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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ APLI1dm/AJ/15	**Name:** Linguistics 5. - Applied 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: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Two tests will be written during the semester, each with a score of 30 points. The course will end with a written examination for 40 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
Results of education: Having successfully accomplished this course, the student will be able to evaluate and explain the basic concepts of and the main approaches to applied linguistics, as well as its most relevant research areas in an interdisciplinary context.	
Brief syllabus: Main approaches to and the evolutionary tendencies of applied linguistics. Linguistics and social context. Language users and societies. Linguistic diversity. Language, culture and thought. Interpretation theory and social interaction. Language functions, the social context of language use. Discourse analysis. Multilingualism, multiculturalism, intercultural communication.	
Literature: ~ Carter, R.: Vocabulary. Applied Linguistic Perspectives. London - NY: Routledge, 1992. ~ Cook, G.: Applied linguistics. Oxford: OUP, 2001. ~ Davies, Alan: An Introduction to Applied Linguistics : From Practice to Theory. Edinburgh : Edinburgh University Press, 2012. ~ Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. ~ Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. ~ Hunston, Susan – David Oakey: Introducing Applied Linguistics : Concepts and Skills. London - New York : Routledge - Taylor&Francis Group, 2010. ~ Kontra Miklós: Readings in applied linguistics for teacher of English. Budapest : Tankönyvkiadó, 1991. ~ Schmitt, Norbert: An Introduction to Applied Linguistics. London : Hodder Education, 2010.	
Language, knowledge of which is necessary to complete a course:	

English

Notes:

Evaluation of subjects
Total number of evaluated students: 99

A	B	C	D	E	FX
14.14	16.16	35.35	21.21	10.1	3.03

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ APLI2dm/AJ/15	**Name:** Linguistics 6. - Applied 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: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: There will be two tests in the semester, each with a score of 30 points. The course will end with a written examination for 40 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: Having successfully accomplished this course, the student will be able to evaluate and explain the basic concepts and main approaches of applied linguistics, and to illustrate how linguistic theories are utilized for practical purposes, with a special concern for the primary aspects of foreign language education and learning.	
Brief syllabus: Language planning, language policy. Teaching materials and syllabus design. Visual and auditive-vocal channels of communication. Language competence, theoretical linguistics and language teaching. Error analysis, communication strategies. Contrastive linguistics, applied contrastive investigations. Principles and procedures of translation and interpretation. Language use for specific purposes.	
Literature: ~ Aitchison, J.: Words in the Mind. An Introduction to the Mental Lexicon. Oxford: Blackwell, 1987. ~ Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. ~ Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. ~ Kaplan, Robert B.: The Oxford Handbook of Applied Linguistics. Oxford : Oxford University Press, 2010. ~ McCarthy, M.: Discourse Analysis for Language Teachers. Cambridge: CUP, 1991. ~ Sárdi Csilla: Theory and practice in applied linguistics : Working papers. Székesfehérvár : Kodolányi János University College, 2003.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 92

A	B	C	D	E	FX
18.48	30.43	21.74	23.91	4.35	1.09

Teacher: Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ CDS/15	**Name:** Chemical and Didactical Software
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students can gather 60% of the maximum points from the active participation of the course and homeworks, while the remainder 40% of the points can get from project realization and its presentation. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course the students will acquire skill in selected software and aptitude to integrate them into the education process.	
Brief syllabus: 1. Basis of the cheminformatics. 2. Simulation of the physical properties of the molecule. Overview of the quantum-chemistry sotfware. (Gaussian, Abinit, MOLCAS). 3. Vizualization the simulation and the results of the theoretical calculations. (ChemCraft, Molden). 4. Office suite programs to support the theacher professional work (MS-WORD, MS-PowerPoint) 5. Graphical editors in chemistry (ACD/ChemSketch, Avogadro) 6. Simulation and vizualization in virtual chemistry laboratory. (Virtual Lab, Yenka, virtuálny mikroskóp NASA) 7. MindMapping software in chemistry conceptual learning (FreeMind, iMindMap) 8. Aplication eduROM – Chémia I.,II. 9. Learning by playing software in chemistry education. (PurposeGame, ThinkLink, prostriedky Discovery Education, interaktívne PT) 10. E-learning a on-line chemistry learning contents (Planéta vedomosti – RealikaEducatio, naučteviac.sk, sulinet.hu) 11. Interactive white board and its tools in chemistry education. 12. Website as a source of chemistry learning contents. Student project. 13. Presentation and defence of the students‘ project. The final evaluation of the course.	
Literature: KALAŠ, 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.	

BRESTENSKÁ, Beáta et al. Premena školy s využitím IKT. Využitie IKT v danom predmete: spoločná časť.
JAVOROVA, Katarína et al. Využitie informačných a komunikačných technológií v predmete chémia pre základné školy. Učebný materiál – modul3. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-157-5.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 23

A	B	C	D	E	FX
52.17	8.7	13.04	13.04	4.35	8.7

Teacher: Dr. habil. PaedDr. György Juhász, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/DC1/15	**Name:** Didactics of Chemistry I.
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 30 points, while he/she can gather another 40 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire theoretical knowledge about general didactics point the chemistry education.	
Brief syllabus: 1. Introduction. Didactics as science. Object of Didactics. General and Subject-oriental Didactics. 2. Characterization the education system in Slovakia. 3. National and school education program – education field „Človek a príroda“. Curriculum framework. Chemistry in curriculum framework. Chemistry educational standards. Cross curricular themes in education field „Človek a príroda“. Requirement for chemistry leaving exam. 4. Teaching plan. Lesson plan. Curriculum and its structure. Textbooks, workbooks, learning and teaching equipments, didactical materials and tools – in generaly. 5. Teaching process. Education goals. The conditions and phases of the education process. 6. The 1st writting test. 7. The teaching principles. 8. Classification of the teaching methods and their description. 9. The organization forms of the classroom lesson in chemistry education. 10. Teaching and learning equipments, didactical materials and tools in chemistry education. 11. Teacher’s lesson plan. How to prepare for the teaching process? 12. The 2nd writting test.	
Literature: ALBERT,S. Didaktika. Dunajská Streda: LiliumAurum, 2005. 250s. ISBN 8080622523 DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s. VESZPRÉMI,L. Didaktika. - Gyula : APC-Stúdió BT., 2000. 281s. ISBN 963913530X	

PACHMANN,E. Formy a metody výuky chemie - Didaktika III. - 1. vyd. - Praha : Ústřední ústav provzdělávání pedagogických pracovníků, 1976. 137 s.
PETLÁK,E. Kapitoly zo súčasnej didaktiky Bratislava: IRIS, 2005.190s. ISBN 8089018890
PETLÁK,E. Všeobecná didaktika.- 1. vyd. Bratislava: IRIS, 2004. 316 s. ISBN 80-89018-64-5
TUREK,I. Moderné trendy vo výučbe na vysokých školách.- 1. vyd. Komárno : Univerzita J. Selyeho, 2006. 496s. ISBN 80-89234-13-5
TUREK,I. Základy didaktiky vysokej školy. Komárno : Selye János Egyetem, 2005. 317s. ISBN 8080733015
TUREK,I. Zvyšovanie efektívnosti vyučovania. Bratislava : Metodické centrum, 1997. 316s. ISBN 8088796490

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
33.33	14.29	28.57	14.29	9.52	0.0

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ DC2/15	**Name:** Didactics of Chemistry II.
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 30 points, while he/she can gather another 40 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire competencies to create complex methodological analysis of selected chapters and create models of knowledge mediation in topics of general and inorganic chemistry in elementary and high school chemistry education	
Brief syllabus: 1. Introduction. Objectives of chemistry as subject in elementary and high school education. 2. Content characterization of general chemistry and inorganic chemistry in upper section of primary education ISCED 2 - and secondary education level. ISCED 3A 3. The cognitive and concept formation process in general and inorganic chemistry in both-primary and secondary -level of education (ISCED2 a ISCED3A) 4. Didactic analysis and interpretation of two topics: "Chemistry around us" and "System of materials" 5. Didactic analysis and interpretation of the follow topics: "Composition of materials" (ISCED 2) and "Chemical bond" (ISCED 3A) 6. Didactic analysis and interpretation of topics: "Structure of atom and ions" (ISCED2, ISCED3A) and "Chemical bond" (ISCED 3A). 7. Didactic analysis and interpretation of themes: "Periodic table of elements"(ISCED 2, ISCED 3A) and "nomenclature of inorganic compounds" (ISCED 3A). 8. Didactic analysis and interpretation of theme: transformation of materials- physical and chemical changes (ISCED 2) 9. Didactic analysis and interpretation of themes: "Course of chemical reactions", "chemical reaction equations and their types" (ISCED 3A). 10. Didactic analysis and inerpretation of themes: protolytic reaction and redox reactions (ISCED 2, ISCED 3A).	

11. Didactic analysis and interpretation of themes: "metals (s-block elements a d-block elements) a nonmetals and metalloids (p-block elements) (ISCED 2, ISCED 3A).
12. Presentation of final projects.

Literature:

DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.
KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178
LEVECSENKO,V.V. A kémia tanítása az iskolában. Budapest : KözoktatásügyiKiadóvállalat, 1951. – 170s. ISBN 0009897
PACHMANN,E. Formy a metody výuky chemie - Didaktika III. - 1. vyd. - Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 22

A	B	C	D	E	FX
18.18	22.73	22.73	18.18	9.09	9.09

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ DC3/15	**Name:** Didactics of Chemistry III.
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 30 points, while he/she can gather another 40 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire competencies to create complex methodological analysis of selected chapters and create models of knowledge mediation in topics of organic chemistry and biochemistry in elementary and high school chemistry education	
Brief syllabus: 1. Introduction. Objectives of chemistry as subject in elementary and high school education. 2. Content characterization of organic chemistry and biochemistry in upper section of primary education ISCED 2 - and secondary education level. ISCED 3A 3. The cognitive and concept formation process in bio- and organic chemistry in both-primary and secondary -level of education (ISCED2 a ISCED3A) 4. Didactic analysis and interpretation of follow themes: „Introduction in the organic chemistry“, „types of chemical bonds in the organic compounds “ (ISCED2 a ISCED3A) and „Isomerism“ (ISCED 3A). 5. Didactic analysis and interpretation of theme:“Nomenclature of organic compounds“ (ISCED2 a ISCED3A). 6. Didactic analysis and interpretation of themes: „ Alkanes, alkenes, alkynes (ISCED 2, ISCED 3A) and alkadien“(ISCED 3A). 7. Didactic analysis and interpretation of topics: Natural source of saturated and unsaturated hydrocarbons“ (ISCED 3A). 8. Didactic analysis and interpretation of theme: „Aromatic hydrocarbons“(ISCED 3A). 9. Didactic analysis and interpretation of theme „Hydrocarbon derivates“ (ISCED 2, ISCED 3A). 10. Didactic analysis and interpretation of theme : „Biochemicals of living organisms“ (ISCED 2, ISCED 3A).	

11. Didakctic analysis and interpretation of topic: „Quality of life and health“ (ISCED 2, ISCED 3A).
12. Presentation of final projects.

Literature:

DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.
KIRJUSKIN, D.M.A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178
LEVECSENKO,V.V. A kémiatanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897
PACHMANN,E. Formy a metody výuky chemie - Didaktika III. - 1. vyd. - Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
23.81	38.1	23.81	0.0	4.76	9.52

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/DEK/15	**Name:** Assessment for Learning and Assessment of Learning in Chemistry Education
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered a test of maximum 50 points, while he/she can gather another 50 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire theoretical knowledge about assessment process and the assessment trends in modern pedagogy. He/she will able to implement theoretical knowledge into chemistry teaching process during his/her pedagical practice.	
Brief syllabus: 1. Introduction. Basic concepts of the assessment process. Assessment forms and methods. Classification process. 2. The approaches in assessment process. Assessment of Learning(AofL), Assessment for Learning (AfL) and Assessment as Learning (AasL). 3. Characterization of the Assessment of Learning Process. 4. Characterization of the Assessment for Learning Process. Assessment for Learning and authentic assessment tools in chemistry education. 5. Making the Assessment for Learning and authentic assessment tools in chemistry education. 6. Worksheet with exercises, test questions, problem formulations and their role in chemistry education. 7. Making worksheet and writing test for chemistry education. 8. Problem-based tasks in chemistry education. 9. Selected methods of diagnostical assessment. 10. Portfolio a e-portfolio in chemistry education. 11. Presentation and defence of students homework. The final evaluation of the course.	
Literature: AMONASVILI, S.A. Aziskolai értékelés nevelőhatása. 1. vyd. Budapest : Tankönyvkiadó, 1987. 263 s. ISBN 963 18 0358 9	

BARABÁSI, T. Tanítás tanulási és tanulás tanulási alapismeretek. 1. vyd. Kolozsvár : Kolozsvári Egyetemi Kiadó, 2008. 231 s. ISBN 978-973-610-704-7
MAKÁDI, M. A kompetenciaalapú pedagógia : lehetőségei a tanítási-tanulási folyamatban. 1. vyd. Szeged : Mozaik Kiadó, 2009. - 136 s. - ISBN 978 963 697 614 9
SLAVÍIK, J. Hodnocení v současné škole : Východiska a nové metody pro praxi. - 1. vyd. - Praha : Portál, 1999. - 190 s. - ISBN 80-7178-262-9
TUREK, I. Zvyšovanie efektívnosti vyučovania. Bratislava : Metodické centrum, 1997. 316s. ISBN 8088796490
VIDÁKOVICH, T. Diagnosztikus pedagógiai értékelés. Budapest : AkadémiaiKiadó, 1990. 232. ISBN 9630559676
ZELINA, M. Stratégie a metódy rozvoja osobnosti : Metódy výchovy. 2. vyd. - Bratislava : Iris, 1996. - 234 s. - ISBN 80-967013-4-7

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
33.33	33.33	0.0	23.81	4.76	4.76

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ DP1/15	**Name:** Technical and Didactical Aspects of Chemistry Laboratory Practical Education I.
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester the students will be issued two written tests each of maximum 30 points, while another amount of 40 points can be granted for his/her laboratory protocols. The final classification is obtained as the sum of points obtained for the written tests (60%) and from the classification of laboratory protocols (40%). For the final classification to be A one has to acquire 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: After successful completion of the course student can technically and methodologically manage chemical laboratory practice, also acquired skill in implementing demonstration experiments in various form and master the didactic analysis and create models of student experiments in chemistry teaching.	
Brief syllabus: 1. Introduction. Didactical interpretation of occupational safety and health regulation during the chemical laboratory practice 2. Characterization of school chemical experiments- their types and division. Characterization of student's competencies 3. Characterization and maintenance of school laboratory equipments , laboratory glassware, aids and chemicals. Terminology of laborotory equipments and technics, and their didactic interpretation in chemistry teaching. 4. Range and systematization of basic equipments, chemicals in equipment store- administration and updating of chemical inventory . 5. Development and consolidation of manual skills and habits during the work with chemicals. Didactic interpretation of basic laboratory operations . 6. Didactic interpretation of demonstration experiments. Demonstration experimets carried out with screening, modeling of chemical experiments using IKT/DT. 7. Didactic interpretation of student's experiments. Adaptation of project methody and IBST methody. (Inquiry Based Science Teaching). 8. Experimets realized in the field. „Portable laboratory"and their didactic interpretation. 9. Implementation of laboratory measuring instruments and computer aided laboratory techniques in the chemistry teaching. The basic principals in good laboratory practice.	

