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## INFORMATION SHEET

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

1. Introduction to the course (introduction of the writers, as well as main principles and strategies of work with literary texts) 2. William Faulkner: A Rose for Emily. Flannery O'Connor: A Good Man Is Hard to Find 3. J. D. Salinger: A Perfect Day for Bananafish. For Esmé with Love and Squalor. Mary Eleanor Wilkins Freeman: The Jester 4. Thomas Pynchon: Entropy 5. Shirley Jackson: The Lottery 6. Langston Hughes: The Negro Speaks of Rivers 7. O. Henry: The Gift of the Magi 8. Megan Abbott: Oxford Girl 9. Jack London: The Master of Mystery 10. Joyce Carol Oates: The Archivist 11. John Scalzi: The President's Brain is Missing 12. Rebecca McKanna: Interpreting American Gothic 13. Richard Matheson: I am Legend. Amy Tan: Rules of the Game					
<b>Literature:</b> Bercovitch, Sacvan. The Cambridge History of American Literature: Volume 8. Poetry and Criticism, 1940-1995. Cambridge: CUP, 2008. Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007. Lauter, Paul. The Heath Anthology of American Literature: Contemporary period 1945 to the present. Volume E. New York: Houghton Mifflin Company, 2006. Marcus, Greil, and Werner Sollors. A New Literary History of America. Cambridge: The Belknap Press of Harvard University Press, 2009.					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ APIS/22	<b>Name:</b> Academic Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 12 - 17 hours (exercises, assignments...), preparation and submission of the final written work 12 - 17 hours. The subject ends with evaluation. During the semester, students fulfill the following requirements: - active participation in seminars, preparation of written assignments at seminars and outside them (40 points) - submission of the final written work (60 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows and explains the rules of academic writing in English.</li> <li>• The student characterizes the individual phases of creating an academic speech, their functions and specifics.</li> <li>• The student recognizes different sources, knows and explains the rules of paraphrasing and citations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written expression in an academic environment in practice.</li> <li>• The student abstracts ideas from various sources and can paraphrase them.</li> <li>• The student evaluates various sources in terms of validity and reliability.</li> <li>• The student formulates his/her thoughts when writing the abstract and structure of the final thesis.</li> </ul> <b>Competencies:</b>	

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

### **Brief syllabus:**

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

List of main topics:

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

### **Literature:**

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

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

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

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

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

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

English

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 6

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

**Teacher:** Dr. habil. Gábor Vilmos Győri, PhD.

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ BS/22	<b>Name:</b> Bachelor's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	



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

#### Skills:

The student is able to:

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

<p><b>Competences:</b></p> <p>The student</p> <ul style="list-style-type: none"> <li>- is aware of the importance of respecting academic ethics and the ethical implications for his/her own student and future teaching activities,</li> <li>- acts in accordance with the rules of good conduct,</li> <li>- has mastered the basics of social appearance, and is dressed appropriately for the state examination,</li> <li>- adheres to the ethical principles of citation</li> <li>- expresses his/her beliefs and opinions in a straightforward and honest manner, while accepting that the other party has the right to form his/her own opinion,</li> <li>- bears and accepts the consequences of his/her own actions.</li> </ul>
<p><b>Brief syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Requirements for the Bachelor thesis in the SJE guidelines.</li> <li>2. A concise description of the Bachelor thesis.</li> <li>3. The importance of the Bachelor thesis</li> <li>4. Selection of the topic for the Bachelor thesis.</li> <li>5. Preparation of a selected bibliography for the thesis.</li> <li>6. Tasks and objectives of the Bachelor thesis.</li> <li>7. Choosing the appropriate citation.</li> <li>8. Content of the Bachelor thesis.</li> <li>9. Formulating a strategy for the development of each part (chapter).</li> <li>10. Working with reference books and journals.</li> <li>11. Use of the Internet and online publications.</li> <li>12. Preparing and carrying out the research, and getting ready for the defence of the Bachelor thesis.</li> </ol>
<p><b>Literature:</b></p> <p>Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS</p> <ul style="list-style-type: none"> <li>• Anderson, Jonathan – Millicent Poole: Assignment and thesis writing. Wiley, 2001.</li> <li>• 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.</li> <li>• Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006</li> <li>• Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.</li> <li>• Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.</li> <li>• Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.</li> <li>• Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.</li> <li>• Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.</li> <li>• Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.</li> </ul>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>English</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 0</p>

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAL1/22	<b>Name:</b> The History of English Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, preparation for exam 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on a selected topic: It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the relevant author, or literary work. - reading selected literary works: 1. Geoffrey Chaucer: Canterbury Tales - The Wife of Bath's Prologue and The Wife of Bath's Tale 2. Shakespeare: A Midsummer Night's Dream 3. Shakespeare: Macbeth 4. Samuel Taylor Coleridge: The Rime of the Ancient Mariner 5. Jane Austen: Pride and Prejudice 6. Charles Dickens: A Christmas Carol 7. Emily Brontë: Wuthering Heights 8. George Bernard Shaw: Pygmalion 9. Oscar Wilde: The Picture of Dorian Grey 10. Oscar Wilde: The Happy Prince and Other Stories (The Selfish Giant, The Happy Prince, The Nightingale and the Rose) Successful completion of written tests and presentations is a condition for participation in the oral exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

**Results of education:**

## Knowledge:

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

## Skills:

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

## Competencies:

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

**Brief syllabus:**

## Lectures:

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

## Seminars

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

8. Jane Austen: Pride and Prejudice 9. The Victorian Period. Charles Dickens: A Christmas Carol. Oliver Twist 10. The Brontë sisters. Emily Brontë: Wuthering Heights, Charlotte Brontë: Jane Eyre 11. George Bernard Shaw: Pygmalion 12. Oscar Wilde: The Picture of Dorian Grey 13. Oscar Wilde: The Happy Prince and Other Stories					
<b>Literature:</b> Puskás, A. 2015. History of English Literature I. A Textbook for University Students of English as a Foreign Language. Komárno: J. Selye University. Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Norton & Company, 2000. Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007. Bradley, A. C.: Shakespearean Tragedy. New York: Palgrave, 1992. Day, A.: Romanticism. New York: Routledge, 2004. Sanders, Andrew: The Short Oxford History of English Literature. New York : Oxford University Press, 2004. Thornley, G. C. – Roberts, G.: An Outline of English Literature. New York: Longman, 2003. Puskás, Andrea. Biblical Allusions in Shakespeare's King Lear: Echoing the Book of Job. Eruditio - Educatio. Vol. 10, no. 3 (2015), p. 77-83. ISSN 1336-8893.					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 8					
A	B	C	D	E	FX
25.0	12.5	12.5	12.5	37.5	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DAM1/22	<b>Name:</b> The History of American Literature I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works and chapters from literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, exam preparation 33 - 40 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - participation in lectures, active participation in seminars - participation in two mini-tests during the semester - short presentation on the selected topic: It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Washington Irving: Rip Van Winkle; The Legend of the Sleepy Hollow 2. James Fennimore Cooper: The Last of the Mohicans 3. Nathaniel Hawthorne: The Scarlet Letter 4. Edgar Allan Poe: The Black Cat, The Fall of the House of Usher, The Murders in Rue Morgue 5. Herman Melville: Billy Budd 6. Walt Whitman: Song of Myself, Pioneers! O Pioneers!, I Hear America Singing, O Captain, My Captain!, Beat! Beat! Drums! 7. Mark Twain: The Adventures of Huckleberry Finn 8. Emily Dickinson: poems 49, 67, 130, 135, 185, 216, 241 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. Henry James: The Turn of the Screw 11. William Carlos Williams: The Young Housewife, Portrait of a Lady, Queen-Anne's-Lace, The Widow's Lament in Springtime, Spring and All, To Elsie, The Red Wheelbarrow. Successful completion of the written tests and presentation is a condition for participation in the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,	

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

### **Results of education:**

#### **Knowledge:**

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

#### **Skills:**

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

#### **Competencies:**

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

### **Brief syllabus:**

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

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

### **Literature:**

Quinn, J. et. al. Lectures on American Literature / - 3. vyd. - Praha : Karolinum, 2011.  
Bercovitch, S.: The Cambridge History of American Literature: Poetry and Criticism, 1940-1995. Cambridge: Cambridge University Press, 2008.  
Lauter, P. et. al.: The Heath Anthology of American Literature. Boston: Houghton Mifflin Company, 2005.  
Baym, N.: The Norton Anthology of American Literature. New York: Norton & Company, 2003.



D. Hart, James: American Literature. New York : Oxford University Press, 1995.  
 Gilbert, S.: The Norton Anthology of Literature by Women. New York: Norton & Company, 2005.  
 Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.  
 Scofield, M. 2006. The Cambridge Introduction to the American Short Story. Cambridge University Press.  
 Crane, G. 2007. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge University Press.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

A	B	C	D	E	FX
66.67	0.0	0.0	0.0	33.33	0.0

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ DRA1/22	<b>Name:</b> Drama Techniques in Teaching Foreign Languages I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8-10 hours, preparation of the lesson plan 8-12 hours, preparation for the theoretical written test 8-12 hours. The subject ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks - successful completion of a practically oriented written test (50 points) - preparation and submission of the lesson plan (50 points): The plan should include drama techniques for teaching a selected language structure or vocabulary item for a selected target group. Appropriate use of techniques and activities, variety, materials, plan structure, correctly set goals, language level and content are evaluated. For successful completion, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student identifies, lists and characterizes drama techniques in teaching English as a foreign language.</li> <li>• The student names the basic elements and parts of the lesson plan, understands the essence of planning educational activities.</li> <li>• The student knows current didactic concepts, the methods and forms supporting the active learning of the English language, the possibilities and limits of their use, has theoretical knowledge about the educational process and in the field of innovative approaches to teaching foreign languages.</li> </ul>	

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

#### Skills:

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

#### Competencies:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

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

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

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

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 4

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ FOLI/22	<b>Name:</b> Linguistics I. - Phonetics and Listening
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 / 2 <b>For the study period:</b> 13 / 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 13 hours, seminars 13 hours and exercises 26 hours. Preparation of assignments, preparation for seminars and exercises 20 - 28 hours, preparation for quizzes and mini tests 20 - 26 hours, preparation for the exam 33 - 44 hours. The course ends with an exam. The subject is based on intensive practice of phonetic structures and listening, so students are given space to improve with a lot of exercises and assignments. During the semester, they fulfil the following requirements: - mandatory attendance at lectures, seminars and exercises and active participation - working on assignments, exercises and tasks at home and at seminars - participation in quizzes and mini-tests The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains and describes the basic concepts of phonetics and phonology.</li> <li>• The student has acquired knowledge about the English language and its laws, about the way and conditions of its functioning in the context of phonetics and phonology.</li> <li>• The student describes the production of sounds, the system of vowels and consonants, phonotactics and suprasegmental phenomena in the English language.</li> <li>• The student knows the basics of transcription.</li> <li>• The student recognizes a wide range of accents and dialects, distinguishes colloquial and regional expressions</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyzes speech in the context of segmental and suprasegmental phenomena of phonetics and phonology.</li> </ul>	

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

Competencies:

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

### **Brief syllabus:**

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

Phonetics and phonology

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

Listening

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

### **Literature:**

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/GRP/22	<b>Name:</b> Grammar Practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19-25 hours (assignments, exercises), and preparation for written tests 30-39 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - participation and completion of a practically oriented written test on grammar 1 (50 points) - participation and completion of a practically oriented written test in grammar 2 (50 points) The percentage equivalent to the number of points obtained is calculated from the sum of points for the two tests. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student explains the rules of grammatical phenomena in the English language.</li> <li>• The student lists and characterizes verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses verb tenses, the passive voice, conditional sentences, indirect speech and other grammatical structures in the English language in practice.</li> <li>• The student evaluates and analyses grammatical structures, plans and creates an output in written and spoken communication.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>• The student has grammatical competence at language level C1 (SERR).</li> </ul>	



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

### **Brief syllabus:**

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

Main thematic areas:

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

### **Literature:**

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

Celce-Murcia, M., & Hilles, S. (1988). Techniques and resources in teaching grammar. Oxford: Oxford University Press. 189 s. ISBN 0 19 434191 7.

Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. Essex: Longman. 490 s. - ISBN 9780582059712.

Murphy, R. (2003). Basic grammar in use with answers: Self-study reference and practice for students of English. Cambridge: Cambridge University Press. 302 s. - ISBN 0521626005.

Swan, M., & Walter, C. (2003). How English works: Longman. 360 s. - ISBN 0194314561.

