das Wort in Satz und Text: Probleme und Erkenntnisse. Nitra, 2004. S. 153-162.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 9

| A | B | C | D | E | FX |
|-------|-----|-------|-------|-------|-----|
| 22.22 | 0.0 | 11.11 | 33.33 | 33.33 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|----------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ TLG3db/NJ/25 | Name: Linguistics 3 |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will prepare, present at the seminar and hand in a seminar paper. During the exam period, an oral exam in the form of a colloquium will be realized. The oral exam assesses in particular: <ul style="list-style-type: none"> - oral argumentation, - structuring a speech, formulating one's own opinion, - mastery of the principles of scientific ethics and active participation in class. The evaluation of the seminar is the result of the following components: <ul style="list-style-type: none"> - active participation in classes, - seminar work in the scope of min. 8.000 characters, assessing in particular the ability to effectively search for and actively work with academic sources, written and oral argumentation, structuring of text and speech, formulation of one's own opinion, writing clear, effective paragraphs, and mastery of the ethics of academic writing. The final grade is calculated as the average of the oral exam grade (40% of the grade), the seminar paper grade (60% of the final grade) and the active participation grade (10% of the final grade). The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 60 hours, of which: <ul style="list-style-type: none"> - participation in lectures 13 h - participation in seminars 13 h - exam preparation 15 h - preparation of the seminar paper 19 h | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - Students will gain theoretical knowledge of the basic concepts of textual linguistics and discourse analysis, such as text, coherence, cohesion, text types, genres, and communicative situations. - They will master the classification of text types and text functions (e.g. description, narration, argumentation, instruction) in different communicative contexts. | |

- They will be familiar with the discourse strategies and linguistic devices used in authentic German texts depending on the target, the addressee and the communicative situation.

Skills:

- Students will be able to analyse the structure and function of written and spoken texts, identify linguistic and stylistic devices and recognise the relationships between sentences and paragraphs.

- They will learn to use tools for analysing the coherence and thematic construction of a text, as well as to distinguish between typical linguistic features of different textual genres.

- They will be able to interpret discourse conventions and linguistic strategies and reflect on their use in interpersonal, media or public communication.

Competences:

- Students will be able to independently analyze and evaluate texts and discourse utterances in German in terms of their form, content, purpose, and linguistic style.

- They will develop critical thinking, intercultural and discursive competence, which will enable them to work effectively with authentic language materials in didactic practice.

- They will be prepared to apply knowledge from textual linguistics and discourse analysis in the development of didactic materials, in lesson planning and in the evaluation of linguistic expression in German as a foreign language.

Brief syllabus:

1. Introduction to the subject. Concept of text, text as a linguistic unit, basic textual characteristics.
2. Textual coherence and cohesion - thematic division of the text, continuity of statements, connecting devices.
3. Textual functions (information, appeal, aesthetic function, expressive function), communicative intentions and their linguistic means.
4. Text typology - descriptive, narrative, instructive, argumentative text and their specifics.
5. The concept of discourse - language as a form of social practice. Discourse communities and communicative situations.
6. Discourse strategies - evaluation, modality, euphemization, persuasion. Language as an instrument of power and identity.
7. Media and public discourse - language in the media, headlines, slogans, manipulation of language.
8. Intercultural aspects of discourse - language norms, politeness, cultural codes in the German language.
9. Text and discourse in German language teaching - selection of appropriate texts according to language level.
10. Didacticisation of text - pre-reading, reading and post-reading activities.
11. Analysis and production of argumentative and opinion texts in the DaF classroom.
12. Presentation of student projects - designing a teaching unit using an authentic text.
13. Summary and reflection, final evaluation

Literature:

Bredella, Lothar / Delanoy, Werner (Hg.) (2003): Textarbeit im Fremdsprachenunterricht.

Diesterweg.

Brinker, Klaus et al. (2021): Text- und Gesprächslinguistik. De Gruyter.

Heinemann, Sabine / Viehweger, Dieter (1991): Textlinguistik. Eine Einführung. Niemeyer.

MÉSZÁROS, A.: Leitbegriffe der Migrationsdebatte im Spiegel der deutschen und der ungarischen Presse. In: Diskurs - kontrastiv : Diskurslinguistik als Methode zur Erfassung transnationaler und sprachübergreifender Diskursrealitäten: Diskurslinguistik als Methode zur Erfassung transnationaler und sprachübergreifender Diskursrealitäten. Bremen: Hempen Verlag, 2018, S. 246-261.

Warnke, Ingo H. / Spitzmüller, Jürgen (2008): Methoden der Diskurslinguistik. Erich Schmidt Verlag.
Wenninger, Gabriele (2004): Texte im DaF-Unterricht – Lesen, analysieren, schreiben. Klett.

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 7

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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

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

Competencies:

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

Brief syllabus:

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

Literature:

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 299

| A | B | C | D | E | FX |
|-------|-------|-------|-------|------|-----|
| 11.04 | 18.73 | 29.43 | 22.07 | 9.03 | 9.7 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ DID/25 | Name: General didactics and preparation for school observation |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Prerequisites: 1. Preparation for the selected educational activity (lesson) 2. Observation sheets 3. Final exam - 100 points As a condition for admission to the examination, the student must submit a preparation for the selected learning activity (lesson) in the context of solving the assigned problem independently (or in pairs) and observation sheets to be completed in the student's logbook. Total student workload in terms of time allocation: 2 credits = 60 hours - attendance at lectures and seminars (26 hours), - preparation for class (10 hours), - preparation of observation sheets (10 hours), - preparation for the final examination (14 hours). Final assessment: maximum score of 100 points. A passing grade is required to achieve at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must achieve 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (50-59 points) of the total number of points. | |
| Results of education: Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main ideas of epistemology, the main concepts of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process, | |

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

The student has specific knowledge of :

- Modern techniques of project planning, imaging means, their purpose and applicability,
- Conscious planning for consistency of pedagogical content, objective and expected outcomes, contexts of sub- and final expected products,
- the content breakdown and methods of completing documents used during the hospitalization,
- the student knows the laws and principles of didactics of the age in question,
- the student knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in schools,
- the student increases awareness of the role and importance of the state and institutional/school educational program,
- the student knows the aspects and requirements of planning, organization, implementation and evaluation, as well as the structure of thematic plans and preparations.

Skills:

The student is able to:

- Consciously summarize the sub- and final expected pedagogical products as part of their planning activities,
- integrate modern planning tools in the development of educational planning and preparation,
- apply the methodological toolkit,
- plan educational activities on the basis of the state educational programme,
- categorize the system of requirements based on the skill level of students based on their age and individual characteristics and can also, appropriately assign teaching objectives and strategies in accordance with the content of education,
- choose methods (methods and tools) of assessment and self-assessment, apply assessment questions depending on the age and individual characteristics of pupils,
- analyse the educational realities seen on the basis of given aspects and criteria (achievement of the objective, appropriateness of methods and strategies, etc.).

Competences:

Student:

- is able to imply his/her own theoretical-didactic knowledge into his/her own pedagogical practice,
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen and applied in the process of pedagogical planning,
- is able to present the complex aspects and expectations of hospitality and pedagogical planning,
- feels responsible for adherence to ethical principles,
- is able to communicate and collaborate effectively,
- feels responsible for the correct analysis of a methodological and professional problem,
- identifies with the role of the teacher in accordance with professional expectations,

Brief syllabus:

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

Basic didactic concepts and principles of education and training. Pedagogical documentation.

Curriculum documents, the structure of the current state educational program, its application in the development of the institutional educational program. Its position in the planning of educational activity.

Educational process and its stages. Organisational forms.
Planning of educational work, levels of planning.
Explanation, evaluation and summary of professional experience gained during the hospitalization.
Reflective (analytical) and self-reflective (self-analytical) activities of the assistant, teacher.
Methodological basis of evaluation and self-evaluation.
Methodological preparation of students for the profession of teacher, assistant teacher. Practical aspects of the implementation of pedagogical work. Preparation for observation. Observation and analysis of pedagogical phenomena. Content analysis. Pedagogical diary. Portfolio.

Literature:

Compulsory literature:

Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.
HORVÁTHOVÁ, K. Oktatásmenedzsment. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 200 p. ISBN 978-80-8122-136-1.
TÓTH, P. - HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.
HORVÁTH, K.- NÉMETH, A.- STRÉDL, T. - SZABÓOVÁ, E. - TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiaiaa kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.
KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_Ovodapedagogia.pdf?sequence=1&isAllowed=y
KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: <http://socprof.partium.ro/Documents/Training%20material%201.pdf>
Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk)
Slovensko-maďarský glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: https://www.minedu.sk/data/files/9495_final_svk_mad.pdf
SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.
Vyhláška č. 541/2021 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole. [online] Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>
Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>
Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Aktuálne doplnené, novelizované znenie. [online]. Dostupné na internete: https://www.minedu.sk/data/files/9495_final_svk_mad.pdf

Zákon č. 138/2019 Z. z. o pedagogických zamestnancoch a odborných zamestnanoch a o zmene a doplnení niektorých zákonov. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2019/138/>

Recommended literature:

ALBERT, S. 2005. Didaktika. 1. vyd. Dunajská Streda : Lilium Aurum, 2005. 290 s. ISBN 80-8062-252-3.

BORBÉLYOVÁ, D.- MÉSZÁROS, T.- NAGYOVÁ, CS. 2020. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho. 161 s. ISBN 978-80-8122335-8.

DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf

ČERNEK, P. 2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek_0.pdf

HORVÁTHOVÁ, K – SZÖKÖL, I. 2013. Kontrola a hodnotenie žiackych výkonov. Komárno: Univerzita J. Selyeho, 119 s. ISBN 978-80-8122-083-8.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolská a elementárna pedagogika. Praha: Portál, 445 s. ISBN 978-80-7367-828-9.

MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf

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

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a svet práce. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC. [online]. Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_2.pdf

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a príroda. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC, 41 s.. [online]. Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_1.pdf

KAŠČÁK, O. - PUPALA, B. 2016. Evaulácia v materskej škole. Bratislava: ŠPÚ. 31 s. ISBN 978 – 80 – 8118 – 179-5.

PONDELÍKOVÁ, R. 2014. Umenie a kultúra- výtvarná výchova. Metodická príručka pre učiteľky materských škôl. Bratislava: MPC. 74 s. ISBN 978-80-8052-899-7. [online]. Dostupné na internete: <https://mpc-edu.sk/sites/default/files/projekty/vystup/pondelikova.pdf>

SZABÓOVÁ, E. 2016. Oktatási stratégiák az óvodapedagógusok képzésében a komáromi Selye János Egyetemen. In A Selye János Egyetem 2016-os Nemzetközi Konferenciájának tanulmánykötete : „Korszerű szemlélet a tudományban és az oktatásban“. Pedagógiai szekciók. Komárno : Univerzita J. Selyeho - Selye János Egyetem, 2016. p. 413-422. ISBN 978-80-8122-187-3.

PRIBÉK, L. 2020. Pedagógusszerepek vizsgálata, pedagógustevékenységek feltárása a Közép-dunántúli régió középfokú kollégiumaiban. Eszterházy Károly Katolikus Egyetem, Eger. Doktori

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VASS, V. 2017. Kompetenciafejlesztés a 21. században (értékteremtés és megújulás). Komárom : Selye János Egyetem Tanárképző Kara, 2017. 89.p. ISBN 978-80-81-22-232-0. [online]

Dostupné na internete: 2018-03-07_2018.01.23_Vass_Vilmos_Nyomdakesz_Belivek.pdf (uj.s.k)

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 267

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-------|-------|
| 13.86 | 11.61 | 11.99 | 16.48 | 30.34 | 15.73 |

Teacher: prof. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ DOC-b/25 | Name: Volunteering, helping activities |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 20s Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of individual non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student workload: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Ability: <ul style="list-style-type: none"> • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization. | |

- Through informal activities, the student will be able to manage, organize and create an event for a voluntary organization.