10. Assessment of student's work in chemical laboratory
11. Final evaluation

Literature:

ČUMOVÁ, K. – PROKŠA,M. Chémia pre 8. a 9. ročník základných škôl . Súbor alternatívnych experimentov k učebnému textu - doplňujúci text pre triedy s rozšíreným vyučovaním matematiky a prírodovedných predmetov. Program PHARE ,,Obnova vzdelávacieho systému " Inovačný fond 1. vyd.: PROJEKT 041, 1997. 71 s.
DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.
KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178
LEVECSENKO,V.V. A kémia tanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897
LÉVAI, J. Kísérletek könyve. Tessloffés Babilon Kiadó, 2001. 130. ISBN 9639182796
PACHMANN,E. Formy a metody výuky chemie. Didaktika III. 1. vyd. Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.
ROMANOVÁ, D. Chémia pre 7. ročník základných škôl a 2. ročník gymnázií s osemročným štúdiom . 1. vyd. - Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2010. 79 s. ISBN 978-80-8091-218-5
ROMANOVÁ, D. Chémia pre 6. ročník základných škôl a 1. ročník gymnázií s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2009. 79 s. ISBN 978-80-8091-181-2RÓZSAHEGYI, M. – WAJAND, J. 575 kísérlet a kémia tanításához. 3. vyd. Budapest : Nemzeti TankönyvkiadóRt., 1998. 646 s. ISBN 963 18 8512 7
RÓZSAHEGYI, M. – WAJAND, J. Kémia itt, kémia ott, kémia mindenhol! Budapest : NemzetiTankönyvkiadó, 1995. 236. ISBN 9631867919
VICENOVÁ, H. Chémia pre 8. ročník základných škôl a 3. ročník gymnázia s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2011. 112 s. ISBN 978-80-8091-223-9

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

Notes:

Evaluation of subjects
Total number of evaluated students: 24

A	B	C	D	E	FX
54.17	16.67	4.17	8.33	0.0	16.67

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ DP2/15	**Name:** Technical and Didactical Aspects of Chemistry Laboratory Practical Education II.
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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester the students will be issued two written tests each of maximum 30 points, while another amount of 40 points can be granted for his/her laboratory protocols. The final classification is obtained as the sum of points obtained for the written tests (60%) and from the classification of laboratory protocols (40%). For the final classification to be A one has to acquire 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: After successful completion of course student master didactic analysis and through chemical experiments can transfer knowledge of selected thematic units of chemistry for ISCED2 and ISCED3 education, also acquired skill in implementing interesting demonstration experiments and managing students laboratory work. After succesful completion of the course the student is able to carry out chemical experiments from everyday life.	
Brief syllabus: 1. Introduction. Basic principals of good laboratory practice. Occupational safety. 2. Didactic interpretation of school experiments connected with themes chemistry around us (ISCED 2) and system of materials. (ISCED 3A) 3. Didactic interpretation of experiments from theme: Transformation of materials-physical and chemical changes. (ISCED 2 and ISCED 3). 4. Didactic interpretation of experiments from topic: Factors affecting the reaction rate. (ISCED 2 and ISCED 3). 5. Didactic interpretation of experiments : Protolytic reactions (ISCED 2 and ISCED 3). 6. Didactic interpretation of experiments: redox reactions (ISCED 2 and ISCED 3). 7. Didactic interpretation of experiments from selected topics of inorganic chemistry (ISCED 2 and ISCED 3). 8. Didactic interpretation of experiments from selected topics of organic chemistry (ISCED 2 and ISCED 3). 9. Didactic interpretation of experiments from selected topics of biochemistry. (ISCED 2 and ISCED 3). 10. Didactic interpretation of experiments from selected topics of analytical chemistry (ISCED 2 a ISCED 3).	

11. Chemical experiments from everyday life and their application in teaching of chemistry.
12. Final evaluation

Literature:

ČUMOVÁ, K. – PROKŠA,M. Chémia pre 8. a 9. ročník základných škôl . Súbor alternatívnych experimentov k učebnému textu - doplňujúci text pre triedy s rozšíreným vyučovaním matematiky a prírodovedných predmetov. Program PHARE ,,Obnova vzdelávacieho systému " Inovačný fond 1. vyd.: PROJEKT 041, 1997. 71 s.
DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.
KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178
LEVECSENKO,V.V. A kémia tanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897
LÉVAI, J. Kísérletek könyve. Tessloffés Babilon Kiadó, 2001. 130. ISBN 9639182796
PACHMANN,E. Formy a metody výuky chemie. Didaktika III. 1. vyd. Praha : Ústřední ústav provzdělávání pedagogických pracovníků, 1976. 137 s.
ROMANOVÁ, D. Chémia pre 7. ročník základných škôl a 2. ročník gymnázií s osemročným štúdiom . 1. vyd. - Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2010. 79 s. ISBN 978-80-8091-218-5
ROMANOVÁ, D. Chémia pre 6. ročník základných škôl a 1. ročník gymnázií s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2009. 79 s. ISBN 978-80-8091-181-2RÓZSAHEGYI, M. – WAJAND, J. 575 kísérlet a kémia tanításához. 3. vyd. Budapest : Nemzeti Tankönyvkiadó Rt., 1998. 646 s. ISBN 963 18 8512 7
RÓZSAHEGYI, M. – WAJAND, J. Kémia itt, kémia ott, kémia mindenhol!Budapest : Nemzeti Tankönyvkiadó, 1995. 236. ISBN 9631867919
VICENOVÁ, H. Chémia pre 8. ročník základných škôl a 3. ročník gymnázia s osemročným štúdiom. 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2011. 112 s. ISBN 978-80-8091-223-9

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

Notes:

Evaluation of subjects

Total number of evaluated students: 21

A	B	C	D	E	FX
61.9	14.29	14.29	4.76	0.0	4.76

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ DTK/15	**Name:** ICT in Chemistry Education
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered a test of maximum 50 points, while he/she can gather another 50 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will meet the properties and attributes of the information society. They will able to compare traditional education vs. education in digital age. The student can describe requirements of the information society for the education process. They will able to characterize the basic components of the selected ICT use for education purpose. The students can implement their IT knowledge into chemistry education process on both ISCED 2 and ISCED 3A level of the education.	
Brief syllabus: 1. Introduction. Comparation attributies of the traditional school and digital school. 2. Description of the information society. History path preview of the information society from the beginning until now. 3. Characterization of the concepts: communication, gigitalization, informatization, globalization, the digital competencies - differences between people/students in digital knowledge, the risks of on-line and virtual world, copyright and plagiarism. 4. Cognitive learning theories in digital age. Learning styles changes - digital tools to support learning process. 5. Chemistry and digital competemcies, e-learning materials, e-Learning, m-Learning, learning software – charakterization. 6. The 1st writting test. 7. Basic tools of ICT. 8. History of ICT. 9. Mobil digital ICT in education. 10. Multimedia – its didactical aspects in chemistry education.	

11. Interactive communication during the learning process – social websites, chat, blogging, vlogging etc.
12. Presentation of students'homework. The final evaluation of the course.

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
42.86	19.05	9.52	28.57	0.0	0.0

Teacher: Dr. habil. PaedDr. György Juhász, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/FDK/15	**Name:** Methods of Development of Chemistry Education Didactics
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.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered a test of maximum 50 points, while he/she can gather another 50 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course the students will acquire theoretical and practical knowledge about problem-based learning in generally and in chemistry education. He/she becomes acquainted with the mission and managing of subject oriented competitions in science educationin primary and secondary school. The students will able to do with talented students in chemistry and with student whom weak point is the chemistry as a school subject.	
Brief syllabus: 1. Introduction. Student's personality. Differentiation, individualiyation and personaliyation of the learning process in chemistry. 2. How to approach talented students? How to support talented students' development? 3. Theoretical classroom problem-based learning in chemistry. 4. Practical laboratory or outside problem-based learning in chemistry. 5. The mission and managing of subject oriented competitions in science education in primary and secondary school. 6. Worksheet example of chemistry olympiad. 7. Worksheet example of correspondence competitions. 8. Making chemistry worksheet to support the talented students' development. 9. Preparation the students for leaving chemistry exam. 10. How to approach the weak students and support their development in chemistry? 11. Teaching and lesson plan to support students development in chemistry. 12. The final evaluation of the course.	
Literature: RÓZSAHEGYI, M. Érettségi felvételi feladatok - Kémia. 1. vyd. Szeged : Mozaik Oktatási Stúdió, 1996. 144 s. ISBN 963 697 017 3	

SILNÝ, P. et al. Úlohy a modely : usmerňovania riešenia úloh zo všeobecnej. 1. vyd. Bratislava : EXPOL pedagogika, spol. s.r.o., 1999. 171 s. ISBN 80-967957-7-5
VILLÁNYI, A. Ötösöm lesz kémiából : Példatár . 1. vyd. Budapest : Calibra Kiadó, 2002. 231 s. ISBN 963 686 0769
VILLÁNYI, A. Ötösöm lesz kémiából : Megoldások. 4. vyd.Budapest : Műszaki Könyvkiadó, 1998. 497 s. ISBN 963 1620263
http://www.iuventa.sk/sk/Olympiady/Olympiady-a-sutaze/CHO.alej
http://www.equark.sk/index.php?cl=branch&iid=9

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
47.62	9.52	28.57	9.52	4.76	0.0

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/IAK/15	**Name:** Foreign Chemical Extraction of Food-stuffs
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester a writing test is compulsory, when the maximum points are 50. Moreover, another 50 points can be achieved from the essays and project works. The conditions for the successful recognition of the course are the collection of 50 points (maximum points are 50 + 50 = 100), i.e. 50% performance. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
Results of education: After the successful accomplishment of his/her studies, students can utilize his/her knowledge of inorganic and organic chemistry in order to understand the mechanism of the activity of artificial additives which can be found in our foodstuff. He/she will realize what is the aim and importace of the monitoring these artificial additives in our foodstuffs. Students will be able to interpret the relationships between these additives, their quality marks, and he/she will be able to evaluate their positive and negative effects.	
Brief syllabus: 1. The role and importance of chemicals with foreign origins 2. The raw materials of foodstuffs. Their importance, application and utilization for human consumption. The importance of the foodstuff components for our healthy foods. How to prepare our students for healthy life style 3. The human foodchain. The importance of healty foods in the view of our biological developments 4. The importance of the education of our future chemistry teachers 5. The basic materials of our foodstuffs, their importance and utilization for the humanbody. The importance of the composition of our food in the development of healthy life style of the young generation 6. The importance of the human foodchain. What are the key issues in the view of our biological development 7. The expertise of the chemistryteachers of our future generation 8. The rules of the human foodchain. The importance of food consumption in view of the periods of our biological developments 9. The expertise of the future generations of the chemistry teachers	

10. The role of the individuals in the foodchain. The function of foods and their ranking from the view of chemistry education
11. The most important bioelements, their role in the human body
12. Quality control of our foodstuffs. Personality character of the future generation of chemistry teachers
13. Qualitative characterization of the artificial additives
14. Quantitative characterization of the artificial additives
15. How to detect the natural components of our foodstuff in order to preserve the healthy foodchain for the future generation
16. Characterization and evaluation of the common food additives in the view of chemistry
17. Characterization of artificial additives, their mutagenic, teratogenic and carcinogenic effects from the view of a chemistry teacher
18. The presence of pesticides, herbicides and heavy metals in our foodstuffs, their interactions
19. Foodstuff regulations in Slovakia. Normacontrols, patent rules. The role of chemistry teachers in the future

Literature:

PRÍBELA, A.: Analýza cudzorodých látok v požívatinách - 1. vyd. - Bratislava : ALFA, Vydavateľstvo technickej a ekonomickej literatúry, n.p., 1974. - ISBN 80 227 0374 5.
CALOW, P.: Handbook of ecotoxicology - 1. vyd. : Blackwell Science, 1998. - 885 s. - ISBN 0 632 04933 2.
PÉNZES, B.: Mérgező anyagok a környezetben. Budapest, Mezőgazdasági Kiadó, 1989. ISBN 9 632 34022 1
KVASNIČKOVÁ, D.: Životné prostredie - 1. vyd. Bratislava: Slovenské pedagogické nakladateľstvo, 2002. 160 s. ISBN 80-08-03341-X
PRÍBELA, A.: Základy analýzy potravín – Edičné stredisko SVŠT Bratislava, 1977.
PRUGAR,J.,PRUGAROVÁ,A.: Dusičnany v zelenine - Príroda, vydavateľstvo kníh a časopisov, Bratislava 1985. - 152 s.
TÖLGYESSY, J. a kol.: Chémia, biológia a toxikológia vody a ovzdušia - 2. vyd. Bratislava : VEDA, 1989. 536 s. ISBN 80 224 0034 3

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
38.1	33.33	23.81	0.0	0.0	4.76

Teacher: doc. Ing. Ondrej Hegedűs, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ JCH/15	**Name:** Nuclear Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester a writing test is compulsory: the maximum points are 50. Moreover, another 50 points are available from the mid-term and final projects (maximum points 50 + 50 = 100). The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
Results of education: By successfully finishing this course, students will be familiar with the basis of nuclear and radiochemistry, including the usage and handling of radioactive materials	
Brief syllabus: 1. Elementary particles, nucleus, isotopes, isotones, isobars 2. Radioactivity — basic features, kinetics 3. Types of the radioactive radiation: ###-decay 4. Radioactive decay chains 5. Natural and artificial radioactivity 6. Radiometric dating 7. Detection and measuring radioactivity 8. Interactions of the radioactive decay with matter 9. Consequences of the radioactivity. Dosimetry. Limits and quantities 10. Peaceful utilization of the radioactive decay. Nuclear power station, and their risks 11. Nuclear weapons	
Literature: GREENWOOD, N. N., EARNSHAW, A.: Chemie prvků I a II. ISBN 80 85427 38 9 GREENWOOD, N. N., EARNSHAW, A.:, A.: Az elemek kémiája II. a III.- Budapest : Nemzeti Tankönyvkiadó, 2004. ISBN 963 19 5255 x GREENWOOD, J.: Activity box - A resource book for teachers of young students : Cambridge University Press, 1997. - 120. - ISBN 0521 49870 8	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects Total number of evaluated students: 21					
A	B	C	D	E	FX
42.86	28.57	14.29	14.29	0.0	0.0
Teacher: Dr. habil. Imre Varga, PhD.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ KCH/15	**Name:** Coordination Chemistry
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 30 points, while he/she can gather another 40 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire knowledge about the structure bonding properties, isomers and classification of coordination complexes.	
Brief syllabus: 1. Chemical Bonds (Ionic, Covalent and Coordinational). 2. Crystal-field Theory. Ligand-Field Theory. 3. Donor-acceptor bonds. The Lewis Theory of Acids and Bases. 4. The Concept of Central Atom and Ligands. The Coordination Number. 5. Classification of Ligands. 6. Pearson's Theory of hard and soft Acids and Bases. 7. Denticity and Hapticity of Ligands. Chelates. 8. Ligand-Field Splitting. The Spectrochemical and nephelauxeticcal row of Ligands. 9. σ- a π-coordination. Back-donation. 10. Nomenclature of Coordination Complexes. 11. Isomers of Coordination Complexes. 12. Low-spin and high-spin Complexes. 13. Overview of the most important σ- a π-complexes.	
Literature: GREENWOOD, N. N., EARNSHAW, A.: Chemie prvků I a II. ISBN 80-85427-38-9 GREENWOOD, N. N., EARNSHAW, A.: Az elemek kémiája II. a III. Budapest : Nemzeti Tankönyvkiadó, 2004 ISBN 963 19 5255 x PLESCH, G., TATIERSKY, J.: Systematická anorganická chémia. 1 vyd. Bratislava : Omega Info, 2004 (http://anorganika.fns.uniba.sk/~plesch/Systemanorgchem.pdf)	

Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 21					
A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0
Teacher: doc. RNDr. Róbert Gyepes, PhD.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ KIK/15	**Name:** Chemical Literature and Sources for The Educational Practice for Teacher
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester a writing test is compulsory: the maximum points are 50. Further 50 points can be collected from project work. The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
Results of education: By successfully finishing this course, students will have a boad overview of the main sources of chemical information. They will have the basic ability in managing the scientific and special expertise in his/her future, pedogogical digital reading–writing carrier. Furthermore, it is very important for the students to be acquainted with the importance of the usage the literature and databases of of the practice of chemistry.	
Brief syllabus: 1. The internet for the chemists 2. Practical usage and application basic monographs (Gmelin, Beilstein, Patai, etc.) for the chemistry teachers of the future 3. Scientific papers and their importance for the chemistry teachers of the future 4. Abstracting literature (Chemical Abstracts) 5. Standards, legal issues, patents 6. Introduction to the chemical databases. Free and paid databases, and their utilization in chemistry teaching 7. Preparation of scientific projects and applications 8. Evaluation of the scientific performance in chemistry 9. Presentation of the results of scientific research — BSc, MSc, scientific papers, seminars, conference presentions (oral and posters) 10. Citations, how to use citation protocols in the practice of the next chemistry teachers 11. Defense of the final project	
Literature: ZEĽOVÁ, A. et al.: Písanie záverečnej práce. Košice : Technická univerzita v Košiciach, 2001. 48s. ISBN 8070997273	

Yecheskel, W.: Hogyan használjuk a kémia irodalmat : Gyakorlati útmutató. ISBN 963 10 6735 1
Chemical Information Sources (http://en.wikibooks.org/wiki/Chemical_Information_Sources)

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
95.24	0.0	0.0	0.0	0.0	4.76

Teacher: Gábor Dibó, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ KSM/15	**Name:** Methodology of Calculuses in Chemistry Education
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 25 points (it means max. 50 points), while he/she can gather another 50 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will able to do the complex didactical analysis of the learning content “chemical calculuses” and can do preparation for classroom lesson in primary- and secondary education.	
Brief syllabus: 1. Introduction. Didactical analysis of the learning content “chemical calculuses” on ISCED 2 and ISCED 3A level of the chemistry education. 2. Didactical analysis and rendition the learning content Physical-chemical quantities, base quantities (ISQ), units. 3. Didactical analysis and rendition the conceptions: amount of substance, size of an ensemble of elementary entities, relative atomic and molecular mass, volume, relationships between physical quantities. 4. Didactical analysis and rendition the learning content: Calculations bychemical formulas. 5. Didactical analysis and rendition the learning content: solution, mass- and mole fraction. 6. Didactical analysis and rendition the learning content: Molar concentration, molality. 7. The 1st writting test. 8. Didactical analysis and rendition the learning content: volume fraction of the solutions, mixtures contained more components, density of the solutions. 9. Didactical analysis and rendition the learning content: solubility, quantification of the solubility of the ionic compounds in water. 10. Didactical analysis and rendition the learning content: calculations needed to prepare solutions at given concentration. 11. Didactical analysis and rendition the learning content: chemistry calculuses by reaction rates.	

12. The 2nd writting test.

Literature:

NÄSER, K.H. Fizikai-kémiai számítások - 2. vyd. Budapest: Műszaki Könyvkiadó, 1971. 411 s.
MARKO, M. Kémiai példák és feladatok - 1. vyd. Bratislava : SPN, 1974. 293s.
NÄSER, K.H. Physikalisch-chemische Rechenaufgaben - 1. vyd. - Leipzig : VEB Deutscher Verlag, 1970. 378 s.
ULICKÁ, Ľ. Príklady zo všeobecnej a anorganickej chémie : Edícia Chemickej literatúry - 1. vyd. Bratislava: ALFA, vydavateľstvo technickej a ekonomickej literatúry, n.p., 1984. 200 s.
VILLÁNYI, A. Kémia. Budapest: Calibra, 1998. ISBN 96 31 62048 4
VILLÁNYI, A. Ötösöm lesz kémiából : Példatár - 1. vyd. Budapest: Calibra Kiadó, 2002. 231 s. ISBN 963 6870769

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

Notes:

Evaluation of subjects

Total number of evaluated students: 18

A	B	C	D	E	FX
27.78	16.67	16.67	33.33	5.56	0.0

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ MAM/15	**Name:** Motivational and Active Learning Methods in Chemistry 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: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students can gather 60% of the maximum points from the active participation of the course and homeworks, while the remainder 40% of the points can get from project realization and its presentation. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course, the students will acquire theoretical knowledge about motivational and active learning process and will able to implement their knowledge into their teaching process and further pedagogical practice.	
Brief syllabus: 1. Introduction. The philosophy of LLL. Motivation to LLL. Motive and motivation – its types and their description. The motives to learn chemistry. 2. Contructivism. Classroom lesson by contructivist way – the role of teacher and student. Communication as a motivational, activizational and managment tool of teacher . 3. Characterization the active learning methods in chemistry. 4. Simple active learning methods in classroom chemistry lesson. 5. Aplication of the simple active learning methods in classroom chemistry lesson. 6. Cooperative learning. 7. Aplication of the cooperative learning methods in chemistry education. 8. Problem-based learning. Problem-based chemistry worksheet. 9. Problem solving models in chemistry education. 10. Characterization of project managment – in generaly. Project methods in education. 11. Project-based learning in chemistry. 12. Presentation and defence the students‘ projects. The final evaluation of the course.	
Literature: HEGEDŰS,G. et al.Projektpedagógia. 1. vyd. Kecskemét : Kecskeméti Főiskola Tanítóképző Főiskolai Kar, 2002. 223 s. ISBN 963 7294 42 2 KAGAN, S.- KAGAN, M. Kagan kooperatív tanulás. 1. vyd. Budapest : Önkonet, 2009. 1726 s. ISBN 978-963-86623-5-4	

KALAŠ, 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.
MAKÁDI, M. A kompetencia alapú pedagógia : lehetőségei a tanítási-tanulási folyamatban. 1. vyd. Szeged : MozaikKiadó, 2009. - 136 s. - ISBN 978 963 697 614 9
MUNDSACK, A. Hogyan tanuljunk? : Kulcs a sikeres tanuláshoz. 1. vyd.: Panem, 2006. 228 s. ISBN 963 545 4309
RADNÓTI, K. A projekt pedagógia, mint az integrált nevelés egy lehetséges eszköze. 1. vyd. Budapest: Educatio Társadalmi Szolgáltató Közhasznú Társaság, 2008. - 330 s. - ISBN 978-963-9795-13-6
RÉTHY, E. Motiváció a tanításiórán. 1. vyd. Budapest : Tankönyvkiadó, 1978. 103 s. ISBN 963 17 3677 6
TOMKOVÁ, Anna et al. Učíme v projektech - 1. vyd. - Praha : Portál, 2009. - 173 s. - ISBN 978-80-7367-527-1
TUREK, I. Zvyšovanie efektívnosti vyučovania. Bratislava : Metodické centrum, 1997. 316s. ISBN 8088796490
ZELINA, M. Aktivizácia a motivácia žiakov na vyučovaní. Prešov: Krajský pedagogický ústav v Prešove, 1991. 73s. ISBN 0006427

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
33.33	28.57	28.57	9.52	0.0	0.0

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/OPC/15	**Name:** Organoelement Chemistry
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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester 2 writing tests are compulsory: the maximum points are 2 x 25 = 50. The minimum eligibility requirement for the oral exam is overall 25 points from the two writing tests. The maximum points at the oral exam are 50. The final evaluation comprises both the writing test and oral exam (maximum points 50 + 50 = 100). Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
Results of education: After finishing his/her studies, the students became familiar with the atomic structure, bonding theories, and basis ofmetalorganic chemistry. We will focusing on the practical application of metalorganic compounds, especially their applications in the catalytic processes	
Brief syllabus: 1. History of organometallic chemistry. Discovery of ferrocene 2. Definition of organoelement chemistry 3. Categories of the ligands. 4. Nomenclature of organoelement compounds 5. Geometry of organoelement compounds 6. Nomenclature of organoelement compounds 7. Typical reactions of organoelement compounds 8. Organometallic compounds of non-transition metals 9. Organometallic compounds of transition metals 10. Catalytic reactions of organometallic compounds. Homogeneous and heterogeneous catalysis 11. Organometallic chemistry. Ziegler–Natta catalysts, its discovery	
Literature: GREENWOOD, N. N., EARNSHAW, A.: Chemie prvků I a II. ISBN 80-85427-38-9 GREENWOOD, N. N., EARNSHAW, A.: Az elemek kémiája II. a III. Budapest : Nemzeti Tankönyvkiadó, 2004 ISBN 963 19 5255 x PLESCH, G., TATIERSKY, J.: Systematická anorganická chémia. 1 vyd. Bratislava : Omega Info, 2004 (http://anorganika.fns.uniba.sk/~plesch/Systemanorgchem.pdf)	

Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 21					
A	B	C	D	E	FX
95.24	0.0	0.0	0.0	0.0	4.76
Teacher: doc. RNDr. Róbert Gyepes, PhD.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ PPX2/15	**Name:** Pedagogycal Practice II.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice..	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
Literature: Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. Madsen, H. S.: Techniques in Testing. Oxford: Oxford University Press, 1983. Silberstein, Sandra: Techniques and resources in teaching reading. Oxford : Oxford University Press, 2003. Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course:	
Notes:	

Evaluation of subjects Total number of evaluated students: 11					
A	B	C	D	E	FX
90.91	9.09	0.0	0.0	0.0	0.0
Teacher: Mgr. Katarína Szarka, PhD.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ PPX3/15	**Name:** Pedagogycal Practice III.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
Literature: • Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. • Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. • Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. • Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003. • Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. • Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects	

Total number of evaluated students: 11					
A	B	C	D	E	FX
63.64	18.18	18.18	0.0	0.0	0.0

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ PPX4/15	**Name:** Pedagogycal Practice IV.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 40s **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity	
Literature: • Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. • Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. • Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. • Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003. • Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. • Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects	

Total number of evaluated students: 19					
A	B	C	D	E	FX
84.21	10.53	5.26	0.0	0.0	0.0

Teacher: Mgr. Katarína Szarka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ SAM/15	**Name:** Spectral Methods
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 25 points. To be allowed for the oral part of the examination, the students will have to gather at least 25 points from both tests (i.e. 50% of the total possible count). The maximum number of points obtainable at the oral part of the exam is 50. The final classification is obtained from the sum of both parts of the examination – written and oral. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course the students will acquire knowledge about the most common spectral methods used in current research and will get familiar with employing individual methods for selected chemical problems	
Brief syllabus: 1. Introduction to methods for determining the structure of compounds. Qualitative and quantitative analysis. 2. The Electromagnetic field. Electromagnetic radiation and its generation. The spectrum of electromagnetic radiation. 3. Interaction of atoms and molecules with external fields (electric, magnetic and electromagnetic). 4. Emission methods and analysis. 5. Absorption methods and analysis. 6. Thermoanalytical methods. 7. The Zeeman effect. Magnetic resonances. 8. Nuclear spin. Nuclear magnetic resonance. Application of NMR in chemistry and medical practice. 9. Electron spin. Chemistry of radicals. Electron paramagnetic resonance. 10. Electron microscopy. 11. Diffraction methods. Electron and X-ray diffraction. Sources of radiation. Particle accelerators. 12. Single-crystal and powder diffraction.	
Literature:	

SZABÓ, A.: Analitikai módszerek a klinikai kémiában, Budapest, Akadémiai Kiadó, ISBN 963 05 3395 2
BRDIČKA, R.,DVOŘÁK, J.: Základy fysikální chemie – 1. vyd. - Praha ACADEMIA, 1977. – 850 s.
ROSICKÝ J.: Termická analýza , MŠMT ČR Praha, 1989. – 160 s.
KUŽEL, R.: Advances in Structure Analysis. ISBN 80-901748-6-8
WALTER, J. MOORE, et al.: Fyzikální chemie - 4. vyd. - Praha SNTL, 1979. - 974 s.
PATAKI, L., ZAPP, E.: Analitikai kémia - A minőségi és mennyiségi analízis alapjai - 2. vyd. - Budapest Tankönyvkiadó, 1974. – 520 s.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 22

A	B	C	D	E	FX
27.27	18.18	18.18	18.18	13.64	4.55

Teacher: doc. Ing. Ondrej Hegedűs, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/SSM/15	**Name:** Chemistry Teaching Theory and Practice

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

Number of credits: 2

Recommended semester/trimester of study:

Level of study: II.

Prerequisites: KCH/CHdm/DTK/15 and KCH/CHdm/DC1/15 and KCH/CHdm/JCH/15 and KCH/CHdm/TCV/15 and KCH/CHdm/MAM/15 and KCH/CHdm/CDS/15 and KCH/CHdm/DC2/15 and KCH/CHdm/DP1/15 and KCH/CHdm/KCH/15 and KCH/CHdm/SAM/15 and KCH/CHdm/DC3/15 and KCH/CHdm/DEK/15 and KCH/CHdm/DP2/15 and KCH/CHdm/KIK/15 and KCH/CHdm/OPC/15 and KCH/CHdm/PPX4/15

Conditions for passing the subject:
Oral answer of student evaluated by the Commission for state exams. Final evaluation: A - 100-90% B - 89 - 80%, C - 79-70%, D - 69-60%, E - 59 - 50%. Credits are not awarded to student, who do not achieve 50%.

Results of education:
Through the subjects of the specialization, the graduate of the study programme Teacher Training in Chemistry (combined) masters the basic content of the disciplines of the specialization. The graduate is able to deal with this content as the product of human (scientific) activity and is able to design didactic intents and purposes in this context. In addition to managing teaching competences the graduate is able to participate in the development of methodological materials for teaching chemistry.

Brief syllabus:
Selected chapters from Chemistry Disciplines.
General and Special methodology of teaching chemistry.