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

English

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 6

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS1/22	<b>Name:</b> Language Practice I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- active participation in seminars and practical lessons</li> <li>- preparation of predetermined assignments</li> <li>- participation in quizzes and mini-tests</li> <li>- presentation on a predetermined topic</li> </ul> After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to explain the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses grammatical structures, lexical repertoire, pronunciation and orthography excellently at a practical level when using the English language.</li> <li>• The student evaluates and reacts to oral and written speech.</li> </ul> <b>Competences:</b>	

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

### **Brief syllabus:**

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

List of Topics:

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

### **Literature:**

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

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

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

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

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

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

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

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

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

Wallwork, A. 2003. Discussions A-Z Advanced. Cambridge University Press, 2012. 113 s. ISBN 0521559790.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 44

A	B	C	D	E	FX
13.64	25.0	25.0	9.09	4.55	22.73

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ JAS2/22	<b>Name:</b> Language Practice II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, seminars represent 26 hours and practical lessons 13 hours, preparation for seminars and practical lessons, preparation of tasks and assignments 34-45 hours (videos, texts, podcasts, exercises, assignments...), preparation for quizzes and mini-tests 26-30 hours, exam preparation 26 - 36 hours. The course ends with an exam. During the semester, students fulfil the following requirements: - active participation in seminars and practical lessons - preparation of predetermined assignments - participation in quizzes and mini-tests - presentation on a predetermined topic After meeting the criteria, students take a written exam that integrates communication skills and language systems. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the rules of the most important grammatical phenomena in English.</li> <li>• The student is able to name and characterize verb tenses, regularities of the passive voice, nouns and adjectives and other basic grammatical structures in the English language.</li> <li>• The student masters a wide lexical repertoire with a number of idiomatic expressions and colloquialisms, intonation and accent in pronunciation in various situations, and accurate spelling with excellent paragraph layout and correct punctuation.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student is able to present their own opinions in oral and written form, uses a wide range of discourse functions and tools for smooth, continuous and undisturbed communication.</li> <li>• The student can use grammatical structures, lexical repertoire, pronunciation and orthography in various cultural and social contexts in oral and written communication.</li> <li>• The student is able to argue, evaluate and respond to oral and written expression.</li> </ul>	

**Competences:**

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

**Brief syllabus:**

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

**List of Topics:**

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

**Literature:**

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

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 37					
A	B	C	D	E	FX
35.14	24.32	13.51	8.11	2.7	16.22
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON1/22	<b>Name:</b> Speaking I.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of a presentation 9 - 13 hours, preparation of a group project 10 - 13 hours, preparation for partial oral exams 11 - 15 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - preparation and presentation of a group project (20 points) - participation in two small partial oral exams (1 description - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student understands the principles of using the lexical repertoire, grammatical phenomena and pronunciation necessary for oral communication in English at a high language level.</li> <li>• The student understands the aspects and principles of speech production in English from the point of view of linguistic rules, describes and enumerates them</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student uses the English language in oral communication with a wide range of vocabulary, high grammatical accuracy and correct pronunciation.</li> <li>• The student conducts a monologue and presents the context with overall linguistic accuracy and fluency.</li> <li>• The student engages in oral communication by participating in debates and discussions at a high linguistic level.</li> </ul>	



<b>Competencies:</b> <ul style="list-style-type: none"> <li>• The student uses and applies linguistic knowledge and skills associated with the creation of speech at the level of everyday communication in the English language.</li> <li>• The student has knowledge of the English language at the application-communication level in oral communication and has speech (vocabulary, grammatical accuracy and fluency, pronunciation) at language level C1.</li> </ul>					
<b>Brief syllabus:</b> <ol style="list-style-type: none"> <li>1. Learning languages.</li> <li>2. Communication and the media.</li> <li>3. Education and the school system.</li> <li>4. Health and diseases. The healthcare system.</li> <li>5. Crime and punishment.</li> <li>6. Fashion and clothing. Fashion trends.</li> <li>7. People and relationships.</li> <li>8. Personal matters. Feelings, opinions, duties, character traits.</li> <li>9. Travel and vacation.</li> <li>10. Entertainment and art.</li> <li>11. What if? Hypothetical and imaginary situations.</li> <li>12. Plans for the future. Predictions.</li> <li>13. Gossip</li> </ol>					
<b>Literature:</b> Klippel, Friederike. Keep Talking: Communicative Fluency Activities for Language Teaching. Cambridge: CUP, 2006. Maley, Alan, and Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: CUP, 2005. Hadfield, Jill. Advanced Communication Games. Longman, 2003. Hadfield, Jill. Intermediate Communication Games. Longman, 2003.					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 35					
A	B	C	D	E	FX
42.86	14.29	11.43	11.43	8.57	11.43
<b>Teacher:</b> Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Gábor Vilmos Győri, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON2/22	<b>Name:</b> Speaking II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 10 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 interview - 20 points, 1 simulation - 20 points, 1 discussion - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows the aspects and principles of speech production in the English language, names and describes them.</li> <li>• The student knows different styles of language and speech expressions, distinguishes between formal and informal speech, can characterize and describe them.</li> <li>• The student knows a wide range of sociolinguistic and discourse rules for using the English language in different contexts.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student presents his own opinions in oral form at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency.</li> </ul>	

- The student participates in discussions and debates and responds spontaneously at a high linguistic and sociolinguistic level.
  - The student uses the English language in various social and cultural contexts, adapting the language to ever-changing conditions.
- Competencies:
- The student integrates and applies linguistic and sociolinguistic practices, skills and strategies in everyday communication in English at a high level.
  - The student has communication skills and linguistic and sociolinguistic competences in oral communication at language level C1.

#### **Brief syllabus:**

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

#### **Literature:**

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

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

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

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

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

English

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 7

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ KON3/22	<b>Name:</b> Speaking III.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 19 - 23 hours (videos, texts, podcasts, assignments...), preparation of individual presentations 9 - 13 hours, preparation for partial oral exams 21 - 28 hours. The course ends with evaluation. During the semester, students must fulfil the following requirements: - active participation in seminars (20 points) - presentation on a predetermined topic (20 points) - participation in three small partial oral exams (1 discussion - 20 points, 1 speech/review - 20 points, 1 role play - 20 points) The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows a wide range of vocabulary related to the main topics of the course.</li> <li>• The student knows a wide range of language functions and discourse functions, names and describes them.</li> <li>• The student knows and characterizes all aspects and principles of speech production in the English language.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies the speaking skill in all types of speech with ease at a high level.</li> <li>• The student argues, evaluates and responds to oral speech with high linguistic accuracy and fluency without any effort.</li> <li>• The student initiates or participates in any communication and responds spontaneously with clear, fluent, comprehensible and well-structured speech.</li> </ul> <b>Competencies:</b>	

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

**Brief syllabus:**

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

**Literature:**

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/LT19/22	<b>Name:</b> Reading 19th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Mary Shelley: The Mortal Immortal 2. Edgar Allan Poe: The Hop Frog 3. Charles Dickens: The Poor Relation's Story 4. H. G. Wells: The Stolen Bacillus 5. Mark Twain: The Stolen White Elephant 6. Sir Arthur Conan Doyle: A Case of Identity 7. Oscar Wilde: The Nightingale and the Rose 8. Oscar Wilde: The Selfish Giant 9. Charlotte Perkins Gilman: The Yellow Wallpaper 10. George Bernard Shaw: The Miraculous Revenge 11. Elizabeth Gaskell: Christmas Storms and Sunshine The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: • The student explains and describes the characteristic features of literary genres.	

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

#### Skills:

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

#### Competencies:

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

#### **Brief syllabus:**

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

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

#### **Literature:**

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

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

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

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

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

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

English

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ LT20/22	<b>Name:</b> Reading 20th Century Literary Texts
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 75-90 hours Out of this, seminars represent 26 hours, preparation for seminars (reading literary works or chapters, working out tasks and assignments) 25-30 hours, preparation for written tests 18-24 hours, presentation preparation 6-10 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - attendance and active participation in seminars - participation in two written tests based on selected literary works during the semester (80 points) - short presentation on a selected topic (20 points): It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. - reading selected literary works: 1. Virginia Woolf: Kew Gardens 2. Charlotte Perkins Gilman: The Yellow Wallpaper 3. Ernest Hemingway: The Snows of Kilimanjaro 4. Vladimir Nabokov: Signs and Symbols 5. Ray Bradbury: The Veldt 6. Joyce Carol Oates: Where Are You Going, Where Have You Been? 7. Ursula K. LeGuin: The Ones Who Walk Away from Omelas 8. Kazuo Ishiguro: A Family Supper 9. Agatha Christie: Sing a Song of Sixpence 10. Angela Carter: The Werewolf 11. Robert Abernathy: Peril of the Blue World 12. Margaret Atwood: Stone Mattress The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	

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

**Results of education:****Knowledge:**

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

**Skills:**

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

**Competencies:**

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

**Brief syllabus:**

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

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

**Literature:**

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

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

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

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

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
0.0	25.0	25.0	25.0	25.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

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

- The student formulates, presents and critically revises his own opinions in English in the context of 21st century literature.
- Competencies:
- The student masters and utilizes the historical, cultural and social peculiarities of the literary works of the 21st century of Anglophone countries on a practical level while further developing his/her knowledge and skills.

#### **Brief syllabus:**

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

#### **Literature:**

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

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

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

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

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

English

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 2

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

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

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

#### Competencies:

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

#### **Brief syllabus:**

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

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

#### **Literature:**

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

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

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

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

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

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 6

A	B	C	D	E	FX
33.33	0.0	0.0	50.0	16.67	0.0

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MET2/22	<b>Name:</b> Methodology II.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 / 1 <b>For the study period:</b> 13 / 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, lectures represent 13 hours, seminars 26 hours and exercises 13 hours. exam preparation 1-6 hours, portfolio preparation and microteaching 2 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance at lectures, seminars, practical lessons and active participation - compiling a portfolio: 10 activities (grammar - simple present tense, simple continuous tense, can/can't, have got/has got, simple past tense; vocabulary - school subjects, clothes, vehicles - transport, pets, classroom objects). Activities include descriptions, resources, materials, flashcards, worksheets, and others. - micro-teaching: Students teach 5 activities based on grammar structures or vocabulary items. The activities are coherent, connected to each other and are developed on the same topic/grammatical structure. Before the micro-teaching, the student submits the list of activities in printed or electronic form together with all aids, worksheets, flashcards and others. After meeting the criteria, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson.</li> <li>• The student understands the essence of planning and projecting educational activities and is has theoretical knowledge about the educational process.</li> <li>• The student knows current didactic concepts.</li> <li>• The student identifies and characterizes teaching methods and the forms of learning English language, the possibilities and limits of their use.</li> <li>• The student names and characterizes the principles of choosing suitable teaching materials, textbooks and teaching aids.</li> </ul> <b>Skills:</b>	

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

#### Competencies:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 4

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

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Klaudia Pauliková, PhD.

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ MOLE/22	<b>Name:</b> Linguistics II. - Morphology and Lexicology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 125 - 150 hours Out of this, lectures represent 26 hours and seminars 26 hours, preparation for seminars (exercises, assignments) 20-26 hours, preparation of a short presentation 8-12 hours, preparation for quizzes and mini-tests 15-20 hours, preparation for the exam 30-40 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - mandatory attendance at lectures - active participation in seminars, completion of assignments - preparing and presenting a short presentation related to the topic of the subject - participation in quizzes and mini-tests After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student defines and characterizes areas, different branches and the basic terminology of morphology and lexicology.</li> <li>• The student differentiates the internal organization of English words, sorts the parts of speech, determines the grammatical categories of words and describes word formation.</li> <li>• The student identifies features of English vocabulary in terms of origin, semantics, structure and stylistic classification.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses and discusses the relationships between words in a sentence, correctly forms sentence constructions.</li> <li>• The student demonstrates knowledge of theoretical principles using practical examples, estimates and evaluates the meanings of unknown words in the English language.</li> <li>• The student analyses words from a lexicological point of view and performs a morphological analysis of words.</li> <li>• The student forms correct language structures.</li> </ul>	

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

<p>Taylor&amp;Francis Group, 2003.</p> <ul style="list-style-type: none"> <li>• Jackson, Howard – Etienne Zé Amvela: Words, Meaning and Vocabulary : An Introduction to modern English lexicology. London: Continuum, 2012.</li> <li>• Landau, Sidney I.: Dictionaries: The Art and Craft of Lexicography. Cambridge : University Press, 2004.</li> <li>• Lieber, Rochelle: Introducing Morphology. Cambridge: Cambridge University Press, 2012.</li> <li>• T. Litovkina, Anna (2016). "Do You Serve Lawyers and Politicians Here?": Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komárnó: J. Selye University Faculty of Education.</li> <li>• T. Litovkina, Anna. Incorporating of Anglo-american proverbs and Anti-.proverbs into the Language Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2017: "Hodnota, kvalita a konkurencieschopnosť - výzvy 21. storočia" - Sekcie humanitných vied. Komárnó: Univerzita J. Selyeho, 2017, CD-ROM, s. 257-273.</li> <li>• T. Litovkina, Anna: Women through Anti-Proverbs. London: Palgrave Macmillan, 2018.</li> <li>• T. Litovkina, Anna: The Creative Use of Proverbs in Story-Writing in Teaching English as Foreign Language. In: 11. International Conference of J. Selye University: Section on Language - Culture - Intercultural Relationships: Section on Language - Culture - Intercultural Relationships. Bukor József, Simon Szabolcs. Komárnó: Univerzita J. Selyeho, 2019, online, 133-148.</li> <li>• T. Litovkina, A., &amp; Mieder, W. Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém, 2006.</li> <li>• Svensén, Bo: A Handbook of Lexicography: The Theory and Practice of Dictionary-Making. New York: Cambridge University Press, 2009.</li> </ul>					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 5					
A	B	C	D	E	FX
0.0	20.0	60.0	20.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ OB/22	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome. The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis. The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided. The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis. The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis. The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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