Competences:

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

Brief syllabus:

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

Literature:

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf

Cserespesová, Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s.

Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0.

Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka

Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf

Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s.

Ministerstvo vnútra Slovenskej Republiky - https://www.minv.sk/?ros_dobrovolnictvo

Dobrovoľnícke združenia v Komárne - <https://www.azet.sk/katalog/obcianske-zdruzenia/komarno/>

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 16

| a | n |
|-------|------|
| 93.75 | 6.25 |

Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, PhD., Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ DTV/25 | Name: Digital technologies in the educational process |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The prerequisite is active participation in the seminars and continuous compilation of a portfolio of specific digital/virtual/online tools that are implemented in the pedagogical or educational process. The categories of the portfolio evaluation are: submission on time, consideration of formal requirements (orderliness, logical interconnection, aesthetics) and content requirements (methodology of the developing assessment tool, didactic treatment of the implementation of the assessment tool in education). The table of assessment criteria will be available to students on moodle after logging in to the e-learning course. The final grade will be calculated as follows: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned. | |
| Results of education: Knowledge: Possesses knowledge of the digital society with respect to the teaching profession and the performance of its activities. Knows the challenges of the digital world reflected in education. Knows how to relate the appropriate digital tool to each pedagogical objective. Knows the possibilities of online learning to support active student learning. Knows the strategies, methods and forms offered by digital technologies and virtual reality to develop students' subject and digital literacy, Has knowledge of the risks of the digital world. Knows the principles of netiquette and effective communication in the digital world. Skills: Possesses basic methodological competencies and skills in ICT. Independently applies adequate methods of working in the digital world. | |

Is able to navigate in the digital world of information and use e-resources in the performance of professional activities.

Is able to navigate the range of possibilities for the use of digital technology to support - the developmental processes of individuals, their positive lifelong stimulation and the differences in the development of individuals resulting from health or social disadvantages.

Competences:

Characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to issues of pedagogy and subject-specific areas of didactics,

can work effectively independently in the online world,

is competent to exercise the profession of a pedagogical employee, meets the requirements of the professional standard of a beginning pedagogical employee in terms of digital literacy.

Can reflect on and improve the effectiveness of his/her own teaching activities. Can identify with his/her own profession.

Identifies with the attitude of a teacher whose duty it is to support talented, but also to support weaker pupils and pupils with special educational needs in their cognitive development, including through digital technologies.

Brief syllabus:

Cognitive process in the digital world. Appropriate tools for pedagogical purposes. Familiarity with selected applications.

Applications supporting the online cognitive process and its management through virtual classrooms.

Online tools to support cooperative learning. Augmented reality options.

Assessment supported with digital technology. Online application for instant feedback. Creation of online tests/quizzes.

Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technology

Data protection and online safety.

Literature:

ABONYI-TÓTH, A., TURCSÁNYI_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf)

FARKAS, A. et al. Digitális pedagógiai módszertani ajánlások gyűjteménye. Budapest: Oktatási Hivatal. 2021. (dostupné na internete:

https://www.oktatas.hu/pub_bin/dload/kozoktatas/tavoktatas/Modszertani_gyujtemeny_01_08_compressed.pdf)

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves gyermekek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete:

https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara)

KALÁŠ, Ivan et al. Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013. ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8.

LÉVAI, D., PAPP-DANKA, A. Interaktív oktatásinformatika. Eger: Eszterházy Károly Főiskola, ISBN 978-615-5297-74-8, (dostupné na internete: http://www.eltereader.hu/media/2016/02/Interaktiv_Oktatasinformatika_READER.pdf)

TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszközzel. Budapest: Eötvös Loránd

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf)
SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 117

| A | B | C | D | E | FX |
|-------|-------|-------|------|------|-----|
| 56.41 | 25.64 | 10.26 | 4.27 | 3.42 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ IPG/25 | Name: Inclusive pedagogy |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation). | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view. • Knows and understands basic concepts such as segregation, integration, inclusion. • Can define the terms special pedagogy, therapeutic pedagogy. • Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education. • Can transform theory into practice, knows progressive trends in the field of special pedagogy. • Knows the types and types of SEN, disabilities and other disorders of the relevant age period. • Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program. Skills: <ul style="list-style-type: none"> • Can recognize the symptoms of individual cases of SEN, disorders and disabilities. • Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities. • Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils. • Can navigate the methods of the given issue, apply observation schemes, screening. • Can differentiate children and pupils with SEN, proceed according to the individual educational plan. | |

- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

Subject, mission and goals of therapeutic and special pedagogy, education of the disabled. Basic terms: segregation, integration, inclusion, norm, normality, abnormality, reversibility, irreversibility.

School problems: difficulties, disorders, falling behind.

Types and types of SEN - indicators for the inclusion (integration) of children and pupils.

Sensory, physical and mental disabilities, communication skills disorders, learning disorders, giftedness, psychosocial disorders, other types and types of disorders and difficulties.

Options and principles of integration.

Educating pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers, school psychologist and school special educator.

Overview of stimulation programs and their application possibilities in the educational process, development and development - educational options, therapy, corrections, re-education as options for optimizing the educational process of pupils with specific developmental learning disabilities.

Literature:

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

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

STRÉDL, T. 2015. Befogadás és/vagy elfogadás : Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2015 : "Inovácia a kreativita vo vzdelávaní a vede" - Sekcie pedagogických vied. - Komárno : Univerzita J. Selyeho, 2015. - ISBN 978-80-8122-144-6, CD-ROM, p. 214-229.

STRÉDL, T. 2009. Differenciálás az oktatásban : Katedra : Szlovákiai magyar pedagógusok és szülők lapja. - ISSN 1335-6445, roč. 17., č. 4 (2009), s. 10-11.

STRÉDL, T. 2014. Esélyegyenlőség - és egyenőtlenség az oktatásban : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.

STRÉDL, T. 2013. Inkluzív pedagógia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.

TÓTH-BAKOS, A. 2014. Az egészségünkben akadályozottak és a zeneterápia : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 54-59.

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)

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

VÁŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563

ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 119

| A | B | C | D | E | FX |
|-------|------|-------|-----|------|-----|
| 77.31 | 9.24 | 12.61 | 0.0 | 0.84 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ IZS/25 | Name: Integrated student at school |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation). | |
| Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view. • Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice. • Controls and understands basic concepts such as segregation, integration, inclusion. • Can define the terms special pedagogy, therapeutic pedagogy. • Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education. • Can transform theory into practice, knows progressive trends in the field of special pedagogy. • Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period. • Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program. • Become familiar with methodological approaches, structure and aspects of job descriptions. Skills: <ul style="list-style-type: none"> • Can recognize the symptoms of individual cases of SEN, disorders and disabilities. • Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities. | |

- He can independently evaluate the personality assumptions of the child and student in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of the students.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

Competences:

- Responds to problems flexibly and well-founded, acts democratically, acts tolerantly.
- Applies principles of inclusive thinking, optimal working climate, cooperative methodology.
- Implements targeted development of self-knowledge, participates in further education.
- Independently plans activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

Subject and goals of therapeutic and special pedagogy.

Basic terms: segregation, integration, inclusion, standard, normality, abnormality.

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

Compilation of observation schemes for individual target groups (screening).

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Education of pupils from socially disadvantaged backgrounds. Pupils from marginalised Roma communities.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

Overview of incentive programs and their application possibilities in the educational process.

Literature:

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

BORDÁS, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. 2005. Pszichológiai jegyzetek. 1. vydanie 2005. Komárno: UJS. ISBN 8096925156

KASTELOVÁ, A. – NÉMETH, O. 2014. Základy špeciálnopedagogickej diagnostiky a základy špeciálnopedagogického poradenstva. Bratislava : IRIS, 2013. 210 s. ISBN 9788089726011.

MÉREI, F. – V. BINET, Á. 2017. Gyermeklélektan. Budapest: LIBRI. 2017. 404 o. ISBN 9789633107997

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X

STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN

STRÉDL, T. 2017. Terápiák és nevelés : A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno : Univerzita J. Selyeho, 2017. 102 s. ISBN 9788081222276

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)
 VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.
 VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563
 ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 6

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

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ KONAJ/25 | Name: Conversation in the English language |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%. | |
| Results of education: Knowledge: # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. Skills: # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. Competencies: # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance. | |

The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

Brief syllabus:

1. a) Grammar: verb forms, possessive pronouns
b) Conversational topics: greetings, basic forms of introductions, introducing yourself
2. a) Grammar: singular and plural nouns
b) Conversational topics: colours, months, days of the week, my favorite things
3. a) Grammar: present simple tense
b) Conversational topics: everyday activities, description of the chosen day
4. a) Grammar: place names and tenses (under, next to, in, on. ..)
b) Conversation topics: weather, seasons, Introducing the selected season
5. a) Grammar: Modal verb expressing ability (Can)
b) Conversation topic: house, example of the selected house
6. a) Grammar: Present continuous tense
b) Conversation topics: leisure time, describing leisure time
7. a) Grammar: Countable and uncountable nouns
b) Conversation topic: Food and drinks
- 8 a) Grammar: Past Simple Tense (Past Simple)
b) Conversation Topics: Travel, describing my last vacation
- 9 a) Grammar: Regular and Irregular Verbs
b) Conversation Topic: Culture, Screening a Movie
- 10 a) Grammar: Intensification of Adjectives
b) Conversation Topics: work, introducing a selected job
- 11 a) Grammar: Future Simple - will
b) Conversation Topic: Shopping, describing future plans
- 12 a) Grammar: Future Simple - going to
b) Conversation Topic: Summer and going on a trip, describing a favorite summer memory
13. Test, Summary

Literature:

- Lambert, J.: "New English File Elementary 4th edition" : Oxford University Press 2019. ISBN: 978-0194031592
- Morton, J.: "English Grammar for Students of French" - Olivia and Hill Press, 2003. ISBN: 978-0934034347
- Murphy, R.: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
- Murphy, R.: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
- Swan, M. and Walter, C.: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
- Woods, G.: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian, english

Notes:

Evaluation of subjects

Total number of evaluated students: 13

| A | B | C | D | E | FX |
|--|-------|-------|-----|-----|-------|
| 46.15 | 15.38 | 23.08 | 0.0 | 0.0 | 15.38 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ KONAJ2/25 | Name: Conversation in the English language 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4., 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student presents an interactive lecture on a selected topic from one of the listed items. A maximum of 25 points may be earned for the lecture, with a minimum of 13 points required to meet the requirements. The following criteria are assessed: # Expertise (10 points) # Interactivity (5 points) # Audience involvement (5 points) # Formal requirements (5 points) During the probationary period, the student will take a written examination to demonstrate his/her knowledge, skills and competencies in the subject matter. The maximum number of points that can be obtained in the written examination is 75. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%. | |
| Results of education: Knowledge: # The student will be introduced to basic communication topics in English and will have a basic understanding of a variety of areas. # By completing this course, the student will gain an overview of the grammatical structure of the English language and acquire basic vocabulary in English. Skills: # The student will be able to use basic English conversational phrases practically. # The student will be able to express vocabulary used in everyday life and integrate this basic knowledge into his/her teaching practice. # The student will be able to produce independent sentences within each topic area. Competencies: # The student will develop a positive attitude towards Indo-European languages and minority issues and will share this attitude in his/her teaching, emphasizing tolerance. | |

The student will be able to form his/her own opinion and express his/her attitude towards Indo-European languages and the relationship between Hungarian and English, and will be able to critically examine and constructively defend it.