Literature:
The suggested literatures available within information paper of the obligatory subjects.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 19

A	B	C	D	E	FX
42.11	26.32	10.53	10.53	5.26	5.26

Teacher:
Date of last update: 02.05.2022
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/TCV/15	**Name:** Chemical Structures and Theory of Chemical Bond
Types, range and methods of educational activities: **Form of study:** Lecture / Practical **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: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered two written tests each of maximum 25 points. To be allowed for the oral part of the examination, the students will have to gather at least 25 points from both tests (i.e. 50% of the total possible count). The maximum number of points obtainable at the oral part of the exam is 50. The final classification is obtained from the sum of both parts of the examination – written and oral. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Upon successful completion of the course the students will acquire knowledge about the electron structure of atoms and molecules and about the quantum-chemical description of chemical bonds. Students will also be familiar with the role of symmetry in chemistry and basic of group theory	
Brief syllabus: 1. Axioms of Quantum Theory. 2. Quantum numbers. The Pauli Exclusion Principle. 3. Time-independent and time-dependent Schrödinger equation. 4. The Born-Oppenheimer approximation. The Variational Principle. 5. Valence-Bond Theory. 6. MO LCAO. SCF. 7. Delocalized and localized Orbitals. Bonding, non-bonding and antibonding Molecular Orbitals. Hypo- and hypervalent molecules. Multicentre bonds. Classification of MO's — σ-, π- a δ-MO. 8. Methods of DFT. 9. Hypersurface of Potential Energy and its Role in Chemistry. Transition States. Excited States of Molecules. 10. Multiconfigurational Methods in Theoretical Chemistry. 11. Relativistic Effects in their Importance in Chemistry. 12. Symmetry in Chemistry. Symmetry Elements and Operations. Axioms of Group Theory. Reducibile and Irreducibile Representations. 13. Point Groups. Space Groups. Group Notations — Schönflies and Hermann-Mauguin. 14. Direct Product of Representations. Selection Rules in Spectroscopy.	

Literature:
ČÁRSKY P., PANCÍŘ J., ZAHRADNÍK R.: Molekulové orbitaly v chemii. Academia Praha, 1974. – 140 s.
FIŠER J.: Úvod do kvantové chemie. Academia Praha, 1983. – 247 s.
HAVLAS Z., ZAHRADNÍK R.: Řešené úlohy z chemické reaktivity. Academia Praha, 1987. – 193 s.
LOUB J.: Krystalová struktura, symetrie a rentgenová difrakce: UK Praha, 1987. – 142 s.
KYSEĽ O.: Elektrónová štruktúra molekulových systémov I. ISBN 80-8050-763-5.
ULICKÝ, L.: Štruktúra tuhej fázy. SVŠCHT, 1972. – 128 s.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 21

A	B	C	D	E	FX
38.1	19.05	14.29	4.76	23.81	0.0

Teacher: doc. RNDr. Róbert Gyepes, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ TKT/15	**Name:** Planning and Realization of Chemical School Projects and Excursions
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 20s **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, the students will be delivered a test of maximum 50 points, while he/she can gather another 50 points with homeworks assigned during the semester. For the successful termination of the course, one has to gather at least 50 points (i.e. 50% of the maximum count of points). For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
Results of education: Student after successful completion of learning process will be able to creatively plan and implement excursions, also gains knowledge in project management which will be able to apply in practice of future chemistry teacher. It strengthens the sense of responsibility in relation to healthy lifestyle and perception of the aesthetic values of environment. It deepens, developes and reinforces the scale of value of the future teacher in environment education. The active participation in seminars form the personality of the future teacher of chemistry , develope the ability to cooperate in group , divide tasks and take responsibility.	
Brief syllabus: 1. Basics of project management. 2. Phase of project –incubation phase and project planning . 3. Phase of project – execution and presentation of project 4. Phase of project– evaluation and correction of project 5. Excursion as an option of meaningful learning of chemistry. 6. Excursion as a tool of practical education. 7. Preparation for the excursion and explore possibilities and conditions of educational influences.Preparation of thematical excursion. 8. Organizational and technical aspects of chemical themed excursions 9. Planning process of chemical excursions. Making time-theme schedule. 10. Realization process of chemical excursion. 11. Evaluation of participation in thematical excursions. 12. Proceeds of excursion for the future teachers of chemistry 13. Advantages and disadvantages of domestic and foreign excursions.	
Literature:	

KALHOUS, Zd.: Školní didaktika. 2. vyd. - Praha : Portál, 2009. - 448 s. - ISBN 978 80 7367 571 4
DILLINGER, M. a kol.: Kapitoly z didaktiky chémie. 1. vyd. - Bratislava : Slovenské pedagogické nakladateľstvo, 1977. - 336 s.
BAUER, M. et al.: Környezetismeret. Dinasztia Tankönyvkiadó, 2001. - 80. - ISBN 00 115 01
PASCH, M. et al.: Od vzdělávacího programu k vyučovací hodině : Jak pracovat s kurikulem. 1. vyd. - Praha : Portál, s.r.o., 1998. - 416 s. - ISBN 80 7367 054 2

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

Notes:

Evaluation of subjects
Total number of evaluated students: 18

A	B	C	D	E	FX
61.11	11.11	16.67	11.11	0.0	0.0

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/VFE/15	**Name:** Selected Chapters from Environmental Chemistry
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester a writing test is compulsory: the maximum points are 50. Further 50 points can be collected from project work. The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
Results of education: After the successful accomplishment of his/her studies, students will become familiar with the basic role of the environmental factors and their structure. He/she will be able to characterize the coonections between the organisms and between the humans and her environments. Due to the chemical education he/she can apply this knowledge for the formation and protection of the environment at local, regional and international level. He/she will get an overview on the present state of the environmental issues in this country, and about the future changes. He/she can evaluate the importance of sustainabiity, as the positive perspectives of our society. He/she can apply this knowledge in chemical education in the form of pedagogical practice.	
Brief syllabus: 1.Chemistry is an important part of natural sciences. It is an important link between the humans and their environment 2.The effect of chemistry on human life 3. Evaluation of the environment and its components. Characterization of the soil, water, and air, based on cemical principles 4. The characteristic physical and chemical parameters of our environment 5. The sources of the contaminations, their chemical characterization 6. The most important polluting materials in the air, water and soil. 7. Technologies, used for the determination of soil contaminations and methods for its cleaning 8. Instrumentations and methods used for water purifications 9. Instrumentations and methods used for the air purifications 10. Characterization of the industrial and domestic trash from the viewpoint of organic chemistry 11. Neutralization and recycling. Chemical characterization from the viewpoint of environmental friendly processes	

12. The legal actions and the environmental protection laws in Slovakia
13. Relationships of the local and global environmental factors, the responsibility of the individuals

Literature:

TÖLGYESSY, J. a kol.: Chémia, biológia a toxikológia vody a ovzdušia - 2. vyd. Bratislava : VEDA, 1989. 536 s. ISBN 80 224 0034 3
ÁBRAHÁM, K.: Környezetünk jövője-1. vyd. Budapest: Kossuth Könyvkiadó, 1986. 139s. ISBN 963 09 2892 2
BÁNDI, GY.: Hulladékgazdálkodási kézikönyv I.-1. vyd. Budapest: KJK, 2002. 348 s. ISBN 963 224643 8
HOLÉCZYOVÁ, G. et al.: Hygiena životného prostredia - 1. vyd. Košice : Univerzita Pavla Jozefa Šafárika, 2011. 201s. ISBN 978 80 7097 892 4
HORVÁTHNÉ-PAPP, I.: Integrált környezetvédelem : Módszertani segédlet tanórákhoz és tanórán kívüli környezeti nevelési tevékenységekhez - 1. vyd. Budapest: Pont Kiadó, 2001. 112 s. ISBN 963 9312 44 4
KLINDA, J. :Správa o stave životného prostredia Slovenskej republiky v roku 2010 . 1. vyd. Bratislava: Ministerstvo životného prostredia Slovenskej republiky, 2011. 192 s. ISBN 978-80-89503-19-3
KOVÁTS-NÉMETH, M.: Együtt a környezetért- 1. vyd. : Palatia Nyomda és Kiadó Kft, 2011. 350s. ISBN 978-963-7692-35-2
KVASNIČKOVÁ, D.: Životné prostredie - 1. vyd. Bratislava: Slovenské pedagogické nakladateľstvo, 2002. 160 s. ISBN 80-08-03341-X
MAKLÁRI, J.- KRISKA,GY.: Különleges probléma a szemét - 1. vyd. : Flaccus, 2002. 63s.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 21

A	B	C	D	E	FX
90.48	4.76	4.76	0.0	0.0	0.0

Teacher: Mgr. Alexandra Hengerics Szabó, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/CHdm/ VFK/15	**Name:** Selected Chapters from Chemistry

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: II.

Prerequisites:

Conditions for passing the subject:
During the semester a writing test is compulsory: the maximum points are 50. Further 50 points can be collected from project work. The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).

Results of education:
By absolving this course, students will become familiar with the basics of macromolecular chemistry and bioinorganic chemistry and this knowledge can be utilized for practical aspects as well.

Brief syllabus:
1. The basics of macromolecular chemistry
2. The nomenclature of polymers
3. The tacticity of polymers
4. Basic reactions of the macrocyclic compounds
5. Characterization of the polymers, molecular weight distribution
6. Utilization of the polymers
7. Inorganic polymers
8. Basics of bioinorganic chemistry
9. Enzymology. Biocatalysis
10. Biogenic elements. The role of special metals in living systems
11. Toxicity of the heavy metals, the mechanism of their action
12. The cisplatin and its application as a drug. The complexes of gold
13. Contrast materials for MRI

Literature:
ZSUGA M.: Makromolekuláris kémia. Debrecen, Kossuth Egyetemi Kiadó, 2003. - 130 s. ISBN 0013778
GREENWOOD, N. N., EARNSHAW, A.: Chemie prvků I a II. ISBN 80 85427 38 9
GREENWOOD, N. N., EARNSHAW, A.:, A.: Az elemek kémiája II. a III.- Budapest : Nemzeti Tankönyvkiadó, 2004. ISBN 963 19 5255 x

GREENWOOD, J.: Activity box - A resource book for teachers of young students : Cambridge University Press, 1997. - 120. - ISBN 0521 49870 8

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

Notes:

Evaluation of subjects
Total number of evaluated students: 20

A	B	C	D	E	FX
30.0	60.0	5.0	0.0	0.0	5.0

Teacher: Mgr. Andrea Vargová, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ DAL2dm/AJ/15	**Name:** History of English Literature 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: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students have to take two written tests, each for 20 points. Students have to prepare a presentation for 10 points. The course finishes with an oral exam for 50 points. In order to obtain evaluation A, it is necessary to collect at least 90 points, for B at least 80 points, for C at least 70 points, for D at least 60 points, for E at least 50 points.	
Results of education: By completing the course, students will be able to describe the individual trends of English literature from the beginning of the 20th century until the contemporary period, will be able to evaluate the effects of realism, modernism, and postmodernism and analyse the development of fiction, poetry and drama.	
Brief syllabus: The lectures and seminars provide a theoretical background and practical exercises in modern and postmodern literature with special attention to the theories of David Lodge, Ihab Hassan, John Barths, Roland Barthes, Gerard Genette, Northrop Frye and Brian McHale. Students will be encouraged to apply the presented opinions and literary approaches, critical schools during the interpretation of the following literary works: Virginia Woolf: Orlando, James Joyce: A Portrait of the Artist as a Young Man, Dubliners, Ulysses, Samuel Beckett: Waiting for Godot. Maloy, Murphy, Graham Greene: The Power and the Glory, George Orwell: 1984, Animal Farm, David Lodge: Changing Places, Anthony Burgess: A Clockwork Orange, Graham Swift: Waterland, Julian Barnes: The History of the World in 10 ½ Chapters, Ian McEvan: Amsterdam and Salman Rushdie: The Satanic Verses.	
Literature: • Allen, Walter: The English Novel: A Short Critical History. Harmondsworth: Penguin, 1968. • Bateson, F. W.: A Guide to English Literature. New York : Anchor Books, Doubleday, 1965. • Gilmour, Robin: The Victorian Period: The Intellectual and Cultural Context of English Literature. London: Longman, 1993. • Lodge, David: Language of Fiction. London: Routledge, 1966. • Lodge, David: The Modes of Modern Writing. London: Arnold, 1977. • Watt, Ian: The Rise of the Novel. London: Chatto & Windus, 1957.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 426

A	B	C	D	E	FX
21.36	13.38	16.2	12.44	16.43	20.19

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ DAM2dm/AJ/15	**Name:** History of American Literature 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: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students will write two tests with a score of 20 points each. They will also prepare a presentation for 10 points. The course will end with an oral exam of 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: By accomplishing this course the student will be able to characterize certain trends of American literature from the beginning of the 20th century until the present, and will be able to evaluate the influences of realism, modernism and postmodernism, and analyse the development of novels, poetry and drama in the given period.	
Brief syllabus: America of the 20th century saw the rise of the nation and contributed significantly to its formation. The course will illustrate various voices and trends and will support students in understanding the development of American literature. The course will deal with the most important literary works of the period, which provide an insight into the rediscovery of America. The works to be analysed in the seminars will include novels and short stories by Hemingway, Faulkner, Scott Fitzgerald, Steinbeck, Kurt Vonnegut, Saul Bellow, poetry by W. C. Williams, e.e.cummings, R. Lowell, A. Ginsberg, S. Plath, drama by Tennessee Williams, Eugen O'Neil, E. Albee, etc.	
Literature: • Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Northon & Company, 2000. • Cunliffe, Marcus: American literature since 1900. London, New York : Penguin Group, 1987. • Hart, James D.: American Literature. New York : Oxford University Press, 1995. • Lauter, Paul: The Heath Anthology of American Literature : Late Nineteenth Century 1865-1910 - Volume C. New York: Houghton Mifflin Company, 2006. • Lauter, Paul: The Heath Anthology of American Literature : Contemporary period 1945 to the present - Volume E. New York : Houghton Mifflin Company, 2006. • Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 279

A	B	C	D	E	FX
37.63	19.35	18.64	10.04	6.45	7.89

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ DELIdm/AJ/15	**Name:** Children's 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: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Two tests will be written during the semester, each with a score of 20 points. The student has to prepare a presentation, for which 10 points can be earnt. The course will end with an oral exam for 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: Having successfully accomplished this course, the student will be able to evaluate the contemporary trends and phenomena of British and American child literature, as well as to analyse texts of key importance in British and American child literature.	
Brief syllabus: The course introduces the history of British and American child literature and discusses key issues of the topic. How does child literature differ from adult literature? How do children read, and what critical reactions are acceptable from adults? The course pays special attention to the phenomenon of literary nonsense and fantasy literature. The course will concentrate on the following themes: The beginnings of child literature (I. Watts, J., A. Taylor, E. Lear, W. de la Mare); Tales and folk narratives (origin, structure, classification); Modern narratives – literary nonsense (Lewis Carroll), symbolic tales (Oscar Wilde), animal stories (Rudyard Kipling, B. Potter, K. Grahame, A. A. Milne, E. B. White); Contradictory stories (Roald Dahl); Main types of modern fantasy (C. S. Lewis, J. R. R. Tolkien); Fantasy novels (P. Dickinson, A. Garner, J. K. Rowling, Ph. Pullman); Realistic stories – social and racial issues (Ch. Dickens, M. Twain, H. Beecher-Stowe), family saga, school stories.	
Literature: • Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007. • Blake, N. F.: An Introduction to the Language of Literature. New York : Palgrave, 1994. • Carpenter, Humphrey: Children‘s Literature. Oxford University Press, 1999. • Head, Dominic: The Cambridge Guide to Literature in English: The definitive guide: completely revised and updated. Cambridge : Cambridge University Press, 2006. • Hunt, P.: An Introduction to Children’s Literature. Oxford University Press, 1994. • Hunt, P. (ed.): International Companion Encyclopedia of Children’s Literature. London: Routledge, 1998.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 283