<p>4. The conclusions and proposals drawn by the student.</p> <p>A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.</p> <p>The final thesis is available to the committee before and during thesis defence.</p>																	
<p><b>Literature:</b></p> <p>KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.</p> <p>Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p> <p>Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006</p> <p>Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.</p> <p>Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.</p> <p>Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.</p> <p>Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.</p> <p>Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.</p> <p>Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.</p>																	
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>English</p>																	
<p><b>Notes:</b></p>																	
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX												
0.0	0.0	0.0	0.0	0.0	0.0												
<p><b>Teacher:</b></p>																	
<p><b>Date of last update:</b> 12.07.2022</p>																	
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.</p>																	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ONL/22	<b>Name:</b> Teaching English in an Online Environment
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of tasks and assignments 8 - 13 hours, preparation for the written test 16 - 21 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of assignments and completion of tasks (30 points) - successful completion of a practically oriented written test (70 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student characterizes the basic elements of the teaching process and the lesson in an online environment.</li> <li>• The student has basic knowledge of the essence of planning and projecting educational activities in an online environment.</li> <li>• The student identifies and characterizes online platforms and web applications suitable for teaching foreign languages.</li> <li>• The student will describe the teaching methods and forms supporting active online learning of the English language, the possibilities and limits of their use.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies online forms and techniques of presenting language content and techniques for developing language skills in practice.</li> <li>• The student integrates knowledge about teaching in an online environment into lesson plans for English language classes.</li> </ul>	

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

Competencies:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ PIS/22	<b>Name:</b> Writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 50 - 60 hours Out of this, seminars represent 26 hours, preparation for seminars, preparation of written tasks and speeches 12 - 17 hours, preparation for the theoretical written test 12 - 17 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars, preparation of written assignments, writing various texts or speeches at seminars and outside them (50 points) - successful completion of the theoretical written test (50 points) For a successful assessment, students must obtain at least 50% of the individual assessment dimensions. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% A minimum of 90 points is required for assessment A, 80 points for assessment B, 70 points for assessment C, 60 points for assessment D and 50 points for assessment E. No credit will be awarded to a student who scores less than 50 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basic principles of writing in the English language.</li> <li>• The student differentiates various styles and genres of writing and classifies different types of sources.</li> <li>• The student characterizes the individual phases of creating a written text and their specifics.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge about the characteristic features of written communication in practice.</li> <li>• The student presents his/her own opinions in a written form flexibly and effectively, taking into account the audience for which the text is intended.</li> <li>• The student creates a written text at a high language level with high grammatical, stylistic, syntactic and formal accuracy.</li> </ul>	

- The student constructs a well-structured, coherent and comprehensible written text in various genres in the form of formal or informal letters, biographies, reports, essays and others.
- Competencies:
- The student has mastered the procedures, skills and strategies of writing in the English language and knows how to use them practically in ordinary written communication.

#### **Brief syllabus:**

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

#### **Literature:**

Anderson Jonathan, and Millicent Poole. Assignment and Thesis Writing. Wiley, 2001.  
 Csölle, Anita, and Kormos Judit. A Brief Guide to Academic Writing. Budapest: Műszaki Könyvkiadó, 2002.  
 O'Connell, Sue. Focus on Proficiency. London: Longman, 2001.  
 Osmond, Alex. Academic Writing and Grammar for Students. London: SAGE Publications, 2013.  
 Thomson, A.J. – Martinet, A.V.: A Practical English Grammar. Oxford: OUP, 2003.  
 Swan, Michael. Practical English Usage. Oxford: OUP, 2002.  
 Zemach, Dororthy E., and Rumisek, Lisa. Academic Writing from paragraph to essay. London: Macmillan, 2005.

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

English

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 9

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDUS/22	<b>Name:</b> The Culture and History of the USA
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Detailed presentation of a historical period: the California Gold Rush, Indian Wars, slavery, Indian reservations, Ku Klux Klan, 1920s America: the Prohibition era and Al Capone, the Jazz Age (music, fashion); 9/11 2. Geography: attractions (Hollywood, Las Vegas, national parks, e.g. Yellowstone); flora and fauna; capitals or other famous cities 3. Natural disasters (hurricanes, tornadoes, floods) 4. Native Americans: Eskimos / Indians (culture, beliefs, rituals, mythology, clothing, smoke signals, dance, food, symbols, art, names, women...), Pocahontas (life, adaptations) 5. American culture and holidays; USA in the news. 6. Multiculturalism, religion (ethnic groups, migration) 7. Education (e.g. famous universities) 8. Health care 9. Politicians: famous US presidents / famous US presidents' wives 10. Science and technology 11. Transport 12. Everyday life (family, housing, employment and pay) 13. Festivals, holidays (Woodstock Festival - Hippie Movement) 14. Music and dance: e.g. bands and artists of the 60s (Led Zeppelin, Jimi Hendrix, The Who, Aretha Franklin) Art (visual arts, fine arts, sculpture, etc.)	

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

The grading scale is as follows:

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

### **Brief syllabus:**

The course covers the following topics:

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



10. Presidents of the United States 11. Elections of government and presidents 12 The US flag and anthem 13. Multiculturalism in the USA (emigration)					
<b>Literature:</b> Lengyel-Marosi, Renáta. 2022. The Culture and History of the United States. A Workbook for university students of English language and literature. J. Selye University, Komárno. Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005. Campbell, N. Kean, A. American Cultural Studies: An Introduction to American Culture. Abingdon: Routledge, 2012. Farmer, Alan, and Vivienne Sanders. An Introduction to American History: 1860- 1990. Boston: Hodder Murray, 2007. Fiedler, Eckhard (et.al.): America in Close-Up. London: Longman, 2000. Guyatt, N. Another American Century: The United States and the World Since 9/11. New York: Zed Books, 2003. O'Callaghan. Bryn. An Illustrated History of the USA. Essex, England: Longman, 2004.					
<b>Language, knowledge of which is necessary to complete a course:</b> English					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 31					
A	B	C	D	E	FX
25.81	38.71	16.13	6.45	0.0	12.9
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Mgr. Klaudia Pauliková, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ RDVB/22	<b>Name:</b> The Culture and History of Great Britain
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: 75 - 90 hours Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours. The course ends with evaluation. During the semester, students fulfil the following requirements: - active participation in seminars - presentation on a predetermined topic (20 points): The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20. Presentation topics: 1. Historical figures (Robin Hood, Joan of Arc, Henry VIII and his wives, Oliver Cromwell, Queen Victoria, etc.) 2. National symbols of the United Kingdom 3. Capitals or other well-known cities 4. Multiculturalism, religion (ethnic groups, migration, terrorism, etc.) 5. Traditions, superstitions (King Arthur, Loch Ness monster, Stonehenge, etc.) 6. Education (e.g. famous universities) 7. Health 8. Monarchy (royalty, British Empire, etc.) 9. Economics 10. Energy and environment (e.g. national parks) 11. Science and technology 12. Transport 13. Everyday life (family, housing, employment and pay) 14. Festivals, holidays 15. Music and dance 16. Arts (visual arts, fine arts, sculpture, etc.) 17. Contemporary cinema/theatre 18. British celebrities (musician, actor/actress etc.) 19. Fashion,	

- 20. British cuisine,
- 21. Media (television or radio programmes, newspapers)
- 22. Sport
- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

### **Brief syllabus:**

The subject covers the following thematic areas:

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

### **Literature:**

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 25

A	B	C	D	E	FX
12.0	32.0	12.0	8.0	8.0	28.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD.

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/SS/22	<b>Name:</b> State Exam
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit. The results of the state examination and the thesis defence are publicly announced by the chair of the board.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> </ul>	

- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,
- the student is able to answer the questions of the committee at the expected level.

**Brief syllabus:**

- I. The methodology of teaching English as a foreign language, drama techniques in teaching foreign languages
- II. Linguistics: phonetics, morphology, lexicology, syntax
- III. English and American literature until the end of the nineteenth century

**Literature:**

Recommended literature indicated in the information sheets of the study programme

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ SYNT/22	<b>Name:</b> Linguistics III. - Syntax
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student knows the basics of English syntax on a theoretical and practical level.</li> <li>• The student recognizes types of sentences, clauses, characterizes and describes them.</li> <li>• The student differentiates between individual types of phrases, clauses, types of simple sentences, composition, constructions of sentences as well as grammatical and semantic overall formations.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student applies theoretical knowledge in specific analysis of sentences.</li> <li>• The student discusses, analyses and interprets the relationships between words in a sentence, performs a syntactic analysis of sentences.</li> <li>• The student forms correct sentence constructions with the correct word order into a coherent and comprehensible written or oral expression of the English language system.</li> </ul> <b>Competencies:</b>	

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

### **Brief syllabus:**

Main topics:

Lectures

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

Seminars

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

### **Literature:**

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



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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 5

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

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

**Date of last update:** 12.07.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIN/22	<b>Name:</b> Introduction to Linguistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned texts, working out tasks and assignments) 25 - 35 hours, preparation for mini tests 10 - 14 hours, preparation for the exam 26 - 32 hours. The course ends with an exam. During the semester, students fulfill the following requirements: - active participation in seminars, performance of tasks - preparation of predetermined assignments - participation in the mini-test during the semester After meeting the requirements, students take a written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student has knowledge of the English language and its laws, the way and conditions of its functioning in all language levels and relations with other languages.</li> <li>• The student defines and characterizes various branches of linguistics, names and explains basic concepts (e.g. such as theoretical linguistics, applied linguistics, phonetics and phonology, morphology and syntax, semantics and pragmatics, psycholinguistics, neurolinguistics, sociolinguistics, phraseology, corpus linguistics, lexicology, phraseology and other).</li> <li>• The student recognizes types of sentences, clauses, understands the relationship between words in a sentence, and knows the correct word order.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student analyses the relationships between words in a sentence, creates correct sentence structures with the correct word order, and draws tree diagrams of words, phrases and sentences.</li> <li>• The student performs phonological, morphological and semantic analysis of words.</li> <li>• The student applies the acquired knowledge to the English language system, which is necessary for the analysis of individual language levels in other linguistically focused subjects.</li> </ul> <b>Competencies:</b>	

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

### **Brief syllabus:**

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

#### **Lectures:**

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

#### **Seminars:**

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

### **Literature:**

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

English

### **Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 36					
A	B	C	D	E	FX
11.11	5.56	25.0	19.44	36.11	2.78
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD.					
<b>Date of last update:</b> 12.07.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KAJ/AJdb/ ULIT/22	<b>Name:</b> Introduction to Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student load: 100 - 120 hours Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned literary works, working out tasks and assignments) 33 - 41 hours, preparation for quizzes and mini-tests 6 - 10 hours, preparation for the exam 22 - 30 hours. The course ends with a written exam. During the semester, students fulfil the following requirements: - mandatory attendance at lectures - active participation in seminars (analysis of works and worksheets connected with them, discussions) - participation in mini-tests and quizzes during the semester - weekly preparation in the form of reading the following short literary works: 1. Roald Dahl: The Hitchhiker 2. Edgar Allan Poe: The Tell-Tale Heart 3. Charles Dickens: The Signal-Man 4. Ernest Hemingway: The Old Man at the Bridge. 5. Mark Twain: Extracts From Adam's Diary 6. James Joyce: Araby 7. George Bernard Shaw: How He Lied to Her Husband 8. Robert Frost: The Road Not Taken 9. Ted Hughes: The Shot 10. Ray Bradbury: A Sound of Thunder 11. Neil Gaiman: The Graveyard Book After fulfilling the above requirements, students take the written exam. The grading scale is as follows: A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, D - 69% - 60%, E - 59% - 50%, FX - 49% - 0%	
<b>Results of education:</b> Knowledge: • The student knows the characteristic features of individual literary genres (lyrics, epics and dramas).	

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

**Skills:**

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

**Competencies:**

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

**Brief syllabus:**

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

**Lectures:**

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

**Seminars:**

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

**Literature:**

Puskás, Andrea. 2019. An Introduction to Literature. Žihárec: Bymoon.

Meyer, Michael. 2008. The Bedford Introduction to Literature: Reading, Thinking, Writing. 9. vyd. Boston: Bedford.

Duff, Alan – Maley, Alan. 2007. Literature. New York: Oxford University Press.

Head, Dominic. 2006. The Cambridge Guide to Literature in English : The definitive guide: completely revised and updated. 3. vyd. Cambridge: Cambridge University Press.

Wellek, René – Warren, Austin. 2000. Theory of Literature. Harper Paperbacks.

Berensmeyer, Ingo. 2009. Literary Theory: An Introduction to Approaches, Methods and Terms. Stuttgart: Klett.

Collier, Peter. 2007. Literary Theory Today. Cambridge: Polity Press.

Cuddon, J. A. 1998. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.

Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.

Puskás, Andrea. 2014. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta.