Brief syllabus:

1. a) Grammar: Simple Past Tenses, Regular and Irregular Verbs
b) Conversation Topics: Travel, my best vacation
2. a) Grammar: Simple Past Tenses, Past Simple: Regular and Irregular Verbs
b) Conversation Topics: Jobs, my dream job
3. a) Grammar: Future Simple: will and going to
b) Conversation Topics: Clothes, my future plans
4. a) Grammar: Present Perfect Tense (Present Perfect)
b) Conversation Topics: Shopping, introducing my favorite business establishment
5. a) Grammar: Present Perfect Tense (Present Perfect)
b) Conversation Topics: National Holidays , Introducing my favorite national holiday
6. a) Grammar: First Conditional
b) Conversation topics: Body parts, description of my school
7. a) Grammar: Second Conditional
b) Conversation topics: Food and drinks, If I won the lottery I...
8. a) Grammar: Adjective comparison
b) Conversation topics: Emotions and feelings, description and characteristics of a person
9. a) Grammar: Prepositions of time and place
b) Conversation topics: Directions, introducing my favourite book
10. a) Grammar: Repeating for the exam
b) Conversation topics: Introducing my community
11. Student presentations
12. Student presentations
13. Test, summary

Literature:

Lambert, Jerry. New English File Pre-Intermediate 4th edition, Oxford University Press, 2019. ISBN 9780194031592
 Murphy, Raymond: "English Grammar in Use" - Cambridge University Press, 2019. ISBN: 978-0521189392
 Murphy, Raymond: "Grammar in Use: A Self-study Reference and Practice Book for Elementary Students of English" - Cambridge University Press, 2012. ISBN: 978-0521189064
 Swan, Michael and Walter, Catherine: "Oxford English Grammar Course: Basic" Oxford University Press 2011. ISBN: 978-0194420823
 Woods, Geraldine: "English Grammar Workbook For Dummies" . For Dummies, 2011. ISBN: 978-1119376598

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 29

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-----|-------|
| 34.48 | 24.14 | 13.79 | 10.34 | 6.9 | 10.34 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ KONNJ/25 | Name: Conversation in the German language |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit. | |
| Results of education: Knowledge: Upon successful completion of the course, students will have the lexical and grammatical language resources at level A1.1 of the European Framework of Reference for Languages. Abilities: Students understand basic information in a foreign language that is clearly and simply expressed. Students understand simple questions in NJ on topics related to their person, background or to everyday situations (shopping, travel, accommodation, etc.). Competencies: Students are able to answer simple questions with acquired linguistic resources. Students are able to fill in a registration form when checking in, are able to give basic information about themselves and are able to carry out a simple conversation in a foreign language. | |
| Brief syllabus: | |
| Literature: SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0. SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7. Német-magyar/magyar-német szótár a hallgató választása szerint Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben. | |
| Language, knowledge of which is necessary to complete a course: | |

| | | | | | |
|--|-------|-------|------|------|-----|
| hungarian, german | | | | | |
| Notes: | | | | | |
| Evaluation of subjects | | | | | |
| Total number of evaluated students: 45 | | | | | |
| A | B | C | D | E | FX |
| 66.67 | 13.33 | 13.33 | 4.44 | 2.22 | 0.0 |
| Teacher: PD Dr. phil. habil. Attila Mészáros, | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ KONNJ2/25 | Name: Conversation in the German language 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4., 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Ongoing assessment: 2x vocabulary and grammar tests (2x 20 points - 40% of the assessment) Final assessment: 1x final test on vocabulary and grammar (60 points - 60% of the assessment) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% cannot be awarded credit. | |
| Results of education: Knowledge: upon successful completion of the course, students will have vocabulary and grammatical competence at level A2 of the European Framework of Reference for Languages. Abilities: students will be able to understand frequently used expressions and basic information in a foreign language. Students will understand simple questions in German about their personality, background or everyday situations (shopping, work, travel, accommodation, etc.). Competences: Students will be able to answer simple questions using the acquired language. Students can exchange simple information in common situations. They can express their education, their immediate surroundings and their needs in simple words. | |
| Brief syllabus: <ul style="list-style-type: none"> - Introducing yourself, simple conversations with your partner - Activities - Family - Hobbies and free time - Traveling - Friends, friendship - Dressing up, shopping - Human characteristics (external, internal), description of the person - The weather - Hello, at the doctor's | |
| Literature: SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Intensivlehrwerk mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-101650-0. | |

SCHMOHL, Sabrina. Akademie Deutsch A1+ Deutsch als Fremdsprache ; Zusatzmaterial mit Audios online Bd. 1. München: Hueber, 2020. ISBN 978-3-19-111650-7.
Német-magyar/magyar-német szótár a hallgató választása szerint
Autentikus szövegek és további tananyagok állnak rendelkezésre a kiválasztott témákról az egyetemi e-learning rendszerben.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 35

| A | B | C | D | E | FX |
|-------|-------|-------|------|------|------|
| 25.71 | 34.29 | 25.71 | 5.71 | 5.71 | 2.86 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ KONSJ/25 | Name: Conversation in the Slovak language |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Course evaluation will be based on the successful presentation of communication topics and a final written paper. 1. Student activity in seminars 50%. When communicating/conversing about an assigned topic, the student will demonstrate readiness and ability to express himself/herself relevantly on the topic, while adhering to the linguistic and stylistic norms of cultured language expression. Pre-assigned topics for such conversations will be based on lectures, interviews, video recordings, information gathered from books, articles, pedagogical documents / pedagogical texts. The evaluation will take into account accuracy, fluency of verbal and written expression, knowledge of the topics, as well as the ability to take their own stance on them or to give their own solutions. 2. Written final work 50% (demonstration of the ability to express oneself in writing in the Slovak language). The student will demonstrate the ability to write a coherent text in the Slovak language in the range of 750 - 1 500 words on a variety of issues that are the subject of the topics discussed, assessing accuracy of content, conciseness, knowledge of the topic, grammatical correctness, vocabulary and added value - the formulation of a conclusion). This activity will only be considered passed if the student achieves at least 25%. Another condition for passing is active participation in the seminars. The student must not exceed an absence rate of 20 % (see the currently valid Study Regulations of J. Selye University). Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> • A = 90-100%, • B = 80-89%, • C = 70-79%, • D = 60-69%, • E = 50-59%, • FX = 0-49%. | |
| Results of education: The primary aim of the course is to strengthen the students' communicative skills in the Slovak language and at the same time to point out the possibilities of using the expressive means of the Slovak language in communicative acts related to various spheres of society; the emphasis will | |

be placed primarily on topics in the field of pedagogy, which should help students to broaden their knowledge of this scientific field and thus strengthen the communicative competences that the teaching profession requires in the 21st century. The main objectives of the course are: - to develop new habits and skills in listening to and reacting to linguistic speech, - to develop the ability to express oneself verbally and in writing in the Slovak language, - to improve communication skills in critical thinking and speaking, - to become a more effective communicator in different contexts and situations. The course develops all basic language competences (reading, speaking, writing and listening), mainly focused on the acquisition of communication skills and abilities.

Knowledge:

- the student will consolidate his/her knowledge in the field of stylistics and grammar of the Slovak language,
- gain knowledge of the topics discussed.

Skills:

- the student will be able to communicate effectively, functionally and cultivated in the school environment in the Slovak language,
- the student will be able to confidently complete the job application process,
- the student will be able to formulate a written application for employment including a cover letter and the necessary documentation (affidavit, etc.), create a professional CV using Europass,
- students will be able to communicate more effectively both verbally and non-verbally,
- students will be able to manage their studies more effectively,
- students will be able to establish better relationships with the people around them,
- students can learn the art of improving self-esteem, self-reflection, self-assessment,
- students will be able to learn to read body language and facial expressions.
- students will develop a positive attitude towards Slovak culture and language.
- students will be able to develop focused self-knowledge in the field of Slovak as a foreign language and in the field of pedagogy,
- students will be able to independently plan activities to enhance their communication and pedagogical skills,
- students will be able to strengthen the language skills necessary for the work of a teacher in a school environment.

Competences:

- the student develops and strengthens a positive relationship to the Slovak language and Slovak culture,
- the student strengthens his/her communicative competences in the Slovak language,
- the student strengthens other pedagogical competences.

Brief syllabus:

The selection of the topics of the seminars will be based both on the communication frequency and their topicality within the time and geographical space of contemporary Slovakia in the European context, with a special emphasis on strengthening communication competences in the field of pedagogy. The acquisition and consolidation of communicative skills and linguistic abilities will be thus focused on listening to language speeches with comprehension, producing oral and written speeches, developing and consolidating lexical vocabulary, practising grammar and conversing on various topics of social and especially school life.

Literature:

Barková, V., Buznová, V., Dratva, T. 1999. Slovenčina pre cudzincov (cvičebnica). Bratislava : SPN, 1999.

Bortlíková, A., Maierová, E., Navrátilová, J. 2008. Hovoríme spolu po slovensky! B Slovenčina ako cudzí jazyk (2 učebnice, gramatika, 2 cvičebnice, 2 CD). Bratislava : UK 2008.

Dekan, J. 1995. Pedagogická komunikácia v teórii a v praxi. Nitra: VŠPg, 1995.

Dolník, J. 2009. Všeobecná jazykoveda. B.: Veda 2009. Najmä kap. Pragmatika.

Ferencová, J., Zahatňanská, M., Šuťáková, V. 2017. Sociálna a didaktická komunikácia. 2017.

Findra, J. 2013. Jazyková komunikácia a kultúra vyjadrovania. Martin: Vydavateľstvo Osveta 2013. 240 s.

Haláková, Z. 2012. Pedagogická komunikácia pre študentov učiteľstva. Bratislava: UK 2012.

Kamenárová, R. a kol. 2017. E-slovak, Information, (Comenius University, Studia Academica Slovaca – The Center for Slovak as a Foreign Language, 2017), Dostupné na: <https://www.e-slovak.sk/mod/page/view.php?id=919>.

Kamenárová a kol. 2012, 2014, 2015, 2017, 2022: Krížom-krážom. Bratislava: Univerzita Komenského. Všetky diely (pre úrovne od A1 do C2).

Nelešovská, A. 2005. Pedagogická komunikace v teorii a praxi. Praha: Grada 2005.

Sedláková a kol. 2013. Slovenčina pre cudzincov. Košice. 2013. <https://www.upjs.sk/public/media/5596/Sedlakova-Slovencina-pre-cudzincov.pdf>

Slovake.eu, Slovenčina online – ľahko a rýchlo, (2017), Dostupné na: <https://slovake.eu/sk/about>

Sýkora Hernády, K. 2022. Self-Efficacy učiteľov v neustálenom edukačnom prostredí. Schola nova, quo vadis? (s. 105-109) Praha: Extrasystem Praha. ISBN 978-80-87570-59-3.

Vrábľová, J. a kol. 2016. First Aid in Slovak – Prvá pomoc po slovensky, (Univerzita Komenského. Studia Academica Slovaca – centrum pre slovenčinu ako cudzí jazyk, 2016).

Vaňko, J. 1999. Komunikácia a jazyk. Nitra : FF UKF 1999.