A	B	C	D	E	FX
51.24	25.09	12.01	6.36	4.95	0.35

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/DPdm/AJ/15	**Name:** Master's Thesis and Defense
Types, range and methods of educational activities: **Form of study:** **Recommended extent of course (in hours):** **Per week: For the study period:** **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Thesis accomplished, positive evaluations from the supervisor and from the opponent. Successful defence of the thesis.	
Results of education: Students learn the regulations for thesis writing and become capable of accomplishing their thesis.	
Brief syllabus: 1. Administration and types of theses. 2. Thesis structure. 3. Formal arrangement and the arrangement of the parts of a thesis. 4. Quotations and bibliographical referencing, literature used. 5. Recent results and state of understanding of the chosen topic. 6. Hypotheses, setting the goals and tasks. 7. Method of research. 8. Analysis and processing of results, discussion of the results obtained. 9. Conclusions of the thesis and appendices. 10. Submitting the thesis, licence agreement, declaration of originality.	
Literature: • Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho • Anderson, Jonathan – Millicent Poole: Assigment and thesis writing. Wiley, 2001. • Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England : McGraw-Hill Open University Press, 2010. • Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010. • Murray, Rowena: How to Write a Thesis. England : McGraw-Hill Open University Press, 2011. • Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	
Evaluation of subjects Total number of evaluated students: 42	

A	B	C	D	E	FX
64.29	28.57	4.76	0.0	2.38	0.0

Teacher:

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ DRA2dm/AJ/15	**Name:** Drama Techniques in Teaching English 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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester the student has to submit a seminar paper for 50 points and prepare a presentation for another 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: Having successfully accomplished this course, students will be able to independently apply drama technique in teaching English. They will also be able to organize and develop their own drama projects and lesson plans, and to use these in the foreign language classroom.	
Brief syllabus: The goal of the course is to activate the classroom application of the drama technique acquired by students in the course Drama Techniques I of the previous year. After a survey of basic drama techniques students develop their own lesson plans and drama exercises for the purpose of teaching English grammar and vocabulary. Topics of the course also include the following: Using drama plays at the elementary school. Drama techniques at the secondary school. Drama techniques in adult education. Directing and acting out a play in a foreign language.	
Literature: • Case, Doug: English Puzzles 2: Teacher´s resource book. Macmillan, 2002. • Maley, Alan - Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: Cambridge University Press, 2005. • Maley, Alan: Drama Techniques Language Learning. New York: Cambridge University Press, 1983. • Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999. • Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. • Wajnryb, R.: Classroom Observation Tasks. Cambridge: Cambridge University Press, 1992. • Watcyn- Jones, Peter: Fun Class Activities 2 Games and Activities with Laughter. Penguin English Photocopiables. Harlow : Pearson Education Limited, 2000.	
Language, knowledge of which is necessary to complete a course: English	

Notes:					
Evaluation of subjects Total number of evaluated students: 91					
A	B	C	D	E	FX
63.74	17.58	13.19	2.2	2.2	1.1
Teacher: Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ DSAJdm/AJ/15	**Name:** Master's Thesis Seminar
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students are required to formulate the hypothesis and the structure of their thesis, for which they can obtain 20 points. They have to collect at least 15 sources for the bibliography section, by which another 10 points can be earned, and furthermore, 70% of the thesis has to be accomplished for another 70 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
Results of education: Having successfully accomplished this course, students will be able to write the abstract of their thesis, as well as appropriately cite the literature used, and can write up and present 70% of their thesis.	
Brief syllabus: The main goal of the course is to support the students in the process of writing their own thesis. The topic and the exact title of their work were already fixed in the previous semester. During the course and the given semester the supervisor suggests basic reading materials to be read and studied by the student. Beyond this the student is supposed to do individual search for and research of further literature. After consultations the student outlines the structure of the thesis, and writes the thesis.	
Literature: ~ Anderson, Jonathan – Millicent Poole: Assigment and thesis writing /: Wiley, 2001. ~ Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England : McGraw-Hill Open University Press, 2010. ~ Bond, Alan: Your Master´s Thesis : How to plan, draft, write and revise. United Kingdom : Studymates, 2006. ~ Bui, Yvonne N.: How to Write a Master´s Thesis. Los Angeles - London - New Delphi - Singapore - Washington DC : SAGE, 2009. ~ Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010. ~ Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992. + Závisí od diplomovej práce.	
Language, knowledge of which is necessary to complete a course:	

English

Notes:
Those students shall register for the course who write their Master's thesis at the Department of Modern Philology from the study programme of English language and literature in combination.

Evaluation of subjects
Total number of evaluated students: 110

A	B	C	D	E	FX
67.27	13.64	10.0	4.55	2.73	1.82

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

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KMF/ FILITdm/AJ/15

Name: Film 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: 2

Recommended semester/trimester of study: 3.

Level of study: II.

Prerequisites:

Conditions for passing the subject:
During the semester the student has to submit a seminar paper for 50 points and prepare a presentation for another 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.

Results of education:
Having successfully accomplished this course, students will be able to identify and assess the basic skills of adapting literary texts for the screen and to analyse intermedial connections.

Brief syllabus:
The core of the material is provided by the best known British and American literary texts and their script adaptation. The course will highlight several typical features, differences and potentials of various genres. Special attention will be paid also to intermedial connections. The following literary works and their film adaptations will be in focus: Great Expectations, The Scarlet Letter, Orlando, 1984, Clockwork Orange.

Literature:

- Booth, W. C.: The Rhetoric of Fiction. Chicago: University of Chicago Press, 1983.
- Lodge, D.: Modern Criticism and Theory. London: Longman, 1991.
- Martinich, A.P.: The Philosophy of Language. Oxford: OUP, 1996.
- Ogden-Richards (eds.): The Meaning of Meaning. NY, L: A Harvest /HBJ Book San Diego, 1989

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

Notes:

Evaluation of subjects
Total number of evaluated students: 93

A	B	C	D	E	FX
66.67	11.83	8.6	7.53	4.3	1.08

Teacher: Mgr. Renáta Lengyel-Marosi, PhD.
Date of last update: 17.05.2022
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ FRAZdm/AJ/15	**Name:** Linguistics 7. - Phraseology
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: 4	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students will prepare a presentation for 40 points. The course will end with a written examination for 60 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: By the end of this course, the students will be able to review and critique relevant research and literature, formulate a number of basic theoretical concepts, and will be familiar with the best well-known proverbs, sayings, idioms and collocations and will be able to show their ability to use them.	
Brief syllabus: The main goals of the course are to provide students with theoretical background of English phraseology and paremiology (study of proverbs), and to extend students knowledge of frequently used proverbs, sayings, idioms and collocations. The course has also been designed to study American thought, life, and philosophy through proverbs. Topics: Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology; Historical overview; The etimology of phraseology; Basic types of phaseological units; Collocations and idioms; Phraseology and paremiology in the language classroom; Proverbial markers; The role of proverbs in the modern American and British societies; Proverbs in advertisements, comics and cartoons; Proverbs in songs and poems; Proverbs in graffiti and wellerisms; Proverb parodies.	
Literature: • T. Litovkina, Anna – Wolfgang Mieder (2006). Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém. • Cook, G.: Applied linguistics. Oxford: OUP, 2001. • Davies, Alan: An Introduction to Applied Linguistics : From Practice to Theory. Edinburgh : Edinburgh University Press, 2012. • Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011.	

• Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 91

A	B	C	D	E	FX
25.27	26.37	24.18	17.58	4.4	2.2

Teacher: Dr. habil. Anna Tóthné Litovkina, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ IRSKdm/AJ/15	**Name:** Ireland
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students have to prepare a seminar work for 30 points. There will be two written tests each for 35 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
Results of education: Having accomplished the course, the student will be able to explain several aspects of Irish life, traditions, history, geography and culture. The student will be able to evaluate Irish literature as the expression of culture and national character.	
Brief syllabus: The course leads students to the history of Ireland, from the early times until the present day. Students will be given a general picture about the key events and development phases of Irish history and will cover the following topics: Ireland and the Irish – the country and the people; Geography, regions; Irish myths and legends; The heritage of the Celts; Norman and Elizabethan wars; Revolution; "The Troubles"; Ireland and the future – "the Irish magic". Special attention will also be paid to topics such as everyday life, customs and traditions, Irish literature and art.	
Literature: • Comerford, R. V.: Ireland. Bloomsbury Academic, 2003. • Foster, R. F.: The Irish Srory. London : Penguin, 2001. • Ross, D.: Ireland – History of a Nation. Geddes & Grosset, 2002. • Walsh, B.: The Struggle for Peace in Northern Ireland. London: Hodder Murray, 2000. • Walsh, C. (ed.): Dislocation – Stories from a New Ireland. New York: Carroll & Graf, 2003.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	
Evaluation of subjects Total number of evaluated students: 181	

A	B	C	D	E	FX
24.86	21.55	28.73	16.02	8.84	0.0
Teacher:					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KCH/KCH/ CHdm/PDO/15	**Name:** Thesis and Its' Defens
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: 4	
Recommended semester/trimester of study:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Complete elaboration of the thesis. Positive review from the supervisor and the opponent. Successful defens of the thesis.	
Results of education: Student will be able to work in his/her profession creatively, independently will acquire theoretical and practical knowledge about the current science results and implement them to solve the thesis problem. He/she can evaluate the result of his/her research, make conclusion and describe the proceeds and practical benefit of the thesis. By the independently elaboration of the thesis the student proves his/her ability to work with chemical literature and sources. Student will able to defend his/her thesis.	
Brief syllabus: 1. Administration and type of the thesis. 2. The structure of the thesis. 3. Formating and layout of the thesis. 4. Citation and bibliografia, literature and information sources. 5. Selected tasks of the thesis and theirs current theoretical background. 6. Formulation of the hypotesis, aims and tasks. 7. Research methodics. 8. Analyses of the research results and its‘ processing and interpretation. 9. Conclusion and appendix. 10. The thesis submit, licence contract, honorary statement.	
Literature: Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. - Vždy aktuálne vydanie Smernice KATUŠČÁK, D. (2008) : Ako písať záverečné a kvalifikačné práce. - 5. vyd. - Nitra : Enigma, 164 s. - ISBN 978 80 89 132 45 4 ALBERT, S. (2001) : Písanie záverečnej práce. Košice, Technická univerzita – 47 s. - ISBN 80 709 9727 3	

Language, knowledge of which is necessary to complete a course:					
Notes:					
Evaluation of subjects Total number of evaluated students: 12					
A	B	C	D	E	FX
58.33	25.0	16.67	0.0	0.0	0.0
Teacher:					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ MET3dm/AJ/15	**Name:** Methodology 3.
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 2 **For the study period:** 13 / 26 **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student is required to prepare a presentation for 25 points, submit an essay also for 25 points. The course ends with a written exam by which 50 points can be obtained. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
Results of education: Having accomplished this course, the student will be able to continuously and effectively evaluate teaching materials and to select the teaching materials and tools appropriate for teaching English. The student then can assess the advantages and disadvantages of teaching materials, as well as suggest supplementary tools. The student will learn how to utilize ICT devices in teaching contemporary English.	
Brief syllabus: This course deals with the planning and organization of teaching and education. Students learn the basic principles of lesson planning, analyse the ways of adapting tasks from course books, and propose their own exercises and evaluate them. Numerous teaching materials and educational devices will be introduced (visual, audio-visual, authentic materials, tablet, projector, computer, videos, etc.). Questions related to foreign language testing and evaluation, as well as basic concepts such as reasons for testing, types of tests or suggestions for administering tests will be also covered by the course.	
Literature: • Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. • Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. • Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. • Madsen, H. S.: Techniques in Testing. Oxford: Oxford University Press, 1983. • Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. • Silberstein, Sandra: Techniques and resources in teaching reading. Oxford : Oxford University Press, 2003. • Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. • Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 267

A	B	C	D	E	FX
40.07	26.97	18.73	8.24	4.12	1.87

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ MEVLdm/AJ/15	**Name:** Methodology of Teaching Literature in the EFL Classroom
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester students must present three exercises demonstrating teaching English through literature. This will earn them 30 points. Two tests will be administered with a score of 35 each. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
Results of education: After successfully accomplishing this course students will be able to prepare lesson plans for teaching English as a foreign language through literature. Students will be able to use literary texts for the purpose of foreign language teaching.	
Brief syllabus: The course concentrates on using literary texts in foreign language education, and uses such texts as sources for language instruction and analyses them not from a primarily literary viewpoint. Students are motivated to focus on the text and do interactive exercises. The course is based on the idea that foreign language can be taught with the help of literary texts, and it examines the main goals, the approaches to classroom applications, selection of texts, the various steps in utilizing novels, short stories, drama and poetry. Student will do intensive work during the seminars: they will prepare actual lesson plans and use language games, video recordings, pictures, translations, etc.	
Literature: • Brumfit, C. J.: Literature and Language Teaching. Oxford University Press, 2000. • Collie, Joanne – Stephen Slater: Literature in the Language Classroom : A resource book of ideas and activities. Cambridge,United Kingdom : Cambridge University Press, 2004. • Hadfield, Jill: Reading Games. Essex, England : Longman Group Ltd., 2004. • Hadfield, Jill – Charles Hadfield: Reading Games : A Collection of Reading Games and Activities for intermediate to Advanced Students of English. Longman, 2000. • Lazar, Gillian: Literature and Language Teaching. Cambridge, United Kingdom : Cambridge University Press, 2002.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	

Evaluation of subjects Total number of evaluated students: 219					
A	B	C	D	E	FX
44.75	16.89	15.53	10.5	9.13	3.2
Teacher:					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ PO20dm/AJ/15	**Name:** 20th Century English and American Poetry
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: II.	
Prerequisites:	
Conditions for passing the subject: During the semester the student will prepare a presentation for which 40 points can be allotted, and will submit a seminar paper for 60 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: Having successfully accomplished the course, the student will be able to interpret and analyse numerous poems, and will be able to apply the methods and techniques of contemporary trends of literary criticism.	
Brief syllabus: The course will provide a survey of the development of English and American poetry of the 20th century. Works by several poets will be presented, among them those by Ezra Pound, T. S. Eliot, Robert Frost, W. C. Williams, e.e. cummings, Hilda Doolittle, Charles Olson, Laurence Felringhetti, Allen Ginsberg, Sylvia Plath, W. B. Yeats, W. H. Auden, Dylan Thomas, Ted Hughes, Seamus Heaney. Primary emphasis will be on the literary analysis of the individual literary works.	
Literature: • Bercovitch, Sacvan (ed.): The Cambridge History of American Literature, vol. V, VIII., Cambridge: CUP, 2003. • Bercovitch, Sacvan: The Cambridge History of American Literature : Poetry and Criticism, 1940-1995. Cambridge : Cambridge University Press, 2008. • Cook, Jon (ed.): Poetry in Theory: An Anthology, 1900-2000, Oxford: Blackwell, 2004.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	
Evaluation of subjects Total number of evaluated students: 91	