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

English

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

Total number of evaluated students: 32

A	B	C	D	E	FX
3.13	15.63	9.38	37.5	18.75	15.63

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.**Date of last update:** 12.07.2022**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ AV/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience. The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-91%, B - 90-81%, C - 80-71%, D - 70-61%, E - 60-50%. A student who fails to achieve 50% receives no credit. The results of the state examination and the thesis defence are publicly announced by the chair of the board.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> </ul>	



<ul style="list-style-type: none"> <li>- the student is able to use his/her knowledge in a creative way while solving problems, as well as to analyse the problem and organise new solutions,</li> <li>- the student is able to answer the questions of the committee at the expected level.</li> </ul>					
<b>Brief syllabus:</b>					
<b>Literature:</b>					
<b>Language, knowledge of which is necessary to complete a course:</b> Literature indicated in the information sheets of the study programme					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BFI/22	<b>Name:</b> Introduction to the study of sources
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The results of the study are evaluated according to the following criteria: regular attendance at lectures and seminars, or at archival exercises. Successful completion of a written test with a total score of 100, and successful completion of an oral examination. For credit to be awarded, a group seminar paper based on archival material or digital archival databases must be completed. Successful presentation of the results of the group seminar paper. A score of at least 50 points is required in the written tests. Grading scale A 90-100, B 80-89, C 70-79, D 60-69, E 50-59. The share of each condition in the students' grade is as follows: participation in seminars - 10%, seminar assignments 20%, continuous written tests - 30%, oral examination - 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will acquire the basic concepts of archival science and archival research</li> <li>- The listener will acquire the basic knowledge about the procedures of work in archives: about the inventory of fonds, archival aids (catalogue, register, inventory, guide) as well as about filling out an application for archival work, ordering archival material.</li> <li>- The listener is aware of the importance and necessity of archival research in the work of a historian.</li> <li>- The listener will have basic knowledge of the records of the inventory units of the fund about the structure of the archival inventory (introduction, inventory, registers and other scientific and informational apparatus)</li> <li>- The listener will get basic information about the functions and activities of archival departments</li> <li>- The listener will know the basic procedures in the processing of archival material.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will acquire skills in the use of archival material during the seminar work</li> <li>- The student will be aware of the need for preparation and orientation in the list of fonds, and archival aids prior to archival work.</li> <li>- The student will acquire basic skills in working with archival holdings, inventories, and guides.</li> <li>- The student will gain practice in studying archival material, locating the most important files, and ordering digital or xerox copies.</li> <li>- The listener will be able to navigate archival work, the digitized portions of a given fonds, and gain basic skills in handling archival material.</li> </ul>	

- The listener will be able to independently collect archival information for his/her term papers, undergraduate, graduate, and other student work, as well as for use in teaching history.
- The student will be able to work independently with archival sources from the 19th and 20th centuries.

#### Competences:

- The student should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, professional and institutional responsibilities must also be a guiding principle, even in the strict conditions of archival spaces, including the study room.
- The student should have the ambition to acquire new and original information, archival sources and evidence for his/her work in order to be able to create original and new values on the basis of rational and scientifically based knowledge.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

#### **Brief syllabus:**

1. Basic concepts of archiving
2. Archival system in Slovakia and Hungary
3. Archival collections of the Komárno Department of the State Archives in Nitra
4. Study of archival aids, inventories
5. Archival stay Part 1. Introductory lecture: practical information on archival research and ordering materials
6. Archival stay Part 2. Introductory lecture on contemporary auxiliary books. Study of archival material
7. Archival Stay Part 3. Introductory lecture on digitizing archival material. Study of archival material
8. Archival stay part 4. Studying archival material
9. Processing of Komárno's digitized archival collection on the topic of the Spanish Influenza in Komárno in the winter of 1918-1919
10. Work with archival databases of the Hungarian National Archives
11. Presentation and evaluation of group seminar papers
12. Presentation and evaluation of group seminar papers
13. Presentation and evaluation of group seminar papers

#### **Literature:**

- Eszenyi Miklós: A történettudományi szakirodalmi kutatás módszerei. Kalauz főiskolai és egyetemi hallgatók számára. Rónai Művelődési Központ, Miskolc, 2000. <http://mek.oszk.hu/04800/04838/04838.pdf>
- Nagy Imre Gábor: Levéltári ismeretek. In. Nagy Imre Gábor: Forrásismereti előadások.s. 1-25. [http://www.niton.sk/documents/73-275-6831-nagy\\_imre\\_gabor\\_forrasismereti\\_eloadasok.doc](http://www.niton.sk/documents/73-275-6831-nagy_imre_gabor_forrasismereti_eloadasok.doc).
- Novák Veronika: A szlovákiai levéltárak magyar provenienciájú fondjai és állagai 1918-ig Budapest, 2004. 525 s. [https://library.hungaricana.hu/hu/view/BFLV\\_Fa\\_02\\_Novak\\_2004/?pg=0&layout=s](https://library.hungaricana.hu/hu/view/BFLV_Fa_02_Novak_2004/?pg=0&layout=s)
- Rákoš, Elemér: Teória archívnych dokumentov.Slovenská archivistika, 35, 2000, 1, s. 3-17.
- Rákoš, Elemér: Spisy v archívoch.Slovenská archivistika, 33, 1998, 1, s. 12-21.

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

Hungarian

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. László Szarka, CSc.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BSZ/22	<b>Name:</b> Seminar on Bachelor dissertation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Submission of a selected bibliography related to the topic of the Bachelor thesis and drafting of a part of the Bachelor thesis (10-12 pages). Attendance at the seminar is compulsory. The student prepares part of the Bachelor thesis and submits the bibliography. The student must hand in a ready part of the thesis to the tutor by the deadline. If the student does not hand in the ready part of the thesis within 7 days after the deadline, he/she will not receive the credits for the course. The length of the ready part of the thesis to be handed in is determined by the tutor, the formal requirements are specified in the Rector's Directive 2/2021. The work must comply with the technical rules and ethics of citation. Criteria for the evaluation of the work: – the student's analytical-synthetic thought process, – expression of personal opinion supported by theoretical knowledge, – the definition of the problem and the aim of the work, the way in which it has been developed, – the structure of the work - logical structure and proportional length of each part, – work with literature and sources of information (how they are selected and used), – compliance with the basic formal requirements of the essay, compliance with citation requirements, – aesthetic and linguistic quality of the essay. Percentages for each task: Work done in seminars: 20 %. Seminar paper: 80 %. The student must complete at least 50 % of all assignments.	
<b>Results of education:</b> Knowledge: The student is able to: - list and explain the general requirements for the preparation of the Bachelor thesis, describe and characterize the content structure of the Bachelor thesis and its parts (introduction, main body, appendices),	

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2
- Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS
- A történész mestersége : Történetelméleti írások / Marc Bloch ; Eszter Babarczy, Domokos Kosáry, Pál Pataki. - Budapest : Osiris Kiadó, 1996. - 229. - ISBN 9633791030.
- Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairoosz, 1987. - 256 s. – ISBN 963 9137 53 7.
- Ako písať záverečné a kvalifikačné práce : Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty / Dušan Katuščák. - 5. vyd. - Nitra : Enigma, 2007. - 164 s. – ISBN 978-80-89132-45-4.

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

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. László Szarka, CSc., Dr. habil. Mgr. Barnabás Vajda, PhD.

<b>Date of last update:</b> 21.06.2022
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BTT/22	<b>Name:</b> An introduction to the historical science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of written tests and oral examinations. Passing the test requires obtaining at least 50 % of the maximum possible the maximum possible mark. Grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D - 60-69 %, E- 50-59 %. The proportion of each condition in the students' assessment is as follows: attendance at seminars- 10%, seminar assignments- 20%, continuous written tests- 30%, oral exam- 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will acquire the basic concepts of the scientific discipline of history or historiography.</li> <li>- The listener will acquire basic knowledge of the methodological procedures of the historian's work</li> <li>- The listener will be aware of the basic peculiarities of historical research in comparison with other social science disciplines.</li> <li>- The listener will have basic knowledge of written, factual and oral historical sources and their importance in educational processes</li> <li>- The listener will acquire basic information about professional workplaces and archives in Slovakia and Hungary, as well as about methodological peculiarities of local, family and national history.</li> <li>- The listener will be familiar with the most important Hungarian and Slovak digital historical databases.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- During the course of the seminar work, the student will acquire skills in the use of the library, in the use of catalogues, reference books, as well as historical reference books (the most important Hungarian and Slovak syntheses, general and specialized lexicons, chronologies, and bibliographies).</li> <li>- The student will gain practice in Hungarian and Slovak Internet databases on History.</li> </ul>	

- The student will be able to navigate bibliographic work in search of specialized literature and published sources and will acquire basic skills in handling the source base of local, family, and national history.
- The student will be able to independently collect professional information (library, internet, etc.)
- The student will be able to independently prepare the text of his/her own seminar papers and presentations. The learner will be able to use basic forms of note-taking and reference lists.
- The student will be able to work independently with published historical sources.
- The listener will be able to prepare an oral history interview of local and family history.

#### Competencies:

- The listener should be an autonomous and responsible person for whom social responsibilities must be a guiding principle in addition to professional knowledge and competence.
- The learner should have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

#### **Brief syllabus:**

1. Introductory information about the development of historical science, or about the differences between scientific and popular interpretation of history.
2. Basic concepts and methods of historical research.
3. Historical sources and their criticism. Written, or factual, iconographic, audio-visual, digital written sources.
4. Classification of medieval historical sources. Types of documents. Medieval chronicles (annals) chronicles, legends, codices.
5. Modern sources: official acts (writings), letters, biographical sources (diaries, memoirs, travelogues), diplomatic.
6. Newspapers and electronical press as a historical source.
7. Legal and statistical sources.
8. Basic Hungarian and Slovak historical reference books. Syntheses, editions of sources, general and specialized lexicons, chronologies, bibliographies.
9. Overview of research institutes and division of archives in Slovakia and Hungary.
10. Oral history interview: preparation, conducting, interview technique.
11. Basic concepts and sources of local history
12. Introduction to genealogy and family history.
13. Subject and sources of historical research on ethnic relations and processes

#### **Literature:**

- Bartl, Július: Úvod do štúdia dejepisu, Univerzita Komenského, Bratislava, 2003. 133 s. - ISBN 80-223-1805-1
- Gyáni Gábor: Az elveszített múlt. A tapasztalat mint emlékezet és történelem. Nyitott Könyvműhely. Budapest, 2010. 376 s. ISBN 978-963-310-016 5.
- Gyurgyák János – Kisantal, Tamás (szerk.): Történelemelmélet I-II. Osiris, Budapest 2006. 792. s. s. + 1 208 s. ISBN 963 389 870 6 – ISBN 963 389 871 4.
- Gyurgyák János: A tudományos írás alapjai. Útmutató szemináriumi és tudományos diákköri értekezést íróknak. 206 s. Osiris Kiadó, Budapest, 2019. ISBN 978 963 276 349 1
- Kávássy Sándor: Bevezetés a történettudományba. Nemzeti Tankönyvkiadó. Budapest, 2000. (22. vydanie) 232 s. J 11-970

- Kőfalvi Tamás: E-tanítás. Információs és kommunikációs technológiák felhasználása az oktatásban. Alapismeretek a tanári mesterségre készülőők számára. Nemzeti Tankönyvkiadó, Budapest, 2006. 120 s. ISBN 963 19 5846 9.

- Kőfalvi Tamás – Makk Ferenc: Forrástani ismeretek történelemből. Segédkönyv a történelem forrásközpontú tanításához. Budapest, 2007.

- Kőfalvi Tamás: Közgyűjteményi ismeretek. Nemzeti Tankönyvkiadó. Budapest, 2007. 258 s. ISBN 978. 963-19-6008-2.

Rákoš, Elemír: Archív a historické bádanie. In: Historický časopis, roč. 39, 1991, č. 4-5, s. 527-534. ISSN 0018-2575.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
6.25	12.5	50.0	18.75	0.0	12.5

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ BV/22	<b>Name:</b> Bachelor's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p>	

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

<p>4. The conclusions and proposals drawn by the student.</p> <p>A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.</p> <p>The final thesis is available to the committee before and during thesis defence.</p>																	
<p><b>Literature:</b></p> <p>Literatúra je zadávaná individuálne podľa spracovanej témy.</p> <p>Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. - ISBN 963 9137 53 7.</p> <p>Aktuálna smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho.</p> <p>- A történész mestersége : Történetelméleti írások / Marc Bloch ; Eszter Babarczy, Domokos Kosáry, Pál Pataki. - Budapest : Osiris Kiadó, 1996. - 229. - ISBN 9633791030.</p> <p>- Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. – ISBN 963 9137 53 7.</p> <p>- Ako písať záverečné a kvalifikačné práce : Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty / Dušan Katuščák. - 5. vyd. - Nitra : Enigma, 2007. - 164 s. – ISBN 978-80-89132-45-4.</p>																	
<p><b>Language, knowledge of which is necessary to complete a course:</b></p>																	
<p><b>Notes:</b></p>																	
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>						A	B	C	D	E	FX	0.0	0.0	0.0	0.0	0.0	0.0
A	B	C	D	E	FX												
0.0	0.0	0.0	0.0	0.0	0.0												
<p><b>Teacher:</b></p>																	
<p><b>Date of last update:</b> 21.06.2022</p>																	
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.</p>																	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ FHT/22	<b>Name:</b> Chapters from the history of the Holocaust
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed based on the following criteria: - regular attendance at seminars - regular attendance at seminars - and the final written test. The weight of each factor is as follows: attendance at seminars – 10%, seminar assignments – 30%, final written test – 60%. In order to obtain a grade of A, it is necessary to obtain 100-90 points; B – 89-80 points; C – 79-70 points; D – 69-60 points; E – 59-50 points. Less than 50 points – FX	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>Skills</b> The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research The student can work effectively and independently. <b>Competency</b> The student should have a belief in a rational and scientifically based knowledge of history. The student is to be a supporter of a free democratic society and the rule of law.	
<b>Brief syllabus:</b> 1. Introduction. The concept and historiography of the Holocaust. Jews and Christians in antiquity. 2. Anti-Judaism in the Middle Ages. Programs, crusades, prejudices. 3. The Jewish question in the early modern period. Luther's position. 4. Modern anti-Semitism. Zionism. 5. Nazism and the Jewish Question. the Nuremberg Laws. 6. The Jewish question at the beginning of the Second World War. The ghettos in Poland. 7. Endlösung and the labour camp system.	

8. The concentration camps and their types. Auschwitz.
9. The end of the war and the liberation of the camps.
10. Jewish rescuers during the Holocaust. (Oscar Schindler, Raul Wallenberg, and others)
11. The Holocaust in Hungary.
12. Holocaust in Western Europe.
13. the Holocaust and contemporary society. Closing discussion.