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

slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 7

| A | B | C | D | E | FX |
|-------|-------|-------|-----|-----|-------|
| 28.57 | 28.57 | 14.29 | 0.0 | 0.0 | 28.57 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ MKO/25 | Name: Minority competencies |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) | |
| Results of education: Knowledge: | |

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literature sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bócsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

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

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 1

| A | B | C | D | E | FX |
|--|-----|-------|-----|-----|-----|
| 0.0 | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ MPP/25 | Name: Art-pedagogy-psychology, personal development course |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%). | |
| Results of education: The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. Knowledge: - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. Skills: - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process. | |

- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

Competencies:

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

Brief syllabus:

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
 - Creation of a motivational calendar,
 - techniques of "rethinking and reframing" from the field of positive psychology,
 - altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
 - the possibilities of drama education,
 - methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

Literature:

- BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
- BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önellfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZÖKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

HORVÁTH & L. IVANOVIĆ VIBIĆ & T. JOVANOVIĆ & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & L. PREDANOCYOVÁ & B. RADULOVIĆ & M. STOJANOVIĆ & E. STRANOVSKÁ & K. SZARKA & I. ŠIMONOVÁ & A. TÓTH-BAKOS & T. TÖRÖK & M. TRNOVÁ & T. VACINOVÁ & I. VIRÁG & E. PETLÁK & M. VÍTEČKOVÁ. 2021. MENTOR TRAINING: Materials and Tasks. Ostrava: Ostravská univerzita. ISBN 978-80-7599-294-9.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szököl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. AD ALTA: journal of interdisciplinary research : recenzovaný mezioborový vedecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szököl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekai, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az élménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfejlesztés és produktivitás: Rövid útmutató személyiségünk és teljesítőkéességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 37

| a | n |
|-------|-----|
| 100.0 | 0.0 |

Teacher: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ MUV/25 | Name: Methods of learning and research |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> • A = 90 – 100% (100 – 90 points) - excellent, • B = 80 – 89% (89 – 80 points) - very good, • C = 70 – 79% (79 – 70 points) - good, • D = 60 – 69% (69 – 60 points) - satisfactory, • E = 50 – 59% (59 – 50 points) - pass, • FX = 0 – 49% (49 – 0 points) - fail. The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper). | |
| Results of education: Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; Knowledge: Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature; | |

Familiarity with relationship between learning style, learning environment and learning motivation;
Familiarity with the basic concepts of learning methodology;
Familiarity with the main characteristics of measuring instruments (used during data collection),
Familiarity with the criteria of validity and reliability;
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

- formulate the purpose of the research,
- compile a research plan on a selected topic,
- develop the principles of scientific literature research,
- evaluate the appropriateness of the applied research instruments and methods.

Competencies:

The student is capable of:

- preparing her/his own research plan,
- formulating hypotheses and/or questions,
- choosing research methods and instruments in order to implement her/his own research plan,
- analyzing and referring to the scientific literature,
- summarizing thoughts, based on the processed literature formulation.

Brief syllabus:

The main characteristics of pedagogical research.
Quantitative and qualitative methodologies of pedagogical science.
Formulation of research hypotheses and questions.
Selection and processing of appropriate scientific literature.
Data collection methods (questionnaire, interview, observation, tests).
Case studies, researches on the internet.
The thesis as a publication.
System of scientific references.
Learning styles and learning environment.
Learning didactics.
Correlations of learning and teaching styles.

Literature:

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.
Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.
A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.
Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.
Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.
Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-
 A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 3

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

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|--------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PDI/25 | Name: Pedagogical diagnostics |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points), | |

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

Results of education:

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

Brief syllabus:

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

Literature:

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyogypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmaközi-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 177

| A | B | C | D | E | FX |
|-------|-------|-------|-------|-------|------|
| 25.99 | 16.95 | 19.77 | 19.77 | 15.82 | 1.69 |

Teacher: prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|-------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PHO/25 | Name: Pedagogical evaluation |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% (30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% (30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours). | |

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

Results of education:

Knowledge

The student

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

Skills:

The student

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

Competences:

The student

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

Topics:

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

Brief syllabus:

Student assessment. The impact of assessment on student performance and motivation.
 Types, methods and tools of assessment in the teaching-learning process.
 Diagnostic, formative and summative tests.
 Assessment in relation to norms and criteria.
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
 Skills and ability tests.
 Principles of constructing and using proficiency tests.
 Exploring content and requirements, constructing taxonomies.
 Task pathology, types of tasks for knowledge assessment.
 Practice in preparing knowledge assessment tasks.
 Measurement and evaluation guides, revision key.
 Interpretation of measurement results, use in school.

Literature:

BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf

CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

D. MOLNÁR, É., MOLNÁR, E. K. & JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf

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 |
| 100.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Teacher: prof. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PPX1/25 | Name: Introductory pedagogical practice |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> • content: 35 points, • format: 15 points. Total workload of the student: 1 credit = 25 working hours •5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours evaluation and reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points) | |
| Results of education: Knowledge: - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. Skills: - be able to find their way around school legislation and search for relevant information, | |

| <p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p> | | | | | |
|--|-------|---|---|-------|-------|
| <p>Brief syllabus:</p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p> | | | | | |
| <p>Literature:</p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian , slovak</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects</p> <p>Total number of evaluated students: 301</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>88.04</td> <td>11.96</td> </tr> </tbody> </table> | | a | n | 88.04 | 11.96 |
| a | n | | | | |
| 88.04 | 11.96 | | | | |
| <p>Teacher: PaedDr. Tamás Török, PhD.,</p> | | | | | |
| <p>Date of last update: 28.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

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|--|-------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PPX2/25 | Name: Pedagogical practice 2 |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation) | |
| Results of education: Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools. | |

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

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

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

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

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

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 177

| a | n |
|-------|------|
| 96.05 | 3.95 |

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

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|--|-------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PPX3/25 | Name: Pedagogical practice 3 |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation) | |
| Results of education: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools. | |

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

Brief syllabus:

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

Literature:

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

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

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

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

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

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 122

| a | n |
|-------|------|
| 96.72 | 3.28 |

Teacher: PaedDr. Tamás Török, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|-------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ PRP/25 | Name: Profession of teaching |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> - Student participation in assignments and involvement in analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points) - a final didactic test (50 points). Criteria for the evaluation of the essay: <ul style="list-style-type: none"> - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> - 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers. The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points. | |
| Results of education: Knowledge <ul style="list-style-type: none"> - The student knows the most important exploratory methods to reveal the social situation of groups and students, | |

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

Brief syllabus:

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

Literature:

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.

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|---|------|------|-----|------|------|--|
| <p>Neveléstudomány, 2020 (8) 1. sz. 80-93. http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf [2022. 02. 05.]</p> <p>Falus Iván (szerk.): Tanári pályaalakmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaalakmassag_kompetenciak_sztenderdek.pdf ISBN 978-963-9894-86-0 [2022. 02. 05.]</p> <p>Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html [2022. 02. 05.]</p> <p>Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards [2022. 02. 05.]</p> <p>N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf [2022. 02. 05.]</p> <p>Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934</p> <p>Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282</p> <p>Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf [2022. 02. 05.]</p> <p>Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf [2022. 02. 05.]</p> <p>Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkége. Eötvös Kiadó, ELTE, Budapest, 2016. https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf ISBN 978-963-284-805-1 [2022. 02. 05.]</p> <p>Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.</p> | | | | | | |
| Language, knowledge of which is necessary to complete a course: | | | | | | |
| hungarian, slovak | | | | | | |
| Notes: | | | | | | |
| Evaluation of subjects | | | | | | |
| Total number of evaluated students: 137 | | | | | | |
| A | B | C | D | E | FX | |
| 58.39 | 14.6 | 4.38 | 7.3 | 6.57 | 8.76 | |
| Teacher: Dr. habil. Erika Kopp, PhD., Dr. habil. Aranka Híves-Varga, PhD., | | | | | | |
| Date of last update: 28.03.2025 | | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | | |

INFORMATION SHEET

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|---|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ RAS/25 | Name: Family and school |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work). | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows the details of school and family education. - The student knows the possibilities and interactions with parents - the student knows and current methods for problem solving and conflict management. - The student knows current social trends in social and family difficulties - the student knows and social inequalities and the problems they cause Abilities: <ul style="list-style-type: none"> - The student is able to independently search, compare and use relevant literary sources, - The student is able to navigate between legal documents and search for relevant legislation, - the student is able to manage a small social group, - the student is able to collaborate with partner institutions of his/her school. - The student is able to embrace family values. Competencies: <ul style="list-style-type: none"> - The student is able to use his/her theoretical knowledge in the context of the family and the school, - the student is able to develop his/her own procedures to achieve his/her goals, - the student is compassionate towards different social groups, - the student is able to critically evaluate legislative documents related to his/her work, - the student takes responsibility for solving problems related to his/her work. | |
| Brief syllabus: | |

The concept and history of the family.
Family form and family functions.
The place, role and absence of members in the family.
Evolution of family life and changes in family life.
Paranormal crises and the under-functioning family.
The family and the school.
Methods of getting to know the family.
Opportunities for cooperation.
Educational methods and teacher communication.
Social deficiencies and school success.
Research on family inequalities.
The education of family life.
Strengthening the relationship between school and family. Good practices.

Literature:

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936
https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.
Hegedűs Judit (szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771
UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 202

| A | B | C | D | E | FX |
|--|-------|-------|------|-----|------|
| 64.85 | 15.35 | 10.89 | 6.44 | 0.5 | 1.98 |
| Teacher: Dr. habil. Aranka Híves-Varga, PhD., Dr. habil. Erika Kopp, PhD., Mgr. Anita Tóth-Bakos, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ RMK/25 | Name: Regional and minority culture |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in lectures, - Participation of the student in the assignments and participation in the analysis and discussions during the lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) | |
| Results of education: Knowledge: | |

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

Skills:

- The student will be able to independently search, compare and work with relevant literary sources.