A	B	C	D	E	FX
74.73	14.29	6.59	4.4	0.0	0.0
Teacher: Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/PPX/EDU/20	**Name:** Pedagogické praktikum - Používanie aplikácie EduPage
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:	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject:	
Results of education:	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes:	
Evaluation of subjects Total number of evaluated students: 43	
a	n
97.67	2.33
Teacher:	
Date of last update: 02.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ PPX2dm/AJ/15	**Name:** Teaching 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:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
Literature: ~ Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. ~ Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. ~ Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. ~ Madsen, H. S.: Techniques in Testing. Oxford: Oxford University Press, 1983. ~ Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. ~ Silberstein, Sandra: Techniques and resources in teaching reading. Oxford : Oxford University Press, 2003. ~ Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. ~ Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course: English	

Notes:					
Evaluation of subjects Total number of evaluated students: 127					
A	B	C	D	E	FX
77.95	13.39	5.51	3.15	0.0	0.0
Teacher: Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ PPX3dm/AJ/15	**Name:** Teaching 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:** 20s **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
Literature: • Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. • Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. • Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. • Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. • Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003. • Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. • Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	

Evaluation of subjects Total number of evaluated students: 137					
A	B	C	D	E	FX
70.07	19.71	8.76	0.73	0.73	0.0
Teacher: Mgr. Renáta Lengyel-Marosi, PhD.					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ PPX4dm/AJ/15	**Name:** Teaching Practice 4.
Types, range and methods of educational activities: **Form of study:** Practical **Recommended extent of course (in hours):** **Per week: For the study period:** 40s **Methods of study:** present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
Results of education: The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
Brief syllabus: Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
Literature: • Cooper, R. – Lavery, M. – Rinvolucri, M.: Video. Oxford: Oxford University Press, 1991. • Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. • Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. • Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. • Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003. • Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. • Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	

Evaluation of subjects Total number of evaluated students: 281					
A	B	C	D	E	FX
74.73	17.79	3.56	1.42	0.71	1.78
Teacher: Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.					
Date of last update: 17.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ SAJdm/AJ/15	**Name:** English 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:	
Level of study: II.	
Prerequisites: KMF/APLI1dm/AJ/15 and KMF/DAL2dm/AJ/15 and KMF/MET3dm/AJ/15 and KMF/APLI2dm/AJ/15 and KMF/DAM2dm/AJ/15 and KMF/TYLdm/AJ/15 and KMF/DELIdm/ AJ/15 and KMF/DRA2dm/AJ/15 and KMF/FRAZdm/AJ/15 and KMF/PPX4dm/AJ/15	
Conditions for passing the subject: The student has to obtain the necessary number of credits from compulsory and elective subjects required by the study plan.	
Results of education:	
Brief syllabus: LINGUISTICS 1. The notion of applied linguistics, main areas of research. Interdisciplinary relations: sociolinguistics, psycholinguistics, stylistics, forensic linguistics, corpus linguistics) 2. Theories of second language acquisition. The notion of Communicative Competence as the goal of SLA. 3. Pragmatics. Speech act theory, direct and indirect speech acts. Politeness Theory. The cooperative principle (Grice). 4. Discourse and discourse analysis. Cohesion and coherence. A comparison of spoken and written discourse. Critical discourse analysis. 5. Individual differences in second language acquisition (conceptualisations of aptitude, motivation, and anxiety; learning strategies; language learners with special needs). 6. Language loss. (language attrition vs. language shift; van Els' taxonomy; factors affecting L1/ L2 loss) 7. Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology; Proverbs, collocations and idioms; Dictionaries. 8. Phraseology and paremiology in the language classroom; 9. Synonymy and antonymy in phraseology and paremiology. Proverbial markers (e.g., traditionality, currency, metaphor, paradox, ellipsis, word-repetition, rhyme, alliteration, pithiness, certain structures). 10. What constitutes a real American or British proverb? The role of proverbs in the modern American and British societies. 11. Proverbs in songs and poems, advertisements, comics and cartoons. 12. Women and marriage in Anglo-American proverbs and anti-proverbs	

LITERATURE

1. Modernism in English literature. The cultural and philosophical background. Typical features of a modernist literary text. Differences between the traditional and the modern novel. Virginia Woolf. Mrs. Dalloway. The short fiction of V. Woolf.
2. High modernism. James Joyce. Ulysses. Dubliners. The shift from modernism to postmodernism.
3. Postmodernism in English literature. Basic differences and similarities between modernism and postmodernism. Intertextuality. Samuel Beckett. Postmodernism in Beckett's fiction. The Theatre of the Absurd. Waiting for Godot
4. Modern British drama. John Osborne. Harold Pinter. The Caretaker. Tom Stoppard. Caryl Churchill
5. The political novel. George Orwell. Aldous Huxley. Graham Greene. The campus novel. David Lodge. Malcolm Bradbury. The History Man
6. The experimental novel. Angus Wilson. Bryan Stanley William Johnson. Christine Brooke-Rose. Anthony Burgess. A Clockwork Orange.
7. New Historicism. Graham Swift. John Fowles. The Collector. Post-Colonialism. Salman Rushdie. Shame.
8. American Modernism. The Expatriate Movement. Making it New in Prose. Gertrude Stein. Ernest Hemingway. William Faulkner. The Sound and the Fury.
9. Modernism – cultural and philosophical background. Features of modernist works. Henry James. The Beast in the Jungle. Modernism in American poetry. Imagism. T. S. Eliot. Ezra Pound. Wallace Stevens. e. e. cummings.
10. The Jazz Age. The American Dream in literature. F. S. Fitzgerald. The Great Gatsby.
11. American drama in the 20th Century. Eugene O'Neill. Arthur Miller. Tennessee Williams: A Streetcar Named Desire. The Theatre of the Absurd. Edward Albee: Who's Afraid of Virginia Woolf?
12. The Beat Generation. Beat poets – Allen Ginsberg. Beat prose – Jack Kerouac, J.D. Salinger. The Catcher in the Rye.
13. The emergence of Postmodernism in American literature. Brian McHale, Susan Sontag, John Barth, Ihab Hassan. Thomas Pynchon. The Crying of Lot 49.
14. The Neo-Pastoral tradition: Richard Brautigan. In Watermelon Sugar
15. Metafiction, metanarrative. Immigrant Writing. Vladimir Nabokov: Lolita. The short stories of Vladimir Nabokov. Spring in Fialta.
16. The employment of black humour in fiction. Kurt Vonnegut. The beginnings of sci-fi.
17. African-American literature. The Harlem Renaissance, the Civil Rights Movement era. James Baldwin, Alice Walker, Toni Morrison.
18. Children's literature: Early works. Chapbooks and horn books. Comenius, John Locke, John Newberry, Sarah Fielding, Anna Laetitia Barbauld. Fairy tales. Classification. Myths, legends, fables. Brothers Grimm, Andersen. Folk tales and literary tales. The symbolic tales of Oscar Wilde
19. Victorian children's literature. Nonsense tale. Edward Lear. Lewis Caroll. The Golden Age of children's literature.
20. Children's fantasy. Classification. Journey fantasy. J. M. Barrie. L. Frank Baum.
21. Children's literature: Subversive fantasy: Roald Dahl's fantasy tales. The Long Weekend in Children's Literature: 1920-1939. P. L. Travers
22. Children's literature: Stories with girl protagonists. The family story. Louisa May Alcott, Lucy Maud Montgomery, Frances Hodgson Burnett, Eleanor Hodgman Porter, Laura Ingalls Wilder. Stories with boy protagonist. Adventure fiction. Defoe, Swift, Robert Louis Stevenson, Mark Twain
23. Children's literature: Animal stories. Kipling, Beatrix Potter, Kenneth Grahame, Hugh Lofting, Jack London, A. A. Milne
24. Children's Literature after World War II, Clive Staples Lewis: The Narnia series.

25. Children's literature: The School Story: Fantasy in the Harry Potter series
METHODOLOGY
1. Teaching listening – authentic and realistic materials, listening teaching techniques, "gist listening", extensive and intensive listening; pre-, while- and post-listening activities
2. Teaching reading – authentic and realistic materials, reading strategies, pre-, while- and post-reading tasks. Extensive reading
3. Teaching speaking. Communicative activities, role play, simulation. Fluency and accuracy. Teaching pronunciation
4. Teaching writing. Teaching spelling and punctuation. Text types. Instant writing. Collaborative writing. Journal writing. Correcting written work
5. Teaching vocabulary. How words are learned. Presenting new vocabulary. Teaching word parts and word chunks. Dictionaries
6. Teaching grammar. Explicit and implicit processes. Presenting new grammar, grammar practice, clarification and assessment
7. Teaching through drama. Drama techniques in teaching English as a foreign language
8. Language teaching aids, the types of visuals. Using technology. Blended learning
9. Classroom management. Pair work and group work, individual work. Handling discipline problems.
10. Coursebooks. Advantages and disadvantages. Types of coursebook evaluation. Needs analysis. Choosing coursebooks to match students' needs.
11. Language testing, test types, test design. Validity and reliability. Placement tests. Giving a grade. Alternative assessment
12. Teaching different classes. ESP, Business English, Teenage classes. Teaching adults. Multi-level and large classes.
13. Teaching young learners – who are young learners? General approaches to teaching English to young learners
14. Using literature to teach English as a foreign language. Using fiction, drama, poetry. Selecting the right text.

Literature:
Indicated in the information sheets of the compulsory courses of the study programme.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 87

A	B	C	D	E	FX
31.03	28.74	13.79	14.94	9.2	2.3

Teacher:

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ HPP/15	**Name:** Formulation and evaluation of educational programs
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: II.	
Prerequisites:	
Conditions for passing the subject: The courseconcludeswith an assessment. The studentassessmentduringthesemester is an independentwork, forwhichcanreceive 60 points. The semesterfinalassessment is toprotectthiswork, forwhichcanget 40 points. The ratingscale: A - 90 100% B - 80% -89 C - -79 70%, D - 60 to 69%, E - 50 -59%.	
Results of education: Students will be able to: -understand and tell the steps the preparation of educational programs - apply thesestepsin practical tasks - to evaluate the quality of an educational program.	
Brief syllabus: The concept and elements of theeducational program. Stepstoelaboratethe project. Project-design methods and tools. The analysis of needs and targetgroups. Education goalas a basisforplanning. Taxonomy of educationalobjectivesinthepreparation of educationalprograms. The evaluationasa part of theeducational program. The curriculum and syllabuspreparation, limiting factors.	
Literature: Prášilová Michaela. Tvorba vzdělávacího programu. - 1. vyd. - Praha : TRITON, 2006. - 191 s. - ISBN 80-7254712-7. Pasch, Marvin, Gardner, Trevor G. Od vzdělávacího programu k vyučovací hodině : Jak pracovat s kurikulem. - 1. vyd. - Praha : Portál, s.r.o., 1998. - 416 s. - ISBN 80-7367-054-2. HORVÁTHOVÁ, Kinga. A szlovákiai oktatáspolitika néhány kiemelt szempontja. In: A jogtudatosság, mint az egészséges életmód része. Komárno: Univerzita J. Selyeho, 2015, CD-ROM, p. 7-13. ISBN 978-80-8122-157-6. HORVÁTHOVÁ, Kinga. A szlovákiai oktatáspolitika aktuális lépései. Katedra. Évf. 24, sz. 9 (2017), p. 10-11. ISSN 1335-6445.	
Language, knowledge of which is necessary to complete a course: Hungarian and Slovak Language	
Notes:	
Evaluation of subjects Total number of evaluated students: 321	

A	B	C	D	E	FX
44.86	11.53	13.71	9.66	18.38	1.87

Teacher: Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Ing. István Szőköl, PhD., Dr. László Pribék, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ KSA/15	**Name:** Cultural and Social Anthropology
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
Results of education: If students fulfill the subject they will have suitable knowledge about the study of etnography. They will get practical competences too, which they can apply in their future pedagogical practices.	
Brief syllabus: What is etnography? What does cultural and social antropology mean? What is European etnology? The description of the Hungarian folk art, a short historical review of European etnography and etnology, the sources of etnography and its search manners, the possibilities of the assessment of several searches (construction or reconstruction?). Summary: the possibilities of its usage in the educational practice.	
Literature: Balassa Iván–Ortutay Gyula: Magyar néprajz. Budapest: Corvina Kiadó 1979. Liszka József: Bevezetés a néprajzba. A magyar néprajz/ európai etnológia alapjai. Dunaszerdahely: Lilium Aurum 2006 Liszka József: Átmenetek. Folklór és nem-folklór határán. Komárom: Selye János Egyetem Tanárképző Kara 2013 /Monographiae Comaromienses 12./ Magyar néprajzi lexikon 1–5. Budapest: Akadémiai Kiadó 1977–1982. Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia (http://www.ludovakultura.sk/index.php?id=11) Voigt Vilmos: Alapismereti bevezetés a néprajz iránt érdeklődő hallgatóknak. Debrecen: Kossuth Lajos Tudományegyetem Néprajzi Tanszék 1989 /Néprajz egyetemi hallgatóknak 1./ STRÉDL, Terézia. Konfliktusoldás és -megoldás, az interkulturális kölcsönhatások tükrében. In: Történelmi traumáink kezelési lehetőségei lélektani megközelítésben. Székesfehérvár: Kodolányi János Főiskola, 2015, P. 221-256. ISBN 978-615-5075-26-1.	
Language, knowledge of which is necessary to complete a course:	

Hungarian and Slovak Language

Notes:

Evaluation of subjects
Total number of evaluated students: 375

A	B	C	D	E	FX
39.47	20.8	20.0	10.13	8.8	0.8

Teacher: Dr. habil. PhDr. József Liszka, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ MEP/15	**Name:** Methodology of pedagogical 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: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Developing a research plan and defending it – evaluation: a maximum of 50 points, successfully passing a test – evaluation: a maximum of 50 points, cumulative performance evaluation: 100-90 points/A, 89-90 points/B, 79-70 points/C, 69 – 60 points/D, 59 – 50 points/E, less than 50 points/ Fx	
Results of education: Students should be able to develop a research plan, be familiar with the research methodology, formulate hypotheses and research questions, realize a research and evaluate its data relevantly.	
Brief syllabus: Research and its environment. The methodology of research. Pedagogical research: quantitative and qualitative methods. Project techniques. Triangulation, validity, reliability. Setting the aim of the research, formulating hypotheses and research questions. The procedure of the research plan. Realizing and evaluating the research	
Literature: Albert Sándor: A pedagógiai kutatások alapjai. Dunaszerdahely : Lillium Aurum, 2005.100 s. ISBN 8080622817 Gavora Peter: Elektronická učebnica pedagogického výskumu. www.e-metodologia.fedu.uniba.sk Falus Iván: Bevezetés a pedagógiai kutatás módszereibe. Budapest : Keruban Könyvkiadó, 1993. 540 s. Silverman David: Ako robiť kvalitatívny výskum. Bratislava : Ikar. 2005. 328 s. ISBN 8055109044 Švec Štefan: Metodológia vied o výchove : Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS, 1998. 303 s. ISBN 8088778735 TÓTH, Péter. Tanulási stílus vizsgálata a szakképzésben. In: Empirikus kutatások a szakmai pedagógusképzésben. Székesfehérvár: DSGI, 2013, P. 78-115. ISBN 978-963-89747-1-6. TÓTH, Péter. A tanulókhoz adaptált szakoktatás ismeretelméleti alapjai. In: Egyéni különbségek szerepe a tanulásban és a pályaválasztásban. Székesfehérvár: DSGI, 2015, P. 21-59. ISBN 978-963-89747-4-7.	