#### **Literature:**

- Karsai László: Holokauszt. Pannonica Kiadó, 2001. - 430. - ISBN 963 9252 25 5.
- Ságvári Ágnes: Tanulmányok a magyarországi holokauszt történetéből. - 1. vyd. - Mogyoród : Napvilág kiadó, 2002. - 132s. - ISBN 963 9350 01 x.
- Hosszú Gyula: Utak a holokauszthoz, történetek a holokausztról. - 1. vyd. - Debrecen : Pedellus Tankönyvkiadó, 2002. - 380s. - ISBN 963-9396-31-1.
- Gyurgyák János: A zsidókérdés Magyarországon. - Budapest : Osiris, 2002. - 794. – ISBN 9633890276.
- Shlomo Avineri: A modern cionizmus kialakulása: A zsidó állam szellemi gyökerei. - 1. vyd. - Budapest : Századvég Kiadó, 1994. - 266 s. - ISBN 963 8384 77 8.
- Smoel Ettinger: A zsidó nép története : A modern kor: a 17. századtól napjainkig. Budapest : Osiris, 2003. - 404. - ISBN 963 389 2066.
- Martin Broszat Auschwitz parancsnoka voltam : Rudolf Höss emlékiratai. - 1. vyd. - Budapest : Jaffa Kiadó, 2017. - 319 s. - ISBN 978 615 5609 52 7.
- Grüll Tibor - Répás László A zsidóság és Európa : Új fejezetek az antiszemitizmus történeti-társadalmi gyökereiről. - 1. vyd. - Budapest : József Műhely Kiadó, 2006. - 234 s. - ISBN 963 7052 27 5.
- Simon Attila: Dunaszerdahely - Kis Palesztina = Dunajská Streda - Little Palestine : Útikalauz egy eltűnt zsidó közösség történetéhez - A Short Guide to the history of the Jewish Community. - 1. vyd. - Bratislava : Izraelská obchodná komora na Slovensku, 2015. - 88 s. - ISBN 978-80-969192-9-1.

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ HET1/22	<b>Name:</b> General history of the 20th century 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: - regular attendance at seminars - completion of seminar assignments - and the final written test. The weight of each factor is as follows: attendance at seminars – 10%, seminar assignments – 30%, final written test – 60%. In order to be admitted to the oral examination, the student must achieve a score of at least 50%. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is graded with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>skills</b> The student will be able to work independently with the literature; The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research. <b>Competency</b> The student is to be a supporter of a free democratic society and the rule of law. The student will be able to assess the importance of historical scholarship within society in the interest of an erudite, free, and tolerant school and society.	
<b>Brief syllabus:</b> 1. The Treaty of Versailles and its consequences 2. Economic and political changes after the First World War, international relations in the 1920s. 3. Russia 1917-1922. The fall of Tsarism, the Bolshevik Revolution, the Civil War. 4. Italy and Italian fascism between the two world wars. 5. The Weimar German state. The birth of Nazism. 6. The democracies of Western Europe. Britain	

and France. 7. The US economy and society between the two world wars. The Great Depression. The New Deal. 8. The Soviet Union in the years of Stalinism. Collectivisation, the gulags, the show Trial. 9. The Nazi German state. 10. Europe in the 1930s. The Spanish Civil War. the Anschluss. 11. The world before the Second World War. China and Japan. 12. World War II. the era of war. The anti-fascist coalition. 13. Summary of Curriculum

#### Literature:

- Németh István: 20. századi történet. I. Európa. Bp. Osiris, 2005. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011\\_0001\\_520\\_a\\_20\\_szazad\\_egytort\\_1/adatok.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_520_a_20_szazad_egytort_1/adatok.html)
- Németh István: 20. századi történet. II. Európán kívüli országok. Bp. Osiris, 2005. [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011\\_0001\\_520\\_a\\_20\\_szazad\\_egytort\\_2/adatok.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/2011_0001_520_a_20_szazad_egytort_2/adatok.html)
- Majoros István – Ormos Mária: Európa a nemzetközi küzdőtéren. Budapest : Osiris Kiadó, 1999. - 515. - ISBN 9633895014.
- Ormos Mária – Krausz Tamás: Hitler – Sztálin. Pannonica, 2003. - 330. - ISBN 9638469943.
- Paul Johnson: A modern kor. Budapest : Aquila, 2000. - 410. - ISBN 9639302201.
- Heller, Mihail: A Szovjetunió története. Budapest : Osiris Kiadó, 2003. - 677. - ISBN 9633895464.
- Magyarics Tamás: Az Amerikai Egyesült Államok története 1914-1991. A rövid XX. század 1. vyd. - Budapest : Kossuth Kiadó, 2008. - 223 s. - ISBN 978-963-09-5860-8.
- John Lukacs: Az Egyesült Államok 20. századi története. Budapest : Gondolat Kiadó, 1988. 488. - ISBN 9632818598.
- John Keegan: A második világháború. Budapest : Európa, 2008. - 1040. - ISBN 9789630784573.

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

hungarian

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ HET2/22	<b>Name:</b> General history of the 20th century 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; during the designated historical research, he will be able to correctly apply the methodological procedures of historical science; will be able to correctly apply heuristic procedures and techniques of collecting and gathering historical knowledge.	

After completing the studies, the student should have the following scientific and social competences: The student should have faith in rational and scientifically based knowledge about history. The student should be a supporter of a free democratic society and the rule of law.

**Brief syllabus:**

1. Post-war development of individual states and the international community.
2. Definitions and basic terms of the Cold War.
3. Different periods of the Cold War.
4. Political and military doctrines of the Cold War.
5. The nature and course of the decolonization process.
6. Character and dynamics of the Cold War.
7. Bipolar and multipolar world system (USA, USSR, China).
8. Focal points of political (1956, 1968) and war conflicts of the Cold War.
9. The Cold War as a peaceful rivalry between great powers.
10. The Cold War as a real conflict of various interests (Korea, Vietnam, Afghanistan, the Middle East).
11. The world in the second half of the 20th century.
12. Central and Eastern Europe and the Soviet Union during the Cold War.
13. Crisis of the Soviet power system, years 1988-1991.

**Literature:**

- Békés Csaba: Európából Európába : Magyarország konfliktusok keresztüzében, 1945-1990. 1. vyd. Budapest : Gondolat Kiadó, 2004. ISBN 963 9567 19 1.
- Fischer Ferenc: A kétpólusú világ 1945-1989. Budapest : Dialóg Campus Kiadó, 2005. ISBN 963 9542 85 7.
- Gaddis, John Lewis: Most már tudjuk : A hidegháború történetének újraértékelése. Budapest : Európa, 2001. ISBN 963 07 6936 0.
- Judit, Tony: Povojnová európa : História po roku 1945. 1. vyd. - Bratislava : Slovart, 2005. ISBN 978 80 8085 185 9.
- Kissinger, Henry: Világrend. Antall József Tudásközpont, Budapest, 2015.
- Németh István: Európa 1945-2000 - A megosztástól az egységig. 1. vyd. Budapest, Aula, 2004. ISBN 963 9585 20 3.
- Németh István (szerk.): 20. századi egyetemes történet 1890-1945, I. kötet. 1. vyd., Budapest, Korona Kiadó, 1999. ISBN 963 903 627-7.
- Reynolds, David: One World Divisible, A Global History since 1945. Norton 2000.
- Vajda Barnabás: Hidegháború és európai integráció. 2. Kiadás. Selye János Egyetem Tanárképző Kara, Komárom, 2020.
- Vajda, Barnabás: Rádio Slobodná Európa a jeho činnosť vo východnej Európe / Vajda Barnabás. Révész Béla (Recenzent), Popély Árpád (Recenzent). - 1. vyd. - Komárno : Univerzita J. Selyeho, 2013. - 178 s. [12,4 AH]. - (Monographiae Comaromienses 11.). - ISBN 978-80-8122-084-5.
- Vajda Barnabás: Detente and Emancipation: Hungary, the Soviet Bloc, and International Politics, 1944-1991. DOI 10.1162/jews\_r\_00973. In: Harvard Journal of Cold War Studies. ISSN 1520-3972, Vol. 22, No. 4 (2020), p. 233-234. CCC, WoS. Q WoS=Q4.

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

Hungarian

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

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 23.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ KET1/22	<b>Name:</b> Medieval world history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire a basic overview of political, social, religious and cultural development of Medieval Europe (great migrations and the barbarian kingdoms, the Frankish Empire, the emergence and expansion of Islam, Byzantium and Eastern Europe, the emergence of the English and French states, the German Empire, the Church and Papacy until the 11th century).</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will learn the relevant scientific literature of the given discipline.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with and scientific literature independently.</li> <li>● During collecting historical information, the student will be able to use correct heuristic methods.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> </ul>	

- The student must be a creative and independent personality bearing the responsibility of the problems of history.
- The student must work independently and effectively.
- The student's approach to the assignments within the subject must be active and responsible.
- The student must believe in rational and scientifically confirmed historical knowledge.

#### **Brief syllabus:**

1. The crisis and the fall of Roman Empire. Dislocation of the Empire after Emperor Theodosius's death.
2. The great migration of peoples and the emergence of early medieval barbarian states. The Huns, Goths, Vandals, Burgundians, Franks. Odoacer in Rome.
3. Byzantium in the early Middle Ages. The reign of Justinian I: Codex Justinianus. Emperor Heraclius.
4. The Frankish Empire. The Merovingian and Carolingian dynasties. New institutions. The Empire of the East and West Franks. Kingdom of Burgundy. Kingdom of Italy.
5. The emergence of Islam and its expansion. Mohammed's activity. The caliphate of Umayyeds. The emergence of Arabs and the Arab Empire.
6. The Avars in Central Europe and the emergence of their state. The Viking conquests and their states in Northern Europe.
7. The states of West Slavs in the Early Middle Ages. From the original homeland to the establishment of kingdom: the emergence of Great Moravia and the Czech, Polish and Hungarian states.
8. The Church in the Early Middle Ages. The emergence of Papal State.
9. The Holy Roman Empire. Treaty of Verdum and its consequences. The emergence of German Empire.
10. England in the Middle Ages. The Anglo-Saxons and their states.
11. The Balkan in the 8th – 10th centuries. The crisis of Byzantium, the movement of iconoclasm, the schism. The emergence of Tsardom of Bulgaria.
12. The political, social and economic change of Europe from the fall of Rome to the reign of Pope Sylvester II.
13. Early medieval culture: from the ancient times to Christianity. The conflict of faith and science.

#### **Literature:**

Európa a korai középkorban (3-11. század) / Angi János, Bárány Attila, Orosz István, Papp Imre, Pósán László. DUP, Debrecen, 1997. ([https://mandadb.hu/tetel/181934/Europa\\_a\\_korai\\_kozepkorban\\_311\\_szazad](https://mandadb.hu/tetel/181934/Europa_a_korai_kozepkorban_311_szazad))

Európa története / Gunst Péter. Debrecen: Csokonai Kiadó, 1996. - ISBN 963 260 062 2.

A bizánci állam története / Georg Ostrogorsky. - 1. vyd. - Budapest : Osiris, 2001. - 540 s. - ISBN 963 389 117 5.

A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2

A középkor művészete / Jannic Durand. - Budapest: Helikon, 2001. - 144 s. - ISBN 9632087089.

Az értelmiség a középkorban, Budapest, Osiris, 2002. Az értelmiség a középkorban / Jacques Le Goff. - Budapest: Osiris, 2002. - 392. - ISBN 963 379 736 5.

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
0.0	0.0	10.53	26.32	31.58	31.58
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ KET2/22	<b>Name:</b> Medieval world history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire a basic overview the medieval history of the most important European countries, territories, the Church and the Papacy.</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will know the relevant scientific literature of the given discipline.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with and scientific literature independently.</li> <li>● During collecting historical information, the student will be able to use correct heuristic methods.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> </ul>	

- The student's approach to the assignments within the subject must be active and responsible.
- The student must believe in rational and scientifically confirmed historical knowledge.

#### **Brief syllabus:**

1. The Church at the turn of the millennium. Reforms of the religious orders and the emergence of new orders.
2. The fighting Church: the Crusades in Spain and Northern Europe, expelling Muslims from Sicily, holy wars to free Jerusalem.
3. Germany during the reign of the Hohenstaufen and Luxemburg dynasties. Struggling over Investiture. The emergence of Habsburg dynasty.
4. Norman campaigns in England and South Italy.
5. France during the Capets. The Hundred Years' War.
6. The Swiss cantons and the Southern Italian city-states.
7. The Byzantine Empire. Wars on the Balkan and in the Middle East.
8. Central European states: the Czech and the Polish states.
9. Eastern European states: the Russian state.
10. New challenges for the Papal State: the beginnings of national Churches: Wyclif and Jan Hus. The Hussite movement.
11. Economic changes from the 11th century: new discoveries and new methods of production. Epidemics and their consequences in view of the population rate.
12. Changes in the cultural life of Europe. The Romanesque and Gothic styles. The Renaissance.
13. Europe in the Late Middle Ages. Summary.

#### **Literature:**

A középkor története / Katus László : Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2

A középkor művészete / Jannic Durand. - Budapest : Helikon, 2001. - 144 s. - ISBN 9632087089.

Az értelmiség a középkorban / Jacques Le Goff. - Budapest : Osiris, 2002. - 392. - ISBN 963 379 736 5.