Competencies:

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

Brief syllabus:

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

Literature:

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

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

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

Notes:

| Evaluation of subjects | | | | | |
|--|------|-------|-------|-----|------|
| Total number of evaluated students: 249 | | | | | |
| A | B | C | D | E | FX |
| 38.55 | 26.1 | 22.09 | 10.44 | 0.8 | 2.01 |
| Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Tímea Mészáros, Mgr. Anita Tóth-Bakos, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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|---|--------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ RPK/25 | Name: Gross motor development |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical | |

and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

Results of education:

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

Brief syllabus:

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

Literature:

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 105

| A | B | C | D | E | FX |
|-------|-------|-------|------|-----|-----|
| 66.67 | 17.14 | 13.33 | 2.86 | 0.0 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

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|--|-------------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ SOV/25 | Name: Sociology of education |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work). | |
| Results of education: The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. Knowledge: <ul style="list-style-type: none"> - Acquire the basic concepts of the sociology of education, - The student will become familiar with the details of family and school socialization, - the student will become familiar with current methods for conflict and problem solving, - the student will become familiar with current social problems - the student will become familiar with current difficulties of social inequalities Skills: <ul style="list-style-type: none"> - The student will be able to independently search, compare, and use relevant sources of scholarly literature, - the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds, - The student is able to manage a small social group, - the student is able to independently analyze a variety of educational situations, - the student is able to appreciate different social values. Competencies: <ul style="list-style-type: none"> - The student forms his/her own opinion, thinks of himself/herself as a future teacher, - the student is able to create his/her own procedures to achieve his/her own goals, | |

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

Brief syllabus:

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

Literature:

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó
 ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értéközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

| | | | | | |
|--|------|-------|------|------|------|
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 120 | | | | | |
| A | B | C | D | E | FX |
| 45.0 | 25.0 | 14.17 | 8.33 | 4.17 | 3.33 |
| Teacher: Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, PhD., Dr. habil. Aranka Híves-Varga, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

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

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

Skills:

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

Competences:

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

Brief syllabus:

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

Literature:

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

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

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

| <p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p> | | | | | |
|--|-------|---|---|-------|-------|
| <p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 53</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>84.91</td> <td>15.09</td> </tr> </tbody> </table> | | a | n | 84.91 | 15.09 |
| a | n | | | | |
| 84.91 | 15.09 | | | | |
| <p>Teacher: Mgr. Katalin Sýkora Hernády, PhD., PaedDr. Beáta Kiss, PhD., PaedDr. Tamás Török, PhD.,</p> | | | | | |
| <p>Date of last update: 28.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

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|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ TFV/25 | Name: Educational theory and educational philosophy |
| Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: General requirements: <ul style="list-style-type: none"> • active participation, • written exam (50 point), • seminar assignments, groupwork • written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points) Criteria for assessing the written essay: <ul style="list-style-type: none"> - Content 20 points, - Formal structure 10 points, - Literature used 20 points. Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> • A = 90 – 100% (150 – 135 point) • B = 80 – 89% (134 – 120 point) • C = 70 – 79% (119 – 105 point) • D = 60 – 69% (104 – 90 point) • E = 50 – 59% (89 – 75 point) • FX = 0 – 49% (0 – 74 point) | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - The student knows and can interpret the results of recent research. - The student is able to understand and apply the results of new research in the field of education and pedagogy. - The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development. | |

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

Skills:

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

Competences:

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

Brief syllabus:

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

Literature:

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heinz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

Notes:

Evaluation of subjects

Total number of evaluated students: 532

| A | B | C | D | E | FX |
|------|-------|-------|------|------|------|
| 53.2 | 25.75 | 13.72 | 3.95 | 0.94 | 2.44 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ TKZ/25 | Name: Movement culture and healthy lifestyle education |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • The student is able to develop preparedness for child and youth health practices. • The student can develop various tools to improve the mobility of children, young people and the adult population. • The student can set up specific warm-up exercises per age group. Capabilities: <ul style="list-style-type: none"> • The student will be able to navigate through the AOP Education area of health and physical activity. • The student has the ability to expand his or her knowledge and self-training. • The student is able to develop their own preparedness and health practices for different age groups. • The student is able to apply sentence-related knowledge in practice. Competences: <ul style="list-style-type: none"> • The student will be able to apply his/her knowledge in the course of his/her future work. • It can make contact not only with children, but also with parents and adults. • The student has the ability to provide professional reasons for his activity. • The student is able to implement a targeted self-training development. | |

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

Brief syllabus:

The theory and basic knowledge of physical culture, physical education and sport education. (physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

Literature:

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

Notes:

Evaluation of subjects

Total number of evaluated students: 11

| A | B | C | D | E | FX |
|-------|-------|------|------|-----|-----|
| 45.45 | 36.36 | 9.09 | 9.09 | 0.0 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ TPR/25 | Name: Theory and practice of the management of educational institutions |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study. | |
| Results of education: Knowledge: - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes. | |
| Skills: | |

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

Competences:

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

Brief syllabus:

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

Literature:

HORVÁTHOVÁ, K. Opatávamenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

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

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

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf>.

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

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – www.statpedu.sk, www.minedu.sk.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 456

| A | B | C | D | E | FX |
|-------|-------|-------|------|-------|------|
| 17.32 | 21.05 | 19.96 | 19.3 | 21.05 | 1.32 |

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss, PhD., Mgr. Anita Tóth-Bakos, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|--------------------------------|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ TVD/25 | Name: Creative workshop |
| Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: - active participation of the student in the exercises - participation of the student in the assignments and participation in the discussions during the exercises - submission of term papers in physical and digital form and its presentation - Evaluation of the success of the semester work - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points. - The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points: - formal aspect - 10 points - quality of reproductions of the theses - 10 points - skills in the use of digital media (working with hardware and software) -10 points Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours - 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation. | |
| Results of education: Knowledge Student/Student: | |

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

Brief syllabus:

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

Literature:

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

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

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

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

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

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

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

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

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

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

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

hungarian , slovakian

Notes:

Evaluation of subjects

Total number of evaluated students: 115

| A | B | C | D | E | FX |
|-------|-------|-----|------|------|------|
| 53.91 | 26.09 | 8.7 | 0.87 | 6.09 | 4.35 |

Teacher: Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ UDP/25 | Name: Introduction to pedagogical studies |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Prerequisites for successful completion of the course: - active participation of students in lectures, - written exam (50 points), - Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters. Assessment of the term paper (50 points): - content 20 points, - formal structure 10 points, - list of references 20 points. Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points. | |
| Results of education: Knowledge: - The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work. 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 people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

Competences:

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

Brief syllabus:

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

Literature:

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

| | | | | | |
|---|------|------|------|------|------|
| <p>Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184</p> <p>Németh András et al: Alternatív- és reformpedagógia a gyakorlatban http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm (2022.02.07.)</p> <p>Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: hungarian, slovak</p> | | | | | |
| <p>Notes:</p> | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 309</p> | | | | | |
| A | B | C | D | E | FX |
| 41.42 | 24.6 | 16.5 | 3.88 | 4.21 | 9.39 |
| <p>Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Péter Tóth, PhD., Mgr. Anita Tóth-Bakos, PhD., prof. Krisztián Józsa, DSc.,</p> | | | | | |
| <p>Date of last update: 28.03.2025</p> | | | | | |
| <p>Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc.</p> | | | | | |

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ UFIK/25 | Name: Introduction to Finnish language and culture |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the field of Finnish realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%. | |
| Results of education: Knowledge: – The student will become familiar with basic Finnish realities, will have basic knowledge about the Finnish educational system, Hungarian-Finnish relations and Finnish culture. – By completing the course, the student will gain an overview of the grammatical structure of the Finnish language and acquire basic Finnish vocabulary. Abilities: – The student will be able to use basic Finnish conversational phrases. – The student will be able to apply acquired knowledge from the field of Finnish culture and Finnish realities, especially from the field of Finnish education in his pedagogical practice. Competencies: – The student will develop positive attitudes towards the issue of Finno-Ugric languages and minority groups. In this spirit, he will also teach his students about tolerance. | |

He will be able to formulate his own opinions and positions in the area of Finno-Ugric languages, Hungarian-Finnish relations and the Finnish education system, he will be able to revise them critically and defend them constructively.

Brief syllabus:

1. a) Grammar: Writing and pronunciation, demonstrative pronouns, verb olla, 3rd person
b) Conversation: Greetings, polite phrases
c) Realities: Geography of Finland. Finno-Ugric languages
2. a) Grammar: verb olla (singular), negation and interrogative sentences
b) Conversation: Introducing, establishing acquaintances, family
c) Reality: History of Finland
3. a) Grammar: Adhesive, inessive, harmony of vowels, alternation of consonants
b) Conversation: Orientation in the city
c) Reality: Hungarian-Finnish relations
4. a) Grammar: Plural of the verb olla and pl. no. nouns, past tense (impf.)
b) Conversation: Days of the week, free time
c) Reality: Finnish education
5. a) Grammar: Genitive, word order
b) Conversation: Traveling
c) Reality: Minorities in Finland
6. a) Grammar: Numbers, partitive
b) Conversation: Shopping. Time and space
c) Reality: Finnish holidays
7. a) Grammar: Sentence structure "minulla on..."
b) Conversation: Monuments
c) Reality: Characteristic features of Finns, stereotypes, dialects
8. a) Grammar: Verbs of the puhua type, translative, elative
b) Conversation: Nations and languages
c) Reality: Kalevala and Finnish mythology
9. a) Grammar: Conjugation of verbs of the pattern tietä, voida, luulla, haluta
b) Conversation: Accommodation
c) Reality: Finnish literature
10. a) Grammar: nouns
b) Conversation: Colors, properties
c) Reality: Finnish music and visual arts
11. a) Grammar: Expression of the subject, irregular verb to do
b) Conversation: In a restaurant
c) Realities: Folk art
12. a) Grammar: Partitive and accusative of personal pronouns, interrogative pronouns, tykätä type verbs
b) Conversation: Parts of the body
c) Reality: Finnish literature for children and youth

Literature:

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5
DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.
BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.
 Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából?
 Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2
 POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai
 magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104
 096 2.
 POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry,
 Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN
 2224-9443

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 36

| A | B | C | D | E | FX |
|-------|-------|-------|------|------|-------|
| 44.44 | 22.22 | 11.11 | 5.56 | 2.78 | 13.89 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ UFIK2/25 | Name: Introduction to Finnish language and culture 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4., 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits. | |
| Results of education: Knowledge: - The student will expand his knowledge about Finnish realities, Finnish culture and the Finnish educational system. - By completing this subject, the student will expand his knowledge of Finnish grammar and expand his Finnish vocabulary. Abilities: - The student will be able to use basic Finnish conversational expressions in practice. - The student will be able to apply knowledge about Finnish culture, Finnish realities and the Finnish educational system in his own pedagogical practice. Competencies: - The student will develop a positive relationship with Finno-Ugric languages and minorities and will teach his students in this spirit with an emphasis on tolerance. - He will be able to formulate his own opinions and attitudes on Finno-Ugric languages, Hungarian-Finnish relations and Finnish education and will be able to critically review and defend them constructively. | |
| Brief syllabus: 1. a) Grammar: Practicing Finnish numbers b) Conversation: Introduction, student life 2. a) Grammar: Types of nouns: practicing the alternation of degrees | |

- b) Reality: Finnish cities
- 3. a) Grammar: Types of verbs: practicing alternation of degrees
- b) Conversation: Parts of the day, activities
- 4. a) Grammar: Phrases
- b) Reality: Travel, sightseeing in Finland
- 5. a) Grammar: Relative pronouns, relative clauses
- b) Conversation: Personal data, filling out forms
- 6. a) Grammar: Translative and Elative
- b) Realities: Minority policy, education
- 7. a) Grammar: Irregular verbs
- b) Conversation: Orientation, directions
- 8. a) Grammar: Basics of word formation
- b) Reality: Finnish applied art
- 9. a) Grammar: Practicing the partitive
- b) Conversation: Opposites, properties
- 10. a) Grammar: Expressing the subject
- b) Reality: Sauna in Finnish culture
- 11. a) Grammar: Interrogative pronouns, personal pronouns
- b) Conversation: Catering, restaurant
- 12. a) Grammar: Repetition, overview of the grammatical system
- b) Reality: Finno-Ugric mythology

Literature:

Olli NUUTINEN, Suomea suomeksi I, Helsinki, Suomalaisen Kirjallisuuden Seura, 2008. ISBN 978-951-717-737-5

DOMOKOS Péter. Finnugor regék és mondák, Budapest, Móra Ferenc Könyvkiadó, 2012. ISBN 978 963 11 9257 5.

BERECZKI Gábor, A magyar nyelv finnugor alapjai, Budapest, Universitas Könyvkiadó, 2003. ISBN 963 9104 79 5.

CSEPREGI Márta, Finnugor kalauz, Budapest, Panoráma, 2001. ISBN 9632438620.

Pasi SAHLBERG, A finn példa. Mit tanulhat a világ a finnországi oktatási rendszer reformjából?