TÓTH, Péter, Enikő MAJOR, István SIMONICS, Jenő DUCHON a Anikó VARGA. Pedagógiai kutatások a Kárpát-medencében: 2. Kárpát-medencei Oktatási Konferencia. 1. vyd. Budapest: Óbudai Egyetem, 2017. 506 s. ISBN 978-963-449-026-5.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 485

A	B	C	D	E	FX
34.23	18.97	14.23	14.23	14.85	3.51

Teacher: Dr. habil. PaedDr. Ing. István Szőköl, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ PDI/15	**Name:** Educational diagnostics
Types, range and methods of educational activities: **Form of study:** Lecture / Seminar **Recommended extent of course (in hours):** **Per week:** 1 / 1 **For the study period:** 13 / 13 **Methods of study:** present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
Results of education: Student aquires basic concpepts: control, assessment. Understand the features of pedagogical assessment. Be able to (i) reflect on pedagogical assessment in function of educational concept, (ii) apply in pedagogical practice. Understand and apply theory, methods, forms and principles of pedagogical assessment.	
Brief syllabus: Control and assessment in education – determing basic concepts. Concpt of educational process and quality change of learning. Concepts of teaching and its process. Personality of teacher. Functions and dimensions of pedagogical assessment. Educational concepts and assessment. Process, methods and forms of pedagogical assessment. Meso level of assessment. External and internal control and assessment.	
Literature: Horváthová, Kinga. Kontrola a hodnotenie v školskom manažmente. - 1. vyd. - Bratislava : Wolters Kluwer, 2010. - 106 s. - ISBN 978-80-8078-329-7. Horváthová, Kinga., Szőköl István. Kontrola a hodnotenie žiackych výkonov v národnostných školách na Slovensku. - 1. vyd. - Komárno : Pedagogická fakulta Univerzity J. Selyeho, 2013. - 120 s. - ISBN 978-80-8122-083-8. Gavora, Peter. Akí sú moji žiaci? - 3. vyd. - Nitra : Enigma, 2011. - 222 s. - ISBN 978-80-89132-91-1. Bertalanné Zágon. Értékelés osztályozás nélkül : I . - Budapest : Nemzeti Tankönyvkiadó, 2001. - 92 s. - ISBN 9631923312. Falus, Iván. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552 s. - ISBN 9631952967. Falus Iván et all. A pedagógusok pedagógiája. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 355 s. - ISBN 963191805x. Falus Iván. A tanárrá válás folyamata. - 1. vyd. - Budapest : Gondolat, 2007. - 245 s. - ISBN 978 963 9610 97 2. SZARKA, Katarína. Súčasné trendy školského hodnotenia: Koncepcia rozvíjajúceho hodnotenia. 1. vyd. Komárom: Kompress, 2017. 147 s. [5,76 AH]. ISBN 978-963-12-9692-1.	
Language, knowledge of which is necessary to complete a course:	

Hungarian and Slovak Language

Notes:

Evaluation of subjects
Total number of evaluated students: 959

A	B	C	D	E	FX
29.3	23.57	18.98	13.56	12.83	1.77

Teacher: Dr. habil. Erika Kopp, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ PEP/15	**Name:** Educational 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: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
Results of education: Student has acquired bipolarity and psychological principles of teaching and learning, effective model of learning and application of differentiation for student's success in the school.	
Brief syllabus: Educational psychology as the specific discipline of psychology – defining the basic concepts. Bipolarity of the educational process. Educational impact and indicators. Optimalizational learning process. Principles of learning. Interest and memory as indicators of learning. Convergent and divergent tasks. Multiple intelligences and development of creativity.	
Literature: Bagdy Emőke: Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359 Bordás Sándor, Forró Zsuzsa, Németh Margit, Stredl Terézia: Pszichológiai jegyzetek. 3. vyd. Komárom : Valeur s.r.o., 2009. 320s. ISBN 9788089234851 Hvozdík Ján: Základy školskej psychológie. 1. vyd. Bratislava : Slovenské Pedagogické Nakladateľstvo, 1986. 360s. Zelina Miron: Aktivizácia a motivácia žiakov na vyučovaní. Krajský pedagogický ústav v Prešove, 1991. 73 s. ISBN 0006427 Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. 2. vyd. Bratislava : Iris, 1996. 234 s. ISBN 8096701347 STRÉDL, Terézia. Inkluzív pedagógia: avagy a gyógypedagógiáról másképp. 1.vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s.[8 AH]. ISBN 978-80-8122-089-0. BORDÁS, Sándor, Melinda NAGY a Terézia STRÉDL. A pszichológia és társadalomtudományai [elektronický zdroj]. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. CD-ROM, 288 s. ISBN 978-80-8122-164-4.	
Language, knowledge of which is necessary to complete a course:	

Hungarian and Slovak Language

Notes:

Evaluation of subjects
Total number of evaluated students: 658

A	B	C	D	E	FX
53.19	23.71	10.94	6.38	4.86	0.91

Teacher: Mgr. Anita Tóth-Bakos, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ POP/15	**Name:** Comparative Education
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Evolution: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
Results of education: Student has studied the educational program sin the European context, methodology of comaparative education analyzing the data of PISA and OECD monitoring.	
Brief syllabus: Specific disciplines of education. Comparative education – definition, mission. Educational alternatives, programs – basic concepts. International surveys and evaluation: PISA, OECD, national evaluation – monitor. Comparing school systems in Europe. Framework and opportunities of evaluations and assessment. Data and results of local, regional, national and international evaluations. Objectivity and subjectivity of assessment. Modification and impelentation of data.	
Literature: Albert Sándor: Az iskolai és óvodai oktatási programok kialakításáról. Komárno : Univerzita J.Selyeho, 2009. 121 s. ISBN 9788089234790 Kovátsné Németh Mária: Fenntarthatóság, pedagógia, kutatás. Győr : Nyugat-Magyarországi Egyetem Apáczai Csere János Kar, 2007. 227 s. ISBN 9789639364851 Kovátsné Németh Mária: Reformpedagógiai koncepciók, alternatív megoldások. Komárno : Selye János Egyetem, 2007. 330 s. ISBN 9788089234349 Pukánszky Béla: A gyermek évszázada. Budapest : Osiris, 2000. 166 s. ISBN 9633797705 Švecová Valéria: Základy pedagogiky. Technická univerzita v Košiciach, 1998. 124 s. ISBN 8070993235 Turek Ivan: Školstvo v štátoch OECD a EÚ. Bratislava : Metodické centrum, 2001. 120 s. ISBN 8080521077 Zelina Miron: Alternatívne školstvo : alternatívne školy, alternatívna pedagogika, alternatívne pedagogické koncepcie a smery. Bratislava : IRIS, 2000. 257 s. ISBN 8088778980 TÓTH, Péter, Enikő MAJOR, István SIMONICS, Jenő DUCHON a Anikó VARGA. Pedagógiai kutatások a Kárpát-medencében: 2. Kárpát-medencei Oktatási Konferencia. 1. vyd. Budapest: Óbudai Egyetem, 2017. 506 s. ISBN 978-963-449-026-5.	

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

Notes:

Evaluation of subjects
Total number of evaluated students: 344

A	B	C	D	E	FX
32.27	36.34	20.93	6.98	2.91	0.58

Teacher: prof. Dr. Péter Tóth, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ PSO/15	**Name:** Psychology of Personality
Types, range and methods of educational activities: **Form of study:** Lecture **Recommended extent of course (in hours):** **Per week:** 1 **For the study period:** 13 **Methods of study:** present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
Results of education: Studentwilllearnabouttherepresentants and trendswithinthepersonalitypsychology, suchastypology, structure of personality and aboutthestrong and weaksides of thepersonaityaffectingsuccesint he school.	
Brief syllabus: Definition of thespecialpsychologicaldiscipline, basicterms. Representants and theirtheories: Hyppocrates, Pavlov, Jung, Eysenck. Rogers, Gordon. Structure of personality. Gardner: multifactorintelligence, Emotionalintelligence and itsdevelopmentint he school. Psycho-pathology. Coping and healthypersonality.	
Literature: Calvin S. Hall, Gardner Lindzey, John C. Loehlin, Martin Manosevitz: Psychológia osobnosti : Úvod do teórií osobnosti. 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1997. 510 s. ISBN 8008009942 Jung C. G.: A személyiség fejlődése : C. G. Jung összegyűjtött munkái tizenhetedik kötet.1. vyd. Budapest : Scolar Kiadó, 2008. 208 s. ISBN 9789632440026 Ranschburg Jenő: Az érzelem és a jellem lélektanából. Budapest : Okker Kiadó, 2003. 304. ISBN 9637315780. Ranschburg Jenő: Pszichológiai rendellenességek gyermekkorban. Budapest : Nemzeti Tankönyvkiadó, 1998. 200 s. ISBN 9631927008	
Language, knowledge of which is necessary to complete a course: Hungarian and Slovak Language	
Notes:	
Evaluation of subjects Total number of evaluated students: 233	

A	B	C	D	E	FX
35.19	35.19	27.04	2.58	0.0	0.0
Teacher: PaedDr. Terézia Strédl, PhD.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ PSV/15	**Name:** Personal and social education in lifelong learning
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: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The class is finished by an exam. The exam has to be passed at the end of the term in written form, as a knowledge test. At least 50% of the test has to be successfull to pass the class. A mark – 90 -100%, B mark – 80 -89%, C mark – 70 -79%, D mark – 60 - 69%, E mark – 50 -59%	
Results of education: Students will acqire the fundamentals of lifelong learning and also the personal and social competences to perform as an educational professional	
Brief syllabus: The positions of the subject in the system of educational sciences. The beginnings, development and tasks of personal and social education. Competences of a teacher. Guidelines for creative and practical solutions during and educational process. Practical solutions to the issues in connection to the family, school and non-educational facilities during the personal development of pulils. individual approach of teacher to the pupil	
Literature: Albert Alexander, Turek Ivan: O zbližovaní vzdelávania v Slovenskej republike v Európskej únii. Košice : Technická univerzita, 2000. - 152 s. - ISBN 80-7099-525-4. Nagy József: Kompetencia alapú kritériumorientált PEDAGÓGIA. Szeged : Mozaik Kiadó, 2007. 383 s. ISBN 978 963 697 5418 Nagy József: XXI. század és nevelés. Budapest : Osiris Kiadó, 2002. 350 s. ISBN 963 379 769 1 Pukánszky Béla, Zsolnai Anikó: Pedagógiák az ezredfordulón : Szöveggyűjtemény. Budapest : Eötvös József Könyvkiadó, 1998. 246 s. ISBN 963 9024 38 4 Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. Bratislava : Iris, 1996. 234 s. ISBN 8096701347	
Language, knowledge of which is necessary to complete a course: Hungarian and Slovak Language	
Notes:	
Evaluation of subjects Total number of evaluated students: 302	

A	B	C	D	E	FX
53.31	21.19	17.88	4.3	3.31	0.0
Teacher: prof. Dr. Béla István Pukánszky, DSc.					
Date of last update: 02.05.2022					
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ RAS/15	**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: II.	
Prerequisites:	
Conditions for passing the subject: One written test during a term for 60 points, another 60 points could be earned for continuous in-class activities (essay). At least 40 points – 50% of all possible points - has to be earned to pass the class. A mark - 90-100%; B mark 80-89%; C mark 70-79%; D mark 60-69%, E mark 50-59%	
Results of education: Passing this subject students will get wide knowledge and informations about family and school, as the basic institutions of education and their responsibilities during the personal development of children, also during education, socialisation, preventive educational and consulting activities. Students will be able to provide basic cooperation between the school and family, to integrate parents to the school-life and to communicate with them as with the partners of the school, also will understand the interactive relationship between family, school and other enviroment of children	
Brief syllabus: Family and school as basic educational institutions. Enviroment and education of people. Functions of the family. Educations within the family as a part of a historical development. Functions of the school. Cooperation between school and family. Family and their cooperation with school. Forms and levels of cooperation between family and school. Interpersonal teacher competences and relationships with the parents.Communications between school and family, cooperation possibilities	
Literature: Andorka Rudolf: Gyermek, család, történelem. Budapest: ARTT, 2001. 338. ISBN 9639211249 Gordon Thomas: A tanári hatékonyság fejlesztése. A T.E.T.-módszer. Budapest : Gondolat, 1991. 343 s. ISBN 963 282 600 0 Hernádi Miklós: Családbomlás az ezredfordulón. Budapest : Akadémiai, 2003. 172. ISBN 9630578190 Petró András: Szülőknek az iskoláról. Budapest : Nemzeti Tankönyvkiadó, 1997. 208. ISBN 9631882993 Rozinajová Helena: Pedagogika rodinného života pre učiteľov. Bratislava : Slovenské Pedagogické Nakladateľstvo, 1988. 267s.	