A középkori gazdaság és társadalom története / Henri Pirenne. - 1. vyd. - Budapest : Gondolat Kiadó, 1963. - 395 s. - ISBN 963 281 310 3.

Európa milleniuma / Oscar Halecki. - Budapest : Századvég, 2000. - 372 s. - ISBN 963 7911 685.

Az újkori kultúra története I. = Az európai lélek válsága a fekete pestistől az I. világháborúig / Egon Friedell. - 3. vyd. - Budapest : Holnap Kiadó, 1998. - 735 s. - ISBN 963-346-206-1.

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
0.0	0.0	31.25	12.5	12.5	43.75

**Teacher:** Dr. habil. Árpád Popély, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT1/22	<b>Name:</b> History of Hungary and of the nations of Hungary 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire basic knowledge of Medieval Hungary including the present-day Slovakia's political, economic and social history.</li> <li>● The student will learn the essential dates, facts and terminology of the given discipline.</li> <li>● The student will learn the relevant scientific literature of the given discipline.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more simple professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with scientific literature independently.</li> <li>● The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.</li> <li>● The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> </ul>	

- The student's approach to the assignments within the subject must be active and responsible.

### **Brief syllabus:**

1. The Carpathian Basin in the 9th – 11th centuries. The arrival of Avars, their battles with the neighbouring kingdoms and tribes. The Slavic state organizations.
2. The origin and the migration of the Hungarians (Magyars). Linguistic affinity. Settling down of Arpads in the Carpathian Basin.
3. Conditions and the course of emergence of the Christian kingdom. Great Prince Geza's foreign and domestic policy. Vajk – Stephen's becoming the heir to the crown.
4. Saint Stephen's state. Social changes in the 11th century. The matter of succession to the throne, pagan revolts. Almos's descendants. Stabilization of the state power. Fights in the west and south.
5. Change of state in the 13th century. The reign of Andrew II. The Golden Bull. Fights between fathers and sons.
6. Feudal anarchy in the 13th and 14th centuries. Extinction of Arpad Dynasty. Fights to seize the throne. The reign of Charles I and Louis I. Conquests in the north, east and south.
7. Consequences of the new dynasty change. The first queen on the throne: Mary. Crisis and its solution. Sigismund of Luxemburg. The Hungarian king as a Holy Roman Emperor.
8. Political, social and economic changes at the end of the 14th century: change in the leadership of the state, the emergence of homogeneous nobility and serfdom, peopling of the frontiers.
9. New great power at the southern boundary. The emergence and conquests of the Ottoman Empire. Pipo Ozorai, the bailiff of Temes. Building fortresses along the southern boundaries.
10. Lively decades. Change of dynasties, plots, wars at home and abroad. The emergence of John Hunyadi and his conflicts with the royal power.
11. The reign of Matthias Corvinus. Fights to seize the throne. Legitimation with conquests and representation. The matter of succession to the throne.
12. Fights to seize the throne. The reign of Vladislaus II. Palmy days of peace. Threatening Turks. Under-age king: Louis II and the royal council.
13. 29 August 1526: the Battle of Mohacs. The antecedents and the consequences of defeat.

### **Literature:**

Magyarország története: 1. Őstörténet és honfoglalás / Fodor István; 2. Államalapítás 970-1038. / Font Márta; 3. Válság és megerősödés / Koszta László; 4. Nagy uralkodók és kiskirályok a 13. században / Zsoldos Attila; 5. Az Anjouk birodalma 1301-1387 / Csukovits Enikő; 6. Luxemburgi Zsigmond uralkodása 1387-1437 / C. Tóth Norbert; 7. A Hunyadiak kora 1437-1490. / Pálosfalvi Tamás; 8. Mohács felé 1490-1526 / Tringli István. - Bp., Kossuth Kiadó, 2009.

Szent István birodalma. A középkori Magyarország története / Engel Pál. - História Könyvtár. Monográfiák 17. Bp., 2001.

Dejiny Slovenska / Čaplovič Dušan, Čičaj Viliam, Kováč Dušan. - 1. vyd. - Bratislava : AEP, 2000. - 310 s. - ISBN 80-88880-39-4.

Nem magyar népek a középkori Magyarországon / Gyula Kristó. - Lucidus Kiadó, 2003. ISBN 9639465151.

Mátyás király / Kubinyi András. - Budapest : Vince Kiadó, 2003. - 174. - ISBN 963 9323 24 1. Két évszázad a sztereotípiák fogságában. Helyzetkép a Jagelló-kor kutatásáról / Neumann Tibor, C. Tóth Norbert, Pálosfalvi Tamás. In: Több mint egy csata: Mohács. Az 1526. évi ütközet a magyar tudományos és kulturális emlékezetben. Szerk. Fodor Pál és Varga Szabolcs, közreműk. Szóts Zoltán Oszkár. (Mohács 1526–2026. Rekonstrukció és emlékezet) Bp., 2019. 11–73. ([www.academia.edu/NorbertTóth](http://www.academia.edu/NorbertTóth))

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

Hungarian

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 16					
A	B	C	D	E	FX
6.25	18.75	6.25	25.0	18.75	25.0
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT2/22	<b>Name:</b> History of Hungary and of Nations of Hungary 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: <ul style="list-style-type: none"> <li>• Regular participation in classes (30 points or 30%).</li> <li>• Written seminar paper, portfolio (40 points or 40%).</li> <li>• Oral exam (30 points or 30%).</li> </ul> During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge:</b> Students will learn the basic concepts and problems of the political and social history of Hungary and the Hungarian peoples, with special attention to the territory of today's Slovakia, in the period from 1526 to 1711, i.e. from the demise of medieval Hungary to the last estate uprisings. The listener will be able to name the basic data, facts and technical terms of the given scientific discipline. The listener will know the relevant professional literature of the given scientific discipline. <b>Skills:</b> The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice). The student will be able to independently collect professional information (library, Internet, etc.) and will be able to work independently with	

<p>professional literature. The student will be able to work independently with primary historical sources.</p> <p>Competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The listener should have faith in rational and scientifically based knowledge of history.</p>
<p><b>Brief syllabus:</b></p> <ol style="list-style-type: none"> <li>1) After the Battle of Mohács: double coronation, fight between Ferdinand I Habsburg and János Szapolyai.</li> <li>2) Winning third: Sulejman. A stalemate, the establishment of a Turkish dominion and the division of the country into three parts.</li> <li>3) Building the Habsburg state in the remaining part of the Hungarian Kingdom. A new system of institutions.</li> <li>4) From the Kingdom of Hungary, the Principality of Transylvania: John I and the functioning of institutions inherited from the Middle Ages.</li> <li>5) Territorial changes of the Turkish domain. Causes and consequences of unsuccessful collaboration.</li> <li>6) The beginnings of the Reformation after the Battle of Mohács. The collapse of Catholicism and its institutions.</li> <li>7) The importance of the person of the Archbishop of Esztergom. The revival of Catholicism and the emergence of new religious orders.</li> <li>8) Changes in the life and activities of the Hungarian nobility and landed gentry, life on the Turkish-Hungarian border and in Vienna.</li> <li>9) The weakening Ottoman Empire and the strengthening Habsburg Empire. Alternatives to Hungarian estates in the 17th century.</li> <li>10) Peace of Vasvár and its consequences? conspiracies and rebellions. The idea of an anti-Turkish patriotic war.</li> <li>11) What to do after liberation? Kingdom of Hungary and Transylvania. Uprising of Francis II. Rákóczi.</li> <li>12) Social and economic changes between 1526 and 1711: demographic and ethnic transformation of the country.</li> <li>13) Cultural changes. The rise of the Hungarian language at the expense of Latin. Scoring of the school system. Renaissance and Baroque.</li> </ol>
<p><b>Literature:</b></p> <p>--A Magyar Királyság és a Habsburg Monarchia a 16. században / Pálffy Géza (História Könyvtár. Monográfiák 27.) Bp., 2010., 2016.</p> <p>--A Magyar Királyság a kora újkorban / Szerk. Gözsy Zoltán és Varga Szabolcs (Árkadia kiskönyvtár) Kronosz Kiadó, Pécs, 2020.</p> <p>--Egy elfeledett magyar királyi dinasztia: a Szapolyaiak / Fodor Pál és Varga Szabolcs. (Mohács 1526–2026. Rekonstrukció és emlékezet) Bp., 2020.</p> <p>--A tizenhetedik század története / Gábor Ágoston, Pannonica Kiadó, 2000. ISBN 9639252115.</p> <p>--Virágkor és hanyatlás 1440-1711 / Szakály Ferenc. - 1. vyd. - Budapest : Háttér Lap- és Könyvkiadó, 1990.</p> <p>--Szöveggyűjtemény a magyar történelem forrásaiból : őstörténet - 1790 / Nagy József. - 1. vyd. - Budapest : Tankönyvkiadó, 1982.</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>Hungarian</p>
<p><b>Notes:</b></p>

<b>Evaluation of subjects</b>					
Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	0.0	100.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MAT3/22	<b>Name:</b> History of Hungary and of the nations of Hungary 3.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Oral examination. Successful completion of written tests in 18th and 19th century history, with a score of 60-60 as a prerequisite for the oral examination. Seminar work requires either a group project on the most important laws or patents of individual rulers from the 18th century or an individual seminar paper on topics from the long 19th century. In order to receive credit, you must present the results of these papers, and obtain a score of at least 30-30 on two written tests and pass an oral examination. The grading scale for each level of the written tests is A 55-60, B 54-49, C 48-43, D 42-36, E 35-30. The share of each condition in the students' grade is as follows: participation in seminars - 10%, seminar assignments - 20%, continuous written tests - 30%, oral exam - 40%.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will acquire basic knowledge of the history of the multi-ethnic Kingdom of Hungary in the 18th-19th centuries.</li> <li>- The listener will become familiar with the basic data and facts of the history of the national communities living on the territory of Hungary, from the Peace of Satmar to the collapse of the Hungarian state in 1918.</li> <li>- The listener will know the basic features of the Hungarian development in the 18th and 19th centuries, with special attention to the territory of today's Slovakia.</li> <li>- The listener will know the current state of knowledge of Slovak and Hungarian historiography about the period of absolutism, Enlightenment absolutism, the period of reforms and nation-building nationalism, Austro-Hungarian dualism and World War I. The listener will be familiar with the current state of knowledge of Slovak and Hungarian historiography.</li> <li>- The listener will be able to name basic dates and technical terms in the history of the 19th-20th centuries.</li> <li>- The learner will be familiar with relevant scholarly literature and will have an overview of the basic primary historical sources of Hungarian history.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The learner will be able to identify professional issues of the Habsburg state in the 18-19th centuries.</li> </ul>	

- The learner will be able to formulate theoretical and practical approaches to key historical issues and apply the knowledge gained in practice.
- The learner will be able to independently collect specialist literature on the history of various forms of absolutism, the serf question, national movements, reform and revolutionary processes.
- The learner will be able to work independently with specialist literature on the history of Hungary obtained in the library or on the Internet and in digital databases.
- The listener will be able to work independently with primary historical sources.
- The learner will be able to distinguish scientifically based historical phenomena from national and historical biases within a given scientific discipline.
- The student will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.

**Competences:**

- The student should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, social responsibility must be a guiding principle.
- The listener should be oriented and convinced of rational and scientifically based historical knowledge. The student should be a supporter of a free democratic society and the rule of law
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of history.
- Can work effectively and independently with specialist literature and historical sources, as well as historical maps and statistical data
- Has an active and responsible approach to completing tasks within the course.

**Brief syllabus:**

1. Periodization of the history of Hungary in the 18-19th centuries. Demographic and ethnic development of Hungary
2. Settlement of the Lower Lands, Southern Danube
3. Economic and social changes during the reigns of Maria Theresa and Joseph II. The period of Enlightenment absolutism
4. The period of the Napoleonic Wars. Hungarian parliaments of the reform period
5. Beginnings of modern national movements in Hungary, Croatia and Transylvania. Economic, social and cultural characteristics of the first half of the 19th century
6. Revolutions and the struggle for Hungarian independence in 1848/49. The national question: programmes, conflicts
7. Vienna's centralizing policy in the neoabsolutist period. Memorandum movements of Slovaks, Romanians, and Serbs, policy of Hungarian emigration.
8. The Austro-Hungarian settlement and the period of the dualism.
9. Modernisation of economy and society.
10. Political history of dualism.
11. National question, migration, assimilation and mass emigration.
12. Foreign policy of Austria-Hungary in the Balkans
13. World War I and the end of the multi-ethnic Kingdom of Hungary

**Literature:**

- Csorba László: A tizenkilencedik század története. Pannonica Kiadó, Budapest, 2000. 270 s. s. - (Magyar Századok). - ISBN 963 9252 16 6.
- Katus László: A modern Magyarország születése. Magyarország története 1711-1914. Pécs, Kronosz Kiadó –Pécsi Pécsi Történettudományért Kulturális Egyesüle, 2010. 609 s. - ISBN 978-963-06-7961-9.

- Kónya Peter a kol.: Dejiny Uhorsk0a 1000–1918.) Citadella, Bratislava, 2014. 787 s. ISBN 978-80-89628-59-9.

- Kosáry Domokos: Újjáépítés és polgárosodás 1711–1867. História, Holnap Kiadó, Budapest, 2001. 372 s. - ISBN 963 346 426 9.