Preklad Fazekas Dóra. Budapest, Nemzeti Tankönyvkiadó, 2013. ISBN 978-963-19-7522-2

POLGÁR Anikó, A másik tekintet. Kisebbség, mítosz, idegenség a finn, magyar és szlovákiai magyar irodalomban, Dunajská Streda: MEDIA NOVA M-Nap Kiadó, 2021. ISBN 978 80 8104 096 2.

POLGÁR Anikó, Stereotypes in the Hungarian translations of contemporary Finnish poetry, Yearbook of Finno-Ugric Studies, Vol. 17, Issue 2, 2023, p. 245–254. (Web of Science) ISSN 2224-9443

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 12

| A | B | C | D | E | FX |
|-------|------|-------|------|-----|-----|
| 66.67 | 8.33 | 16.67 | 8.33 | 0.0 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ UGK/25 | Name: Introduction to Greek language and culture |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits. | |
| Results of education: Knowledge: – The student will become familiar with basic Greek realities, will have basic knowledge about Greek literature and mythology, about the influence of Greek culture on Hungarian, about the history of the Greek language. – By completing the course, the student will gain an overview of the grammatical structure of the Greek language and master the basic Greek vocabulary. Abilities: – The student will be able to read simple classical and biblical texts in Greek, recognize important words and expressions, compare the Greek text with the Hungarian translation, use a Greek-Hungarian dictionary. – The student will be able to apply the acquired knowledge in the field of Greek culture and Greek realities in his pedagogical practice. Competencies: – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. – He will be able to formulate his own opinions and positions in the area of the culture of ancient Greece and in the area of the influence of Greek culture on the Hungarian one, he will be able to revise them critically and defend them constructively. | |
| Brief syllabus: | |

| |
|--|
| <p>1. a) Grammar: Introduction to the study of the Greek language, phonetics of the Greek language, Greek writing b) Realities: Introduction to the history of the Greek language</p> <p>2. a) Grammar: Basic concepts of Greek grammar, stress in Greek b) Realities: Characteristic features of Greek culture</p> <p>3. a) Grammar: Article. The basic form of a Greek noun b) Reality: Geography of Greece</p> <p>4. a) Grammar: Present tense of the verb ε#μί b) Reality: Architecture in ancient Greece</p> <p>5. a) Grammar: o-stem declension b) Reality: Greek theater</p> <p>6. a) Grammar: a-stem declension – feminine gender b) Realities: Greek rhetoric</p> <p>7. a) Grammar: a-stem declension – masculine b) Realities: Basics of Greek mythology</p> <p>8. a) Grammar: Imperfect of the verb ε#μί b) Realities: Characteristic features of Greek literature</p> <p>9. a) Grammar: Personal pronouns b) Reality: Greek holidays</p> <p>10. a) Grammar: Greek adjectives b) Realities: Christianity and ancient culture</p> <p>11. a) Grammar: Praesens imperfectum b) Realities: Ancient culture in European education</p> <p>12. a) Grammar: Introduction to the third declension b) Reality: The influence of Greek culture</p> |
| <p>Literature: Varga Zsigmond: Bibliai görög olvasó- és gyakorlókönyv. Sárospatak, Hernád Kiadó, 2015, ISBN 978-615-80132-6-0 Györkösy Alajos – Kapitánffy István – Tegye Imre: Ógörög – magyar nagyszótár. Budapest, Akadémiai, 1993 ISBN 963 05 6522 6 Tóth Eszter – Csalog Eszter: Újszövetségi görög nyelvkönyv. Budapest, Szent Pál Akadémia, 1998. ISBN 963 04 9816 2 Bolonyai Gábor – Forró Orsolya – Kulin Veronika: Bevezetés az ógörög nyelvbe. ΘΕΩΝ ΔΙΑΛΟΓΟΙ. Budapest, Bölcsész Konzorcium 2006. ISBN 963 9704 67 9 Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona. Budapest, Saxum, 2008. ISBN 978 963 248 046 6. Maywald József – Vayer Lajos – Mészáros Ede: Görög nyelvtan. Budapest, Tankönyvkiadó, 1980. ISBN 963 17 32 282 Szepessy Tibor: Görög költők antológiája. Egyetemi tankönyv. Budapest, Typotex, 2000 ISBN 963 9132 888 Polgár Anikó: Poszeidón gyöngyszakála. Görög–latin intertextusok nyomában, Janus Pannoniustól Weöres Sándorig. Pozsony, Kalligram, 2020. ISBN 978-80-8101-992-0</p> |
| <p>Language, knowledge of which is necessary to complete a course: hungarian</p> |
| <p>Notes:</p> |
| <p>Evaluation of subjects Total number of evaluated students: 31</p> |

| A | B | C | D | E | FX |
|--|-------|------|------|------|------|
| 58.06 | 16.13 | 9.68 | 3.23 | 6.45 | 6.45 |
| Teacher: doc. Mgr. Anikó Polgár, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ ULK/25 | Name: Introduction to Latin language and culture |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: During the semester, the student will hold an interactive lecture, the focus of which will be a freely chosen topic from the area of Roman realities. A maximum of 25 points can be achieved per lecture. The lecture will only be completed if the student achieves at least 13 points. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours preparation for the interactive lecture. Evaluation criteria: - expertise (10 points), - interactivity (5 points), - group interaction (5 points), - form requirements (5 points). During the exam period, the student will take part in a written exam, through which he will demonstrate his knowledge and skills related to the subject. A maximum of 75 points can be achieved on the written exam. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be granted to a student who does not achieve 50%. | |
| Results of education: Knowledge: – The student will become familiar with basic Roman realities, will have basic knowledge about Roman literature and mythology, about the influence of Roman culture on Hungarian. – By completing the subject, the student will gain an overview of the grammatical structure of the Latin language and acquire basic Latin vocabulary. Abilities: – The student will be able to read simple continuous texts in Latin. – The student will be able to apply the acquired knowledge from the field of Roman culture and Roman realities in his pedagogical practice. Competencies: – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. | |

– He will be able to formulate his own opinions and positions in the area of the culture of ancient Rome and in the area of the influence of Roman culture on the Hungarian one, he will be able to revise them critically and defend them constructively.

Brief syllabus:

1. a) Grammar: Introduction to the study of the Roman language, Latin script, pronunciation. I. declension
b) Reality: Introduction to the history of the Roman language
2. a) Grammar: Nouns II. declination
b) Reality: The foundation of Rome
3. a) Grammar: Adjectives II. declination. Basic forms of verbs
b) Reality: Characteristic features of Roman culture
4. a) Grammar: Substantive III. declensions, consonant stem, masculine and feminine
b) Reality: Geography of the Roman Empire
5. a) Grammar: Substantive III. declensions, consonant stem, neuter gender
b) Realities: Pannonia
6. a) Grammar: Conjugation of Latin verbs. I-IV. conjugation, praesens
b) Reality: Architecture in ancient Rome
7. a) Grammar: Tense of the verb esse, praesens. Substantive III. declensions, i- stem.
b) Reality: Family in ancient Rome
8. a) Grammar: Praeteritum imperfectum
b) Reality: School in ancient Rome
9. a) Grammar: Declension of personal and possessive pronouns
b) Reality: Roman mythology
10. a) Grammar: Imperative. Use of locative and vocative
b) Realities: Roman literature
11. a) Grammar: Praesens perfectum. Supine
b) Reality: Roman holidays
12. a) Grammar: Demonstrative, relative and interrogative pronouns
b) Reality: The influence of Roman culture on Hungarian culture

Literature:

N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8
Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8
Bárcki Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8
Bárcki Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.
Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8
Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 42

| A | B | C | D | E | FX |
|--|-------|-------|-----|------|------|
| 45.24 | 23.81 | 21.43 | 0.0 | 2.38 | 7.14 |
| Teacher: doc. Mgr. Anikó Polgár, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ ULK2/25 | Name: Introduction to Latin language and culture 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 4., 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Participation in seminars in accordance with the UJS Study Regulations. Learning grammatical forms, reading and translating texts. Regular preparation during the semester. Successful completion of an oral exam at the end of the semester, which demonstrates knowledge, skills and competencies related to the subject. Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100% - 90%), B (89% - 80%), C (79% - 70%), D (69% - 60%), E (59% - 50%), below 50%: Fx. A student who does not achieve 50% will not be awarded credits. | |
| Results of education: Knowledge: - The student will expand his knowledge of Roman realities, literature, mythology, culture and the influence of Roman culture on Hungarian. - By completing the subject, the student will gain an overview of the system of verbs and nouns, the analysis of a Latin sentence and expand his Latin vocabulary. Abilities: - The student will be able to read simple medieval and humanist Latin texts with the help of a dictionary and grammar and compare translations with the original. - The student will be able to apply and integrate the knowledge gained in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture in his own pedagogical practice. Competencies: – The student will develop positive attitudes towards ancient heritage, one of the main pillars of European culture, and will teach his students in this spirit. - He will be able to formulate his own opinions and attitudes in the area of Latin language and culture and in the area of the influence of Latin on Hungarian culture, he will be able to critically review and constructively defend them. | |
| Brief syllabus: 1. a) Grammar: Practicing the first and second declension of nouns | |

| <p>b) Reality: Student songs. Gaudeamus igitur</p> <p>2. a) Grammar: Characteristic features of the third declension of nouns</p> <p>b) Reality: Words of Latin origin in Hungarian</p> <p>3. a) Grammar: Agreement of adjectives and nouns</p> <p>b) Realities: Latin sentences</p> <p>4. a) Grammar: Characteristic features of the third declension of adjectives</p> <p>b) Reality: The influence of ancient mythology</p> <p>5 a) Grammar: Prepositions with accusative and ablative</p> <p>b) Realities: Ancient rhetoric and its influence</p> <p>6. a) Grammar: Indicative praesens. Practicing conjugations</p> <p>b) Reality: Genres of ancient origin</p> <p>7. a) Grammar: Analysis of a Latin sentence</p> <p>b) Reality: Carmina Burana</p> <p>8. a) Grammar: Praeteritum imperfectum. Praeteritum imperfect of the verb sum</p> <p>b) Reality: Medieval Latin literature</p> <p>9. a) Grammar: Expression of the future tense. Future imperfect of the verb sum</p> <p>b) Realities: Latin humanistic literature.</p> <p>10. a) Grammar: Verb tense system - overview</p> <p>b) Reality: The influence of Latin on Hungarian culture</p> <p>11. a) Grammar: Noun declension system - overview. Fourth and fifth declination</p> <p>b) Reality: The influence of ancient education</p> <p>12. a) Grammar: Passive</p> <p>b) Reality: Latin in the modern age</p> | | | | | | | | | | | | |
|--|-----|-----|------|------|-----|----|------|-----|-----|------|------|-----|
| <p>Literature:</p> <p>N. Horváth Margit – Dr. Nagy Ferenc: Latin nyelvkönyv I., Budapest, Oktatási Hivatal, 2013. ISBN 978-615-6336-82-8</p> <p>Finály Henrik: A latin nyelv szótára, Budapest, Akadémiai, 2002. ISBN 963 05 7863 8</p> <p>Bárczi Ildikó: Orbis Latinus I. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 18 8680 8</p> <p>Bárczi Ildikó: Orbis Latinus II. Latin nyelvkönyv és kultúrtörténet kisgimnazisták számára. Budapest, Nemzeti Tankönyvkiadó, 1994. ISBN 963 19 0127 0.</p> <p>Polgár Anikó: Ráfogások Ovidiusra. Fejezetek az antik költészet magyar fordítás- és hatástörténetéből. Bratislava, Kalligram, 2011. ISBN 978-80-8101-491-8</p> <p>Belfiore, Jean-Claude – Karsai György: A görög és római mitológia lexikona, Budapest, Saxum, 2008. ISBN 978 963 248 046 6.</p> | | | | | | | | | | | | |
| <p>Language, knowledge of which is necessary to complete a course:</p> <p>hungarian</p> | | | | | | | | | | | | |
| <p>Notes:</p> | | | | | | | | | | | | |
| <p>Evaluation of subjects</p> <p>Total number of evaluated students: 20</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>55.0</td> <td>5.0</td> <td>0.0</td> <td>25.0</td> <td>10.0</td> <td>5.0</td> </tr> </tbody> </table> | A | B | C | D | E | FX | 55.0 | 5.0 | 0.0 | 25.0 | 10.0 | 5.0 |
| A | B | C | D | E | FX | | | | | | | |
| 55.0 | 5.0 | 0.0 | 25.0 | 10.0 | 5.0 | | | | | | | |
| <p>Teacher: doc. Mgr. Anikó Polgár, PhD.,</p> | | | | | | | | | | | | |
| <p>Date of last update: 28.03.2025</p> | | | | | | | | | | | | |