Spéder Zsolt: Család és népesség-itthon és Európában. Budapest : Sajtóház Kiadó, 2003. 562. ISBN 9639211613
Szretykó György: Globalizáció és család : A családszociológia új kihívásai. Pécs : Comenius Bt., 2002. - 160 s. ISBN 963 204 376 6
Trencsényi László: Hetedik nekifutás az értékek útvesztőjében. Budapesti Nevelő, 2009/2. http://preview.fppti.hu/data/cms54391/2009_2.szam_teljes%29.pdf
Satirová, V.: Kniha o rodine, SVAN Praha, 2006
SZÉKELY, Levente a Ádám István NAGY. Online youth work and eYouth - A guide to the world of the digital natives. Children and Youth Services Review. Vol. 33, no. 11 (2011), p. 2186-2197. ISSN 0190-7409. WoS, SCOPUS. IF (2011): 1,269. SNIP (2013): 0,932.
NAGY, Ádám István. Comparative Analysis of the National Civil Fund and the National Cooperation Fund. Civil Szemle. Vol. 11, no. 3 (2014), p. 47-69. ISSN 1786-3341. WoS. IF (2013): 0,039.
NAGY, Ádám István a Tímea TIBORI. Narratívák hálójában: az ifjúság megismerési és értelmezési kísérletei a rendszerváltástól napjainkig. In: Negyedszázad Magyar Ifjúság 2012. Budapest: Iuvenis Ifjúságszakmai Műhely, 2016, P. 400-431. ISBN 978-963-89861-6-0.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 119

A	B	C	D	E	FX
37.82	15.97	16.81	10.92	18.49	0.0

Teacher: Gyöngyi Gál, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ SCV/15	**Name:** Sociology of education
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: II.	
Prerequisites:	
Conditions for passing the subject: The class is finished by an exam. The exam has to be passed at the end of the term in written form, as a knowledge test. At least 50% of the test has to be successfull to pass the class. A mark – 90 -100%, B mark – 80 -89%, C mark – 70 -79%, D mark – 60 - 69%, E mark – 50 -59%	
Results of education: Student aquires determinants of educational sociology witch effect pupil's school success.	
Brief syllabus: Socializing layers and elements. Family as primer socialization. School as secondary socialization. Freetime as tertiary socialization. Media as fourth-order socialization. Socializing elements: civil sector, church, political socialization and other. Characteristics and changes in youth's life. Youth and their problems in the millennium III. The institutionalized education. Educational styles and their forming effects. Social disadvantage and school success.	
Literature: Bagdy Emőke: A pedagógus hivatásszemélyisége : Egy pályaszocializációs kísérlet tanulságai. 1. vyd. Debrecen : KLTE Pszichológiai Intézet, 1996. 261 s. ISBN 963 472 220 2 Bagdy Emőke: Családi szocializáció és személyiségzavarok. Budapest : Nemzeti Tankönyvkiadó, 2002. 138 s. ISBN 963 19 2415 7 Balvín Jaroslav: Filozofie výchovy a metody výuky romského žáka.1. vyd. - Praha : RADIX s.r.o., 2008. 256 s. ISBN 9788086031835 Gábor Kálmán: Társadalmi átalakulás és ifjúság. Szeged : Belvedere Meridionale, 2000. 293. ISBN 9630395983 Kozma Tamás: Bevezetés a nevelésszociológiába. Budapest : Nemzeti Tankönyvkiadó, 2001. 489 s. ISBN 963 19 5512 5 Ondrejkovič Peter: Socializácia mládeže ako východisková kategória sociológie výchovy a sociológie mládeže : Príspevok k riešeniu problémov sociológie výchovy a mládeže. 1. vyd. Bratislava : VEDA, 1997. 204 s. ISBN 8022404764 Palkovičová Eva: Pohľady na občiansku kultúru. Bratislava : Kalligram, 2000. 127 s. ISBN 8071493597 Rapoš Ivan: Výchova k ľudským právam = Príručka pre učiteľov.1. vyd. Bratislava : PHARE Democracy Programme, 1994. 112 s. ISBN 8096716905	

TRENCSÉNYI, László a Ádám István NAGY. Tanórán innen, iskolán túl: a szociálpedagógiai gondolat létjogosultsága. In: Tizenkilencre lapot?: Szociálpedagógia a 21. században. Kecskemét: Pallasz Athéné Egyetem, 2017, P. 7-35. ISBN 978-615-5192-54-8.
NAGY, Ádám István. Ej, ráérünk arra még?: A szabadidőpedagógia elméleti alapjai. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 209 s. ISBN 978-80-8122-140-8.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 301

A	B	C	D	E	FX
18.6	20.27	21.26	17.61	21.59	0.66

Teacher: Ladislav Ďurdík, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ SOZ/15	**Name:** Social skills 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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Student attends at student experiential activities.	
Results of education: The goal is to motivate and develop self-knowledge and self-reflection students. The student will be able to: - recognize the importance of self-knowledge and personal development in teaching practice - define their strengths and weaknesses - of constructive self-criticism and criticism - to build a positive self-image in the context of the teaching profession. Student through experiential activities acquires experience of active social and experiential learning.	
Brief syllabus: Subject is done through experiential activities and exercises aimed mainly at: 1. The area outside world in the process of self-knowledge - individual membership in different social groups and how these acts on it, 2. internal area of the world in the process of self-knowledge - experiencing, thinking, decision making , the ways we influence our emotions and our physical component, how hidden beliefs influence our thinking and so on. 3. The area of the transition zone - behavior, communication, external physical characteristics. 4. Increasing sensitivity to equity if survival and survival emotions of others.	
Literature: Mareš Jiří. Sociální a pedagogická komunikace ve škole. - 1. vyd. - Praha : Statní Pedagogické Nakladatelství, 1989. - 165s. - ISBN 80-04-21854-7. Buda Béla. Empátia a beleélés lélektana. - Pécs : Lingua Franca Csoport, 1993. - 352. - ISBN 9630432102. Murayné Szy. Éva. Játékos beszédnevelés. - Budapest : Múzsák Közművelődési Kiadó, 1980. - 190 s. - ISBN 9635641915. Hennig Claudius. Antistresový program pro učitele : Projevy, příčiny a způsoby překonání stresu z povolání. - 1. vyd. : Portál, 1996. - 99 s. - ISBN 80-7178-093-6. STRÉDL, Terézia. Dramatoterapia a jej socializačné možnosti. 1. vyd. Komárno: Univerzita J. Selyeho, 2012. 111 s. [6 AH]. ISBN 978-80-8122-033-3. HORVÁTHOVÁ, Kinga a István SZŐKÖL. A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.	

Language, knowledge of which is necessary to complete a course: Hungarian and Slovak Language	
Notes: Block form of education.	
Evaluation of subjects Total number of evaluated students: 151	
a	n
100.0	0.0
Teacher: Mgr. Anita Tóth-Bakos, PhD.	
Date of last update: 02.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University

Name of the faculty: Faculty of Education

Code: KPD/SZdm/TPO/15	**Name:** Theoretical knowledge of the field of study

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

Number of credits: 2

Recommended semester/trimester of study:

Level of study: II.

Prerequisites: KPD/SZdm/PDI/15 and KPD/SZdm/PEP/15 and KPD/SZdm/SCV/15 and KPD/SZdm/VPU/15 and KPD/SZdm/HPP/15 and KPD/SZdm/KSA/15 and KPD/SZdm/PSV/15

Conditions for passing the subject:
Final Examination of the theoretical knowledge of their specialized study, which evaluated the selection board.
Evolution:
A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.

Results of education:
Graduate of the Department of Post-Secondary Teaching subjects through common sociálnovedného, pedagogical and psychological basis of teaching disciplines master basic content of their specialization, the principles of its structure, is familiar with the methodology of content production department and its broader cultural and social contexts. With this contains evidence treated as a product of human (scientific) activities, and in this context it is able to design the didactic intents and purposes. In addition to managing the teaching competence (design, implementation and reflection of classroom instruction) it is able to participate in the development of methodological materials for teaching.

Brief syllabus:

Literature:
The compulsory and elective subjects is given subject data sheets.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 283

A	B	C	D	E	FX
32.86	32.86	22.26	7.77	3.89	0.35

Teacher:

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ TVZ/15	**Name:** Education technology

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: II.

Prerequisites:

Conditions for passing the subject:
Awritten test duringthesemester (50 points), and task-releases (50 points). Evaluation: A - 90 to 100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.

Results of education:
Knowing about the philosophy of informationsociety andcomparison of thetraditionalschool.

Brief syllabus:
Introduction - Description of thetraditionalschooleducation and informationsocietyeducation. Characteristics of theinformationsociety. Glossary: communication, digitization, computerization, globalization, digitalcapabilities, hazards of, propertyrights, thetheory of cognitiveprocessinthedigitalworld, teachingstyles, thepossibilities of ICT, teaching and learningforms and methods of thedigitalworld. E-books, e-learning, m-learning, teaching software. Knowledge Test. thefundamental of Computers. Multimediacomputers, interactivecommunicationineducation - chat, bloging, video conferencing,

Literature:

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

Notes:

Evaluation of subjects
Total number of evaluated students: 92

A	B	C	D	E	FX
36.96	20.65	8.7	13.04	18.48	2.17

Teacher:

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SZdm/ VPU/15	**Name:** Developmental learning disorders
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: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: One written test during a term for 50 points, another 50 points could be earned for continuous in-class activities (presentation of casuistics). At least 50 points – 50% of all possible points - has to be earned to pass the class. A mark - 90-100%; B mark 80-89%; C mark 70-79%; D mark 60-69%, E mark 50-59%.	
Results of education: Students will be able to specify various types of educational disorders, to classify them, provide basic corrections, cooperate with supportive professionals and to teach by individual educational plans for pupils with special needs.	
Brief syllabus: 1. Developmental disorders and forms of occurrence 2. Charasteristics of performance decrease 3. Dyslexia, dysgrafia, dysorthografia 4. Dyskalkulia, dyspraxia 5. ADD, ADHD 6. Conners‘s Hyperactivity Scale – screening 7. Methodical guidelines for integration 8. Individual educational plans elaboration 9. Classification and assesment of pupils with special needs 10. Correction and re-education 11. Tasks of a special teacher, school psychologist, educational assistent 12. Cooperation with special centres: CPPPaP, CŠPP	
Literature: . Földi Rita: Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt., 2004. 155 s. ISBN 963 86432 7 7 Porkolábné Balogh Katalin: Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s. Strédl Terézia: Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno : Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890 Vašek Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapientia s.r.o, 2004. 168 s. ISBN 8096911201 Zelinková Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141 www.statpedu.sk	
Language, knowledge of which is necessary to complete a course:	

Hungarian and Slovak Language

Notes:

Evaluation of subjects
Total number of evaluated students: 301

A	B	C	D	E	FX
61.13	29.9	8.64	0.33	0.0	0.0

Teacher: PaedDr. Terézia Strédl, PhD.

Date of last update: 02.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1a/CT/17	**Name:** CARDIO TRAINING

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: 1.

Level of study: I., II.

Prerequisites:

Conditions for passing the subject:
Active participation in the lesson.
a (absolvovanie) 13-11 times in the PE lesson.
n (neabsolvovanie) 10-0 times in the PE lesson.

Results of education:
Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.

Brief syllabus:

Literature:
Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8.
Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7.
Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991
Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972

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

Notes:
Active participation in the lesson.

Evaluation of subjects
Total number of evaluated students: 12

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek

Date of last update: 04.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1a/FI/17	**Name:** FITNESS
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: 1.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 163	

a	n
99.39	0.61

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1a/HI/17	**Name:** HOT IRON
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: 1.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 19	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1b/CT/17	**Name:** CARDIO TRAINING

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: 2.

Level of study: I., II.

Prerequisites:

Conditions for passing the subject:
Active participation in the lesson.
a (absolvovanie) 13-11 times in the PE lesson.
n (neabsolvovanie) 10-0 times in the PE lesson.

Results of education:
Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.

Brief syllabus:

Literature:
Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8.
Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7.
Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991
Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972

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

Notes:
Active participation in the lesson.

Evaluation of subjects
Total number of evaluated students: 17

a	n
88.24	11.76

Teacher: PaedDr. Peter Židek

Date of last update: 04.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1b/FI/17	**Name:** FITNESS
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: 2.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus: Balesetvédelmi tájékoztatás. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 135	

a	n
93.33	6.67
Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL1b/HI/17	**Name:** HOT IRON
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: 2.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 22	

a	n
95.45	4.55

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2a/CT/17	**Name:** CARDIO TRAINING
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: 3.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 4	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2a/FI/17	**Name:** FITNESS
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: 3.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus: Balesetvédelmi tájékoztatás. Az alsó végtag izomzatának fejlesztése. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 71	

a	n
100.0	0.0
Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2a/HI/17	**Name:** HOT IRON
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: 3.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 14	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2b/CF/17	**Name:** CROSS FIT
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: 4.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 2	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2b/CT/17	**Name:** CARDIO TRAINING
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: 4.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 8	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2b/FI/17	**Name:** FITNESS
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: 4.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus: Balesetvédelmi tájékoztatás. Has- és hát-izomerősítő gyakorlatok. Az alsó végtag izomzatának fejlesztése. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 69	

a	n
91.3	8.7
Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KTVŠ/ TEL2b/HI/17	**Name:** HOT IRON
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: 4.	
Level of study: I., II.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
Results of education: Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
Brief syllabus:	
Literature: Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
Language, knowledge of which is necessary to complete a course: Hungarian or Slovak language.	
Notes: Active participation in the lesson.	
Evaluation of subjects Total number of evaluated students: 13	

a	n
100.0	0.0

Teacher: PaedDr. Peter Židek	
Date of last update: 04.05.2022	
Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ TRANSdm/AJ/15	**Name:** Translation Studies
Types, range and methods of educational activities: **Form of study:** Seminar **Recommended extent of course (in hours):** **Per week:** 2 **For the study period:** 26 **Methods of study:** present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester the student has to submit two seminar papers, each scoring 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
Results of education: Having successfully accomplished this course, the student will be able to apply basic skills of translation and to apply the theoretical knowledge and competencies required for the evaluation of a translated text.	
Brief syllabus: 1. Basic concepts of literary communication 2. History of translation and translation theories 3. Linguistic and literary communication 4. Reading, writing, translation – mental processes 5. Prototext and metatext 6. Equivalence and shifting expressive features in translating 7. Comparative analysis of source text and target text 8. Theory, linguistics, stylistics and sociology in translation 9. Translating specialized texts 10. Interpreting 11. Translation criticism	
Literature: ~ Aitchison, J.: Words in the Mind. An Introduction to the Mental Lexicon. Oxford: Blackwell, 1987. ~ Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. ~ Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. ~ McCarthy, M.: Discourse Analysis for Language Teachers. Cambridge: CUP, 1991.	

Thomas, Helen – Molnár Judit: Hungarian into English and back : A book of exercises in translation and style. Budapest : International House, 1986.

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

Notes:

Evaluation of subjects
Total number of evaluated students: 174

A	B	C	D	E	FX
49.43	16.67	17.82	9.77	2.87	3.45

Teacher:

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KMF/ TYLdm/AJ/15	**Name:** Teaching Young Learners
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: 4	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: During the semester, students need to hand in a seminar work, for which they can collect 50 points, and they need to present two activities demonstrating teaching English in the lower level of primary school - one activity for teaching grammar, one for teaching vocabulary. Each presented activity is worth 25 points, i.e. 50 points altogether. In order to obtain evaluation A, it is necessary to collect at least 90 points, for B at least 80 points, for C at least 70 points, for D at least 60 points, for E at least 50 points. Students with less than 50 points will not be given any credits.	
Results of education: By completing the course, students will be able to teach English in preprimary level and in the lower level of primary school in a playful way. Students will be able to design their own activities and lesson plans for the indicated target group.	
Brief syllabus: During the course, students get acquainted with a number of techniques of teaching English to young learners. The course focuses on teaching language in a playful way, several activities for teaching vocabulary (including topics such as Colours, Family, Animals, Vehicles, etc.) and activities for teaching grammar will be presented.	
Literature: ~ Hallivell, Susan: Teaching English in the Primary Classroom. England : Longman Group Ltd., 2004. ~ Harmer, J.: How to Teach English. London: Longman, 1998. ~ Lightbown, P.M. – Spada, N.: How Languages Are Learned. Oxford: OUP, 1999. ~ Riddel, David: Teaching English as a foreign language. London : Teach yourself, 2007. ~ Scott, Walter: Teaching English to Children. England : Longman Group Ltd., 1990.	
Language, knowledge of which is necessary to complete a course: English	
Notes:	
Evaluation of subjects	

Total number of evaluated students: 198					
A	B	C	D	E	FX
66.16	21.21	6.06	4.55	1.52	0.51

Teacher: doc. PaedDr. Andrea Puskás, PhD.

Date of last update: 17.05.2022

Approved by: prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD., doc. RNDr. Róbert Gyepes, PhD.