Kováč, Dušan – Dangl, Vojtech – Dudeková, Gabriela (red.): - Slováci po rakúsko-uhorskom vyrovnaní : Postupujúca modernizácia habsburskej monarchie. Budovanie centralizovanôho Uhorska. Modernizácia. Oslabovanie lojality Slovákov voči Uhorsku. Literárne informačné centrum, Bratislava, 2012. 399 s. - ISBN 978-80-8119-061-2.

Kováč, Dušan (red.): Slovensko v 20. storočí 1901-1914, 1914-1918, I-II. zv. Bratislava, VEDA. 2007-2008.

-Szarka László: Szlovák nemzeti fejlődés - magyar nemzetiségi politika 1867-1918 / Szarka László. - 2. vyd. - Bratislava : Kalligram Könyvkiadó, 1999. - 345s. - ISBN 80-7149-318-X.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MNK/22	<b>Name:</b> The cultural history of the Hungarian nations in the 18th-19th centuries
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test. The proportion of each criterion is as follows: participation in seminars - 10%, seminar assignments - 30%, final test - 60%. The condition for passing the test is obtaining at least 50% of the maximum possible mark. The grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. In the case of unexcused absence from the test, the student will be graded with a grade of FX. A student may take two make-up tests.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The learner will acquire a basic understanding of the history of culture, education, and schooling in the modern multiethnic</li> </ul> The student will learn about the history of the modern and modern Hungary. <ul style="list-style-type: none"> <li>- The learner will know the current state of research on key issues in Slovak and Hungarian scholarly context.</li> <li>- The student will be able to name basic dates, facts and technical terms in the history of culture and education of modern Hungary.</li> <li>- The learner will be familiar with the relevant literature on the history of culture and education in modern Hungary.</li> <li>- The learner will have an overview of relevant primary historical sources, laws on the history of culture and education in modern Hungary.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The learner will be able to identify basic scholarly issues, research and formulate theoretical and practical background necessary for their solution and to solve them using practical procedures in practice.</li> <li>- The learner will be able to independently collect professional information (library, internet, etc.).</li> <li>- The student will be able to work independently with specialist literature on the history of culture and the world the history of multi-ethnic Hungary in the 18th-19th centuries.</li> <li>- The student will be able to work independently with primary historical sources.</li> </ul>	

- The student will be able to distinguish, within the framework of the given scientific discipline, between scientifically based historical phenomena from historical myths and prejudices.
- The learner will be able to transform the learned scientific system of a given scientific discipline into

didactic system of the school subject of history.

Competencies:

- The listener is to be an autonomous and responsible person for whom, in addition to professional knowledge and social responsibilities.
- The listener is to have faith in rational and scientifically based knowledge of history.
- The learner should be a supporter of a free democratic society and the rule of law.
- He is to be characterized by creative thinking, independence in planning his own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study History.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

### **Brief syllabus:**

1. Introduction to the problems of the modern cultural history of Hungary
2. The state of folk, secondary and higher education in Hungary
3. The impact of the Counter-Reformation on the educational system in Hungary and Transylvania
4. The significance of Maria Theresa's school reform Ratio educationis of 1777
5. Causes and consequences of Josephism on the spheres of culture, education, religious life. The effects of the language and toleration patent
6. The influence of enlightened absolutism on the revival of literary and scientific life in national languages
7. New national written languages in place of "dead Latin" and the first canonization of the national history of the Hungarian peoples
8. The generation of "All-Slavia" under the leadership of Jan Kollar, and the "Transylvanian School" under the Romanian triad of Samuil Micu-Klein, Gheorghe Șincai és Petru Maior
9. The establishment of the Hungarian Academy of Sciences, the Serbian Matrix, the Croatian Matrix and the Slovak Matrix
10. The emergence of the political and cultural press of the Hungarian nations
11. The modernisation of popular education, the fight against illiteracy
12. Assimilationist tendencies in Hungarian government policy during the dualist period. Abolition of the Slovak Matrix and three Slovak grammar schools
13. Establishment of new universities, system of pedagogical high schools

### **Literature:**

- Buzinkay Géza – Kókay György– Murányi Gábor: A magyar sajtó története Sajtóház Kiadó, Budapest, 2002. 258 s. ISBN 9637115161.
- Kósa László (szerk.): Magyar művelődéstörténet. Osiris Kiadó, Budapest, 2006. 713 s. ISBN 963 389 722 X
  - Kosáry Domokos: Művelődés a XVIII. századi Magyarországon. Akadémiai Kiadó, Bp., 1996. 757 s. - ISBN 963 05 1717 5.
  - Kosáry Domokos: Culture and Society in Eighteenth Century Hungary / Domokos Kosáry. - 1. vyd. - Budapest : Corvina, 1987. - 249 s. - ISBN 963 13 2522 9
  - Kowalská, Eva: Osvietenské školstvo (1771-1815). Nástroj vzdelania a disciplinizácie Historický ústav SAV, Typoset Print, Bratislava, 2014. 195 s. ISBN 978-80-971540-3-5
  - Mészáros István–Németh András– Pukánszky Béla: Neveléstörténet – szöveggyűjtemény. Osiris Kiadó, Budapest, 2006. 533 s. ISBN 963 389 851 0.

- Mészáros-Németh-Pukánszky: Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris Kiadó, Bp., 1999.  
 - Pukánszky Béla – Németh András: Neveléstörténet. Nemzeti Tankönyvkiadó, Budapest, 1994. 584 s. ISBN 963 18 5716 6.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MOD/22	<b>Name:</b> Methodology of history teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (60 points or 60%). Written seminar paper, portfolio (40 points or 40%). Active participation is assumed during regular attendance at classes. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; will be able to take into account the social context of the given scientific discipline; will be able to transform the acquired scientific system of the given scientific discipline into the didactic system of the school subject of history. After completing the studies, the student should have the following scientific and social competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.	
<b>Brief syllabus:</b> 1. Basic concepts of history teaching methodology.	

2. History as a school subject. 3. Basic methodological knowledge. 4. Types of lessons. 5. Typology of teaching methods. 6. Basics, objectives and research procedures of history textbooks. 7. Data, facts, and concepts. 8. Basic goals and basic pedagogical activities during the teaching of history. 9. Methodology of using the history textbook. 10. Methodology of using the school historical map. 11. Basics of methodology for working with historical sources. 12. Organization of the history lesson. 13. Methodology of individual and collective work during the lesson.					
<b>Literature:</b> --F. Dárdai Ágnes: A tankönyvkutatás alapjai. 1. vyd. Budapest-Pécs : Dialóg Campus Kiadó, 2002. ISBN 963 9310 38 7. --Kaposi József: Közelítések a történelemtanítás elméletéhez és gyakorlathoz. Pázmány Péter Katolikus Egyetem, Budapest, 2020. --Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002. --Kmeť, Miroslav: História a dejepis. Vybrané kapitoly z didaktiky dejepisu. Vyd. IPV Inštitút priemyselnej výchovy, Žilina, 2018. ISBN 978-80-89902-11-8. --Kojanitz, László (2019): A történelmi tudat fejlesztésének jelentősége és problémái. In: Iskolakultúra, XXIX. Évf. 11. szám, 2019. november, 54-77. ( <a href="http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039">http://www.iskolakultura.hu/index.php/iskolakultura/article/view/33039</a> ) --Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmethodikába / Barnabás Vajda. - 2. vyd. - Komárno : Univerzita J. Selyeho, 2018. - 184 s. - ISBN 978-80-8122-239-9. Prvé vyd. - Komárno : Univerzita J. Selyeho, 2009. - 205 s. - ISBN 978-80-89234-86-8. --Vajda Barnabás: Történelemdidaktika és történelemtankönyv-kutatás. Selye János Egyetem, Tanárképző Kar, Komárom, 2020. ISBN 978-80-8122-345-7.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ MVH/22	<b>Name:</b> History of the World War II
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated on the basis of the following criteria: regular attendance at seminars, completion of seminar assignments, successful completion of a written midterm test. The proportion of each criterion is as follows: participation in seminars - 10%, seminar assignments - 30%, final test - 60%. The condition for passing the test is obtaining at least 50% of the maximum possible mark. The grades are awarded on a scale of A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%. In the case of unexcused absence from the test, the student will be graded with a grade of FX. A student may take two make-up writing tests.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student will learn the basic concepts of Italian Fascism, National Socialism in the Third Reich, and Stalinist Communism in the Soviet Union.</li> <li>- The listener will have an overview of the political and military history of World War II</li> <li>- The listener will know the current state of historiography on the key issues of the global conflict between the two superpower groupings during World War II.</li> <li>- The listener will be able to name key dates, facts, and technical terms in the history of World War II.</li> <li>- The listener will be familiar with relevant scholarly literature on the history of World War II.</li> <li>- The listener will have an overview of relevant primary historical and diplomatic sources on the history of the military conflicts, the Allied conferences, and the race war against the Jewish population of Europe.</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>- The listener will be able to work independently with primary historical sources.</li> <li>- The listener will be able to distinguish scientifically based historical phenomena from pseudo-phenomena within a given scholarly discipline.</li> <li>- The listener will be able to transform the learned scientific system of a given scientific discipline into the didactic system of the school subject of history.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- The listener should be an autonomous and responsible person, for whom, in addition to professional knowledge and competences, social responsibilities must be a guiding principle.</li> </ul>	

- The learner should have faith in rational and scientifically based knowledge of history.
- The student should be a supporter of a free democratic society and the rule of law.
- He/she should be characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the subject matter of his/her field of study in history.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

#### **Brief syllabus:**

1. Versailles Peace System and International Relations in Interwar Europe
2. The rise of Adolf Hitler and his preparations for war. The Anschluss. The Munich Treaty and the disintegration of the Czechoslovakia.
3. The aftermath of the pact between the Third Reich and the Soviet Union in 1941.
4. The „Blitzkrieg” wars against Poland, Denmark, Norway and France.
5. The war against the United Kingdom and in the Antarctic.
6. War in the Balkans, North Africa and Italy 1941-1943.
7. Operation Barbarossa - the attack against the USSR.
8. Japanese expansion. The Japanese attack on Pearl Harbor.
9. Battles of Moscow, Leningrad and Stalingrad. Allied conferences at Casablanca, and Tehran
10. The Race War. Ghettoization and deportation of Jews. The Holocaust.
11. The Yalta Conference. D-Day and the Western Front. Soviet counter-offensive Bagration.
12. Collaboration and resistance in Europe. Quisling, Tiso, Szálasi. Partisan warfare in the Soviet Union, France, Italy, Yugoslavia. Partisan uprisings in Warsaw, Slovakia
13. Battle of Berlin. Capitulation and occupation of Germany. Potsdam Conference. Capitulation of Japan

#### **Literature:**

- Commager, H. S. A második világháború története. Holnap Kiadó, Budapest, 2003. 442 s. ISBN 963 346 117.
- Evans, Richard, J.: A Harmadik Birodalom háborúban. Hogyan taszították a nácik katasztrófába Németországot. Park Kiadó, Budapest, 2014. 923 s. ISBN 978-963-355-027-4
- Karsai László: Holokausz. Pannonica Kiadó, Budapest, 2001. 430 s. ISBN 963 9252 25 5.
- Keegan, John: A második világháború Európa Kiadó, Budapest 2008. 1040 s. ISBN 9789630784573.
- Ormos Mária: Nácizmus–fasizmus. Magvető Kiadó, Budapest, 1987. 578 s. ISBN 9631410900.
- Ránki György: A második világháború története. Gondolat Kiadó, Budapest : Gondolat Kiadó, 1982. 651 s. ISBN 0002681.
- Ungváry Krisztián: A második világháború. Osiris Kiadó, Budapest, 2005. 891 s. ISBN 963 389762 9.

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

<b>Date of last update:</b> 21.06.2022
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ NMM/22	<b>Name:</b> The national movements of 18th-19th century Hungary
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <ol style="list-style-type: none"> <li>1. Versailles Peace System and International Relations in Interwar Europe</li> <li>2. The rise of Adolf Hitler and his preparations for war. The Anschluss. The Munich Treaty and the disintegration of the Czechoslovakia.</li> <li>3. The aftermath of the pact between the Third Reich and the Soviet Union in 1941.</li> <li>4. The „Blitzkrieg” wars against Poland, Denmark, Norway and France.</li> <li>5. The war against the United Kingdom and in the Antarctic.</li> <li>6. War in the Balkans, North Africa and Italy 1941-1943.</li> <li>7. Operation Barbarossa - the attack against the USSR.</li> <li>8. Japanese expansion. The Japanese attack on Pearl Harbor.</li> <li>9. Battles of Moscow, Leningrad and Stalingrad. Allied conferences at Casablanca, and Tehran</li> <li>10. The Race War. Ghettoization and deportation of Jews. The Holocaust.</li> <li>11. The Yalta Conference. D-Day and the Western Front. Soviet counter-offensive Bagration.</li> <li>12. Collaboration and resistance in Europe. Quisling, Tiso, Szálasi. Partisan warfare in the Soviet Union, France, Italy, Yugoslavia. Partisan uprisings in Warsaw, Slovakia</li> <li>13. Battle of Berlin. Capitulation and occupation of Germany. Potsdam Conference. Capitulation of Japan</li> </ol>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- Students will acquire basic knowledge about the content, forms and types of national nationalisms and the origins of modern national societies in Western, Central and Eastern Europe, as well as the basic factual background on their relationship to multinational states and capitalist transformations.</li> <li>- The learner will acquire a basic understanding of the national and ethno-regional structure of the multiethnic Hungarian Kingdom, Transylvania and the Kingdom of Croatia, the changes in their relationship with each other and the Vienna policy towards Hungarian and non-Hungarian elites</li> <li>- The listener will know the basic concepts of state peoples as well as the social, linguistic basis of nation-building nationalisms within Hungary</li> <li>- The listener will be able to name the different periods of the national movements of the Hungarians, Romanians, Croats, Slovaks, Germans, Serbs, Ruthenians in Hungary and Transylvania</li> </ul>	

- The listener will know their basic requirements
- The listener will learn the basic details of the creation of written languages, scientific and literary associations of individual national movements
- The listener will know the course of the armed national conflicts of 1848-1849
- The listener will have an overview of the national policy of the Hungarian governments during the dualist period
- The listener will be able to name basic dates, facts and technical terms in the history of national movements Hungary and the course of the national disintegration of Hungary in 1918

#### Skills:

- The listener will be able to identify scholarly issues, research and formulate theoretical and practical background necessary for their solution and address them on the basis of the professional literature on the history of nationalism.
- The learner will be able to independently gather scholarly information (library, internet, etc.).
- The student will be able to work independently with literature on the history of national movements in Kingdom of Hungary
- The listener will be able to work independently with primary historical sources.
- The student will be able to distinguish, within the framework of the given scientific discipline, between scientifically based historical phenomena from nationalistic stereotypes and prejudices.
- The learner will be able to transform the learned scientific system of a given scientific discipline into didactic system of the school subject of history.