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ URJ/25 | Name: Introduction to Russian language and culture |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 1., 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The assessment of the course consists of the following activities: - work during seminars (50 %) - test (50 %) Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours self-study. Grading scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credit will not be awarded to a student who does not achieve 50%. | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - The student will be familiar with basic communication topics and knowledge in the Russian language. - By completing this course, the student will gain an overview of the grammatical structure of the Russian language and acquire basic Russian vocabulary. Skills: <ul style="list-style-type: none"> - The student will be able to use basic Russian conversational expressions in practice. - The student will be able to form sentences independently within the framework of particular communicative topics. - The student will be able to apply basic Russian vocabulary used in everyday life. Competencies: <ul style="list-style-type: none"> - The student will develop a positive attitude towards the Russian language and national minorities and will teach his/her students in this spirit, with an emphasis on tolerance. - The student will be able to formulate his/her own opinions and attitudes towards the Russian language and Hungarian-Russian relations and will be able to critically review and constructively defend them. | |
| Brief syllabus: 1. a) Grammar: Russian alphabet, accent, pronunciation, writing Russian letters b) Conversational topics: introduction 2. a) Grammar: articles: nouns, plurals b) Conversational topics: who is it? What is it? | |

3. a) Grammar: personal pronouns
 b) Conversational topics: family. Introduction of family members.
4. a) Grammar: possessive pronouns (1st and 2nd person)
 b) Conversation topics: family. Welcome, farewell.
5. a) Grammar: personal pronouns
 b) Conversation topics: family. How are you?
6. a) Grammar: negative : Expressing age.
 b) Conversational topics: family. Swearing. Ticking.
7. a) Grammar: possessive cues (3rd person)
 b) Conversation topics: Home. Pronouns.
8. a) Grammar: The interrogative pronoun "whose?". Expression of time. Expression of place.
 b) Conversational topics. Where is it? What time is it? Whose is it?
9. a) Grammar.
 b) Conversation topics. Getting to know each other.
10. a) Grammar: Dropping nouns after numerals.
 b) Conversation topics. (b) Homemaking.
11. a) Grammar: Adjectives. What? What? What?
 b) Conversation topics. Months.
12. a) Grammar. What - interrogative and imperative (intonation)
 b) Conversation topics. Reception.
13. Summary

Literature:

Осипова Ирина. Ключ 1. Учебник русского языка для начинающих. - 4-е изд. - Budapest: Corvina, 2005.

Осипова Ирина. Ключ 1. Рабочая тетрадь. Budapest: Corvina, 2006.

Székely András, Székely Nyina. Шаг за шагом 1. Nemzeti Tankönyvkiadó, 2010

Székely András, Székely Nyina. Шаг за шагом 1. Orosz munkafüzet. Nemzeti Tankönyvkiadó, 2011.

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

hungarian

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.,

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ VVP/25 | Name: General and developmental psychology |
| Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation). | |
| Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Knows the basic terminology of the subject, knows different theoretical directions. - Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation - Knows the mechanisms of cognitive, emotional and motivational processes. - Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental. - Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning). - Can translate theory into practice, familiar with progressive trends in special and applied psychology. - Familiar with methodological approaches, structure and aspects of job descriptions . Skills: <ul style="list-style-type: none"> - Is able to independently construct psychological criteria according to physical and mental age. - Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing. - He is able to differentiate children and pupils with SEN, to follow the individual educational plan. | |

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

Competences:

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

Brief syllabus:

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

Speech and communication, verbal, non-verbal communication and metacommunication.

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences x, y, z and alpha generations

- change in intelligence structure

Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.

Recent research in developmental psychology.

Literature:

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.

Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest : Osiris Kiadó, 2004. 637 s. ISBN 963389672X.

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývoj dieťaťa). Budapest : 2006 (3. prepracované vydanie)

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 125

| A | B | C | D | E | FX |
|------|------|------|------|------|-----|
| 19.2 | 24.0 | 26.4 | 19.2 | 11.2 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ ZAP/25 | Name: Introduction to academic writing |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation). | |
| Results of education: Knowledge: Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation Skills: | |

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

Brief syllabus:

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

Literature:

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

| | | | | | |
|--|-------|-------|------|-----|-----|
| Notes: | | | | | |
| Evaluation of subjects Total number of evaluated students: 178 | | | | | |
| A | B | C | D | E | FX |
| 44.94 | 21.91 | 17.42 | 8.43 | 0.0 | 7.3 |
| Teacher: prof. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD., | | | | | |
| Date of last update: 28.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |

INFORMATION SHEET

| | |
|---|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ ZPP/25 | Name: Basics of first aid and biology for teachers |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper). | |
| Results of education: Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems. | |

Abilities:

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

Competencies:

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

Brief syllabus:

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

Literature:

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

| A | B | C | D | E | FX |
|-----|-----|-----|-----|-----|-----|
| 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KPD/UZ/ ŠSB/25 | Name: Theoretical foundations of education |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: | |
| Level of study: I. | |
| Prerequisites: KPD/UZ/UDP/25 and KPD/UZ/DID/25 and KPD/UZ/PPX1/25 and KPD/UZ/TFV/25 and KPD/UZ/PPX2/25 and KPD/UZ/PRP/25 and KPD/UZ/PPX3/25 and KPD/UZ/VVP/25 and KPD/UZ/TPR/25 | |
| Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit. | |
| Results of education: Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages, | |

- the student will be able to assess the possibilities of developing his own career in the career development system,
- the student will be able to justify the choice of self-education methods.

Skills:

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

Competencies:

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

Brief syllabus:

- Not relevant

Literature:

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 60

| A | B | C | D | E | FX |
|------|------|-------|------|------|------|
| 40.0 | 20.0 | 21.67 | 8.33 | 8.33 | 1.67 |

Teacher:

Date of last update: 28.03.2025

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

INFORMATION SHEET

| | |
|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK1db/NJ/25 | Name: Common Language and Communication 1 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 1. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: - Students will acquire the basic vocabulary and grammatical phenomena of the German language appropriate for levels A1 to A2. - They will acquire knowledge of the basic linguistic devices needed to express simple ideas in everyday situations. - They will understand basic linguistic functions such as introducing themselves, describing things, people, places and everyday activities. Skills: - Students will be able to carry on a simple conversation in familiar communication situations (shopping, ordering, travelling). - They will be able to understand short and simple texts (e-mail, announcement, dialogue) as well as to produce a simple written expression (greeting, short description). - They will acquire the ability to understand basic instructions and information in spoken and written language. Competences: - Students will acquire the communicative competences necessary for basic everyday linguistic interaction. | |

- They will be able to use language in simple situations in academic, travel and social contexts.
- They will develop basic linguistic autonomy and a positive attitude towards further language development.

Brief syllabus:

Repetition A1 - personal data, daily activities
 Modal verbs, simple past tense (Perfekt)
 Description of family, housing, conversation at the doctor's
 Description of past experiences - perfective regular verbs
 Irregular verbs in the perfective, telling stories
 Weather, travel, means of transport
 Verbs with separable prefixes, directions
 Time, planning activities, order of events
 Shopping, prices, advertising, expressing an opinion
 Product descriptions, comparing, grading adjectives
 Working with authentic text and listening (A2)
 Independent presentation: 'My journey/my day'
 Repetition and final test

Literature:

Motta, Giorgio et al.: Schritte international Neu 1 (Hueber Verlag)
 Tangram aktuell 1 (Hueber) – selected parts
 Fit fürs Goethe-Zertifikat A1 (Hueber)

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 5

| A | B | C | D | E | FX |
|------|------|------|-----|-----|-----|
| 40.0 | 20.0 | 40.0 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK2db/NJ/25 | Name: Common Language and Communication 2 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 2. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: - Students will acquire the basic vocabulary and grammatical phenomena of the German language appropriate for levels A1 to A2. - They will acquire knowledge of the basic linguistic devices needed to express simple ideas in everyday situations. - They will understand basic linguistic functions such as introducing themselves, describing things, people, places and everyday activities. Skills: - Students will be able to carry on a simple conversation in familiar communication situations (shopping, ordering, travelling). - They will be able to understand short and simple texts (e-mail, announcement, dialogue) as well as to produce a simple written expression (greeting, short description). - They will acquire the ability to understand basic instructions and information in spoken and written language. Competences: - Students will acquire the communicative competences necessary for basic everyday linguistic interaction. | |

- They will be able to use language in simple situations in academic, travel and social contexts.
- They will develop basic linguistic autonomy and a positive attitude towards further language development.

Brief syllabus:

Repetition of perfect and modal verbs
 Restaurant conversations, complaints, expressing preferences
 Description of apartment, room, local prepositions
 Illnesses, health, doctor's visit
 Future tense (werden + infinitive), plans and resolutions
 grammar repetition: dative, accusative, combinations
 Short written speeches - e-mail, invitation, SMS
 Work environment, professions, work tasks
 Formulating wishes and proposals (Subjunctive II - Wunschform)
 Cultural customs, holidays, country comparisons
 Conversations: booking, travelling, arranging things
 Separate speech on the topic: "My working day"
 Repetition and final test

Literature:

Motta, Giorgio et al.: Schritte international Neu 2 (Hueber Verlag)
 DaF kompakt A1 (Klett)
 Menschen A1 Kursbuch und Arbeitsbuch (Hueber)

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

German

Notes:

Evaluation of subjects

Total number of evaluated students: 4

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK3db/NJ/25 | Name: Common Language and Communication 3 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 3. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: - Students will acquire a systematic knowledge of the grammatical phenomena of the German language at levels A2 to B1, including verb tenses (present, past, future), manner verbs, subordinate clauses and basic language functions. - They will master lexical areas of everyday life as well as topics of public, academic and professional discourse appropriate to B1 level. - They will understand the basic principles of linguistic stylistics, communication conventions and intercultural differences in German-speaking countries. Skills: - Students will be able to actively engage in conversations about familiar topics, describe experiences, express opinions and attitudes, explain reasons and plans. - They will be able to write a simple coherent text such as a personal letter, an opinion piece, a description or a story. - They will master listening comprehension and reading comprehension techniques in a variety of language styles and formats. Competencies: | |

- Students will be able to communicate independently and effectively in common everyday, social and academic situations.
- They will develop the ability to understand and use language in less familiar communicative situations in personal and academic life.
- They will be prepared to participate actively in intercultural communication and will be able to apply the acquired linguistic knowledge in practical and professional contexts.

Brief syllabus:
 Repetition: perfective, verbal sequence, modal verbs
 Narrative texts: past tense (Präteritum)
 Argumentation and expression of opinion (weil, obwohl, denn...)
 Writing: opinion text and personal letter
 Expressing cause, effect, goal
 Verb sequence in subordinate clauses, grammar revision
 Interview in a professional environment, job interview
 Description of pictures and graphs, orientation in space
 Expressing one's own attitude - Subjunctive II (höflich)
 Description of experiences, comparison of alternatives
 Expression of hypothesis, wishes, conditions
 Presentation: "My opinion on the topic..."
 Repetition and final test

Literature:
 Motta, Giorgio et al.: Schritte international Neu 3 (Hueber)
 DaF kompakt A2 (Klett)
 Fit fürs Goethe-Zertifikat A2 (Hueber)
 Sicher! A2 Kursbuch/Arbeitsbuch (Hueber)

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

Notes:

Evaluation of subjects
 Total number of evaluated students: 3

| A | B | C | D | E | FX |
|-----|-------|-------|-----|-----|-----|
| 0.0 | 66.67 | 33.33 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK4db/NJ/25 | Name: Common Language and Communication 4 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 4. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: - Students will acquire a systematic knowledge of the grammatical phenomena of the German language at levels A2 to B1, including verb tenses (present, past, future), manner verbs, subordinate clauses and basic language functions. - They will master lexical areas of everyday life as well as topics of public, academic and professional discourse appropriate to B1 level. - They will understand the basic principles of linguistic stylistics, communication conventions and intercultural differences in German-speaking countries. Skills: - Students will be able to actively engage in conversations about familiar topics, describe experiences, express opinions and attitudes, explain reasons and plans. - They will be able to write a simple coherent text such as a personal letter, an opinion piece, a description or a story. - They will master listening comprehension and reading comprehension techniques in a variety of language styles and formats. Competencies: | |

- Students will be able to communicate independently and effectively in common everyday, social and academic situations.
- They will develop the ability to understand and use language in less familiar communicative situations in personal and academic life.
- They will be prepared to participate actively in intercultural communication and will be able to apply the acquired linguistic knowledge in practical and professional contexts.

Brief syllabus:
 Repetition of past tenses: perfect, präteritum
 Working with the media: articles, short reports
 Writing: formal e-mail, application, advertisement
 Expressing feelings, reactions, justifying decisions
 Conditional sentences (wenn, falls, sollte...)
 Talking about the future, hypotheses and fears
 Vocabulary: work, study, technology
 Discussion: advantages and disadvantages (Redemittel)
 Simulation: conversation when dealing with official business
 Listening and comprehension of longer texts
 Working with audio and video material (interview, podcast)
 Writing: summary of an article, own opinion
 Summary, test

Literature:
 Motta, Giorgio et al.: Schritte international Neu 4 (Hueber)
 Menschen A2 (Hueber)
 Grammatik aktiv A1–B1 (Cornelsen)
 Mit Erfolg zum Goethe-Zertifikat A2 (Klett)

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

Notes:

Evaluation of subjects
 Total number of evaluated students: 3

| A | B | C | D | E | FX |
|-----|-------|-------|-----|-----|-----|
| 0.0 | 66.67 | 33.33 | 0.0 | 0.0 | 0.0 |

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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|---|--|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK5db/NJ/25 | Name: Common Language and Communication 5 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 3 | |
| Recommended semester/trimester of study: 5. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 90 hours, of which: - participation in seminars 26 h - preparation for seminars 32 h - preparation for midterm tests 32 h | |
| Results of education: Knowledge: - Students will acquire advanced knowledge of the grammatical and lexical structure of the German language, including complex sentence constructions, conjunctions, linking verbs, the subjunctive, the subjunctive I and II, and linguistic devices for expressing opinions, hypotheses, and implications. - They will be aware of the stylistic, functional, and sociocultural aspects of language and understand the different levels of formality and linguistic registers. - They will gain knowledge of the structure of professional and public discourse in German-speaking countries as well as the specificities of intercultural communication. Skills: - Students will be able to hold spontaneous, fluent and meaningful conversations on general and professional topics, formulate arguments, respond to counter-arguments and assert their point of view. - They will be able to understand longer oral and written discourse, including more challenging authentic texts (e.g. articles, interviews, reports, professional texts). - They will be able to produce coherent, structured and grammatically correct texts such as essays, formal letters, reports, summaries or analyses. | |

Competencies:

- Students will be prepared to use language actively and independently in a variety of academic, social and professional contexts.
- They will develop the ability to reflect on and adapt their linguistic expression to the target situation, the addressee and the cultural context.
- They will be able to use language and communication strategies effectively to cope with complex linguistic tasks, as well as to work with language tools (dictionaries, corpora, online resources).

Brief syllabus:

Repetition, stylistic differentiation of language
 Word formation, synonyms, phrases, parts of speech
 Expressing agreement and disagreement, persuasion
 Reading comprehension: more challenging texts, specialist language
 Argumentative structures in oral and written speech
 Grammar: the past participle, subordinate clauses, Nominalstil
 Interviewing: work environment, study experience
 Discussion on the topic: media, technology, society
 Listening: interviews, news, professional papers
 Writing: essay structure, stylistic correctness
 Intercultural communication, cultural differences
 Presentation: selected professional or social issue
 Summary and test

Literature:

Sicher! B1 Kursbuch/Arbeitsbuch (Hueber)
 Menschen B1 (Hueber)
 Fit fürs Goethe-Zertifikat B1 (Hueber)
 Aspekte neu B1 (Klett)

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

German

Notes:**Evaluation of subjects**

Total number of evaluated students: 1

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

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| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ VJK6db/NJ/25 | Name: Common Language and Communication 6 |
| Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 2 For the study period: 26 Methods of study: present | |
| Number of credits: 1 | |
| Recommended semester/trimester of study: 6. | |
| Level of study: I. | |
| Prerequisites: | |
| Conditions for passing the subject: The evaluation of the seminar is the result of the following components: - active participation in classes, - continuous assessment during the semester based on 3 written tests, - a final written knowledge test. Weighting of midterm/final assessment: active participation 10%, midterm assessment 60%, final written knowledge test 30%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain an A (excellent) grade, the student must obtain at least 90%, to obtain a B grade 80%, to obtain a C grade at least 70%, to obtain a D grade 60%, to obtain an E grade at least 50%. A student who scores less than 50% will be graded with a grade of FX. Total study load: 30-50 hours, of which: - 26 hrs participation in seminars - preparation for seminars 5-10 h - preparation for mid-term tests 5-10 h | |
| Results of education: Knowledge: - Students will acquire advanced knowledge of the grammatical and lexical structure of the German language, including complex sentence constructions, conjunctions, linking verbs, the subjunctive, the subjunctive I and II, and linguistic devices for expressing opinions, hypotheses, and implications. - They will be aware of the stylistic, functional, and sociocultural aspects of language and understand the different levels of formality and linguistic registers. - They will gain knowledge of the structure of professional and public discourse in German-speaking countries as well as the specificities of intercultural communication. Skills: - Students will be able to hold spontaneous, fluent and meaningful conversations on general and professional topics, formulate arguments, respond to counter-arguments and assert their point of view. - They will be able to understand longer oral and written discourse, including more challenging authentic texts (e.g. articles, interviews, reports, professional texts). - They will be able to produce coherent, structured and grammatically correct texts such as essays, formal letters, reports, summaries or analyses. | |

Competencies:

- Students will be prepared to use language actively and independently in a variety of academic, social and professional contexts.
- They will develop the ability to reflect on and adapt their linguistic expression to the target situation, the addressee and the cultural context.
- They will be able to use language and communication strategies effectively to cope with complex linguistic tasks, as well as to work with language tools (dictionaries, corpora, online resources).

Brief syllabus:

Repetition - structured expression
 Discussion of abstract topics: politics, culture, education
 Narrative techniques and story writing
 Working with professional and academic text
 Paraphrasing and summarising texts read/heard
 Verbal strategies: diplomacy, negotiation
 Writing reflections, structure of argumentation
 Grammar: subjunctive I and II, pronouns, conjunctions
 Working with podcast/radio text
 Simulation of real situations (interview, presentation)
 CV and cover letter in German
 Repetition, final test

Literature:

Sicher! B2 Kursbuch/Arbeitsbuch (Hueber)
 Aspekte neu B2 (Klett)
 Fit fürs Goethe-Zertifikat B2 (Hueber)
 Mit Erfolg zum Goethe-Zertifikat B2 (Klett)
 Deutsch Übungsgrammatik B2–C1 (Hueber)

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

German

Notes:**Evaluation of subjects**

Total number of evaluated students: 1

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

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

Date of last update: 29.03.2025

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

INFORMATION SHEET

| | |
|--|---|
| Name of the university: J. Selye University | |
| Name of the faculty: Faculty of Education | |
| Code: KNJ/ŠSdb/ NJ/25 | Name: German Language and Literature |
| Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present | |
| Number of credits: 2 | |
| Recommended semester/trimester of study: 1., 2., 3., 4., 5., 6.. | |
| Level of study: I. | |
| Prerequisites: KNJ/PPD1db/NJ/25 and KNJ/PCJ1db/NJ/25 and KNJ/VJK1db/NJ/25 and KNJ/PPD2db/NJ/25 and KNJ/PCJ2db/NJ/25 and KNJ/VJK2db/NJ/25 and KNJ/ELGdb/NJ/25 and KNJ/REAdb/NJ/25 and KNJ/VJK3db/NJ/25 and KNJ/TLG1db/NJ/25 and KNJ/LIT1db/NJ/25 and KNJ/VJK4db/NJ/25 and KNJ/TLG2db/NJ/25 and KNJ/LIT2db/NJ/25 and KNJ/VJK5db/NJ/25 and KNJ/TLG3db/NJ/25 and KNJ/DIDdb/NJ/25 and KNJ/VJK6db/NJ/25 | |
| Conditions for passing the subject: <p>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.</p> <p>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit.</p> <p>The results of the state examination and the thesis defence are publicly announced by the chair of the board</p> | |
| Results of education: Knowledge: <ul style="list-style-type: none"> - the student has acquired knowledge in the compulsory and profile subjects of the study programme, - the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan, - the student is able to analyse and evaluate the knowledge acquired in the subject. Skills: <ul style="list-style-type: none"> - the student is able to present his/her expertise, - the student is able to hand over his/her knowledge - the student is able to organise and apply the theoretical knowledge acquired, - the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies. | |

| | | | | | |
|--|-----|-----|------|------|-----|
| <p>Competences:</p> <ul style="list-style-type: none"> - the student is able to express his/her linguistic and professional culture in the oral examination, - the student is able to use the knowledge acquired in a wider context, - the student is able to put the knowledge acquired into practice and organise it, - the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions, - the student is able to answer the questions of the committee at the expected level | | | | | |
| Brief syllabus: | | | | | |
| <p>Literature: Literature listed in the information sheets of individual courses of the study programme</p> | | | | | |
| <p>Language, knowledge of which is necessary to complete a course: German</p> | | | | | |
| Notes: | | | | | |
| <p>Evaluation of subjects Total number of evaluated students: 5</p> | | | | | |
| A | B | C | D | E | FX |
| 20.0 | 0.0 | 0.0 | 20.0 | 60.0 | 0.0 |
| Teacher: | | | | | |
| Date of last update: 29.03.2025 | | | | | |
| Approved by: doc. PaedDr. Patrik Šenkár, PhD., PD Dr. phil. habil. Attila Mészáros, prof. Krisztián Józsa, DSc. | | | | | |