#### Competences:

- The listener should be an autonomous and responsible person for whom, in addition to the professional knowledge and social responsibilities.
- The learner should have faith in rational and scientifically based knowledge of history.
- The learner should be a supporter of a free democratic society and the rule of law.
- He is to be characterized by creative thinking, independence in planning his own education, autonomy and responsibility in decision-making in relation to the subject matter of the field of study of the History.
- Can work effectively independently.
- Has an active and responsible approach to completing tasks within the course.

#### **Brief syllabus:**

1. Nationalism as a nation-building ideology and a reaction to the system of state privileges.
2. Typological peculiarities and differences of national movements in multiethnic Hungary, Croatia and Transylvania.
3. Linguistic and cultural programmes of national movements in Hungary: codification of written languages at the beginning of the 19th century.
4. The social basis and linguistic, cultural and political programmes of the Hungarian national movement up to 1848
5. The beginnings of the Romanian national movement in Transylvania and Eastern Hungary. Statutes of the governorate of Transylvania. Diploma Leopoldinum, Suplex Libellum Valachorum. Ecclesiastical autonomy of the Romanian Orthodox Church. The Romanian national movement in the 19th century: the programmes of Transylvanian autonomy, the Romanian-Hungarian armed conflict of 1848-1849. Re-unification of Transylvania and Hungary in 1848, 1868.
6. German enclaves in Transylvania and Hungary. Saxon autonomy in Transylvania. German political movements and the influence of Pan-Germanism in the second half of the 19th and early 20th centuries. Assimilation losses of Germans in the dualist period.
7. Changes in the legal status of the Kingdom of Croatia and the military borderlands. The development of Croatian national programs. The Hungarian-Croatian armed conflict of 1848-1849. The Hungarian-Croatian settlement in 1868.

8. Language-political emancipation efforts and the program of territorial autonomy of the Slovak national movement in Upper Hungary.
9. The Serbian national movement in Southern Hungary after the liquidation of Ottoman rule. The Illyrian language movement. The Serbo-Hungarian conflict and the formation of the Timiso-Serbian Vojvodina in 1848-1849.
10. The Ruthenian national movement and the Greek Catholic Church of the Ruthenians. Russophile, pro-Ukrainian and Uhrophile currents in the Ruthenian elite.
11. Ecclesiastical currents in the Jewish community in Hungary: the Orthodox communities and the Neolog movement. Rapid assimilation and pro-Hungarian loyalty of Jews in the dualist period.
12. National diasporas in Hungary: Armenians, Greeks, Bulgarians, Czechs, Poles.
13. The disintegration of Hungary and the realization of the right of self-determination of the non-Hungarian peoples of Hungary in 1918-1919. The international context of national emancipation movements in Europe in the first and second half of the 19th century.

#### **Literature:**

- Ács Zoltán: Nemzetiségek a történelmi Magyarországon, Kossuth Könyvkiadó, Budapest 1996. 336 s. - ISBN 963 09 2835 3.
- Hroch, Miroslav: Národy nejsou dílem náhody. Příčiny a předpoklady utváření evropských národů, SLON, Praha 2011. 315 s. - ISBN 978-80-7419-010-0.
- Kónya, Peter (ed.): Dejiny Uhorska (1000-1918) Citadella, Bratislava, 2014. 787 s. ISBN 978-80-89628-59-9.
- Romsics Ignác: Nemzet, nemzetiség és állam. Kelet-Közép- és Délkelet-Európában a 19. és 20. században. Budapest 2001.
- Niederhauser Emil: A nemzeti megújulási mozgalmak Kelet-Európában, Akadémiai Kiadó, Budapest 1977. - 385 s. - ISBN 963 05 1239 4.
- Romsics Ignác: Nemzet, nemzetiség és állam. Kelet-Közép- és Délkelet-Európában a 19. és 20. században. Helikon Könyvkiadó, Budapest, 2020. – 440 s. ISBN 978-963-479-452-3

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ OKT/22	<b>Name:</b> History of the prehistoric and ancient times
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 / 0 <b>For the study period:</b> 26 / 13 / 0 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must complete one seminar assignment and must pass 3 written tests. The student will be admitted to the oral examination if he/she achieves at least a 50% result. The results will be evaluated on the basis of the following criteria: - regular attendance at seminars - completion of seminar assignments - written tests. The weighting of the individual factors is as follows: attendance at seminars – 10%, seminar assignments 30%, continuous written tests – 60%, and the tests must be passed at a minimum of 40%. In case of not reaching 50% at the end of the semester, the condition for passing the oral examination is the successful completion (min. at 50%) of the final written test, which will take place before the oral examination. In the oral examination, the student answers two questions, which are drawn from the topics covered at the beginning of the semester. A grade of A must be obtained with at least 91%, a grade of B with at least 81%, a grade of C with at least 71%, a grade of D with at least 61%, and a grade of E with at least 51%. Students register for the oral examination in AIS. In the case of unexcused absence from the examination, the student will be assessed with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be familiar with the current status of the scientific discipline; The student will be able to name basic data, facts, and technical terms of a given scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. <b>Skills</b> The student will be able to assess the importance of history within society in the interest of an erudite, free, and tolerant school and society. The student will be able to independently gather scholarly information (library, internet, etc.) on the topic.	

<p><b>Competency</b>  The student should have a belief in a rational and scientifically based knowledge of history.  The student is to be a supporter of a free democratic society and the rule of law.</p>					
<p><b>Brief syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The theory of evolution. Hominization, Homo Habilis, Homo Erectus, Homo sapiens, Homo Sapiens sapiens</li> <li>2. The Neolithic culture. The first agricultural cultures.</li> <li>3. The ancient eastern states. Mesopotamia, the Sumerians and the Akkadians. The laws of Hammurapi.</li> <li>4. The empires of the ancient East: Assyria, Persia, Israel.</li> <li>5. Ancient Egypt. politics and culture. Chronology of Egypt.</li> <li>6. China and India. Brahmanism and Buddhism.</li> <li>7. Periodization and early history of Greece;</li> <li>8. The classical period of Greek history, Athens and Sparta, the Greco-Persian Wars,</li> <li>9. Greek democracy and Pericles. Greek culture and Hellenism.</li> <li>10. The main periods of Roman history, the Kingdom and the Republic.</li> <li>11. The wars of Rome, the Punic Wars. The crisis of the Roman Republic.</li> <li>12. The Roman Empire. Principate and Dominate periods. Christianity.</li> <li>13. Summary of the curriculum</li> </ol>					
<p><b>Literature:</b></p> <ul style="list-style-type: none"> <li>- Németh György, Ritoók Zsigmond, Sarkady János, Szilágyi György: Görög Művelődéstörténet. Budapest : Osiris Kiadó, 2006. ISBN 963 389 872 2.</li> <li>- Németh György: Görög történelem – szöveggyűjtemény. Budapest : Osiris Kiadó, 2003. - 384. - ISBN 9633894565.</li> <li>- Anne-Marie Buttin: A klasszikus Görögország. Budapest : Korona Kiadó, 2006. - 300 s. - ISBN 963 9589 44 6.</li> <li>- Jean-Noel Robert: Az ókori Róma. Budapest : Korona Kiadó, 2006. - 320 s. - ISBN 963 9589 49 7.</li> <li>- Hegyi Dolores: Görög történelem a kezdetektől Kr. e. 30-ig. Budapest : Osiris Kiadó, 2005. - 404. - ISBN 963 389 799 8.</li> <li>- Harmatta Az ókori Róma története. Budapest : Nemzeti Tankönyvkiadó, 0. - 434. ISBN 9631944565.</li> <li>- Herber Attila, Martos Ida, Moss László, Tisza László: Történelem 1. A kezdetektől i. e. 500-ig. Reáltanoda Alapítvány, 2000, ISBN 963 042348 0.</li> <li>- Herber Attila, Martos Ida, Moss László, Tisza László: Történelem 2, kr. e. 500-tól kr. u. 1000-ig. Reáltanoda Alapítvány, 2001. - 364 s. - ISBN 963 04 3380x.</li> <li>- Mezopotámiai uralkodók : A világtörténelem nagy alakjai / Kalla Gábor : Kossuth Könyvkiadó, 1993. - 82. - ISBN 963 09 3676-3.</li> </ul>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 19</p>					
A	B	C	D	E	FX
0.0	5.26	10.53	10.53	15.79	57.89
<p><b>Teacher:</b> Dr. habil. Attila Simon, PhD.</p>					



<b>Date of last update:</b> 21.06.2022
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ SZT1/22	<b>Name:</b> History of Slovakia after 1918. 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed on the basis of the following criteria: - regular attendance at seminars - performance of seminar assignments - and the final written test. The weight of each factor is as follows: attendance at seminars -- 10%, seminar assignments – 30%, final written test – 60%. In order to be admitted to the oral examination, the student must achieve a score of at least 50%. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is graded with a grade of FX. A student may take two make-up examination dates.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of the scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>Skills</b> The student will be able to independently gather scholarly information (library, internet, etc.) on the topic. The student will be able to work independently with the literature; The student will be able to correctly apply the methodological procedures of historical science during the historical research; <b>Competency</b> The student should have a belief in a rational and scientifically based knowledge of history. The student is to be a supporter of a free democratic society and the rule of law.	
<b>Brief syllabus:</b> 1. The Czech and Slovak national movements during the 1st World War 2. The formation of Czechoslovakia. The formation of the borders of Slovakia. The period of revolutionary national dictatorship. 3. The political system of the first Czechoslovak Republic. The constitution, the parties.	

4. Foreign policy of Czechoslovakia. Public administration and its reforms.
5. The economy of Czechoslovakia. The monetary reform and land reform. Economic and social characteristics of Slovakia.
6. The Slovak question. Hlinka's People's Party and the question of autonomy.
7. Nationality policy in Czechoslovakia. The German and Hungarian question. The situation in Transcarpathia.
8. The Great Economic Crisis and Czechoslovakia. The social and political consequences of the crisis.
9. The crisis in Czechoslovakia in 1938. The Statute of Nationality and the Munich Agreement.
10. The period of Slovak autonomy from October 1938 to March 1939.
11. The independent Slovak state and its political system. The economy and culture.
12. The Holocaust. The anti-fascist resistance and the Slovak National Uprising
13. Summary of the curriculum.

#### **Literature:**

- Simon Attila: Szlovákia története 1918-1945. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 142 s. ISBN 978-80-8122-397-6.
- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- Zemko, Milan – Bystrický, Valerián: Slovensko v Československu 1918-1939. 1. vyd. - Bratislava : Veda, 2004. - 687 s. - ISBN 80 224 0795 x.
- Kováč Dušan: Szlovákia története . Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Simon Attila. Telepesek és telepes falvak Dél-Szlovákiában a két világháború között. 1. vyd. Šamorín: Fórum inštitút pre výskum menšín, 2008. 286 s. ISBN 978-80-89249-19-0
- Kárník Zdeněk České země v éře první republiky (1918-1938) I. 1. vyd. - Praha : Nakladatelství Libri, 2003. - 575s. - ISBN 80-7277-195-7.
- Kárník Zdeněk: České země v éře první republiky (1918-1938) II. 1. vyd. - Praha : Nakladatelství Libri, 2002. - 580s. - ISBN 80-7277-031-4.
- Kárník Zdeněk: České země v éře první republiky (1918-1938) III. 1. vyd. - Praha : Nakladatelství Libri, 2003. - 810s. - ISBN 80-7277-119-1.
- Pekár, Martin: Dejiny Slovenska 1918 – 1945. UJPŠ, Prešov, 2015, 197 s. ISBN: 978-80-8152-325-0
- Kováč Dušan: Kronika Slovenska 2. Adut, 1999. - 610. - ISBN 8088980089.
- Rychlík, Jan: Češi a Slováci ve 20. století. 1. vyd. - Bratislava : Academic Electronic Press, 1997. - 365s. - ISBN 80-88880-10-6.
- Kamenec Ivan: Trauma : Az első Szlovák Köztársaság (1939-1945). Debrecen : Aura Kiadó, 1992. - 158. - ISBN 963 7913 11 4.

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

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Attila Simon, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ SZT2/22	<b>Name:</b> History of Slovakia after 1918. 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student will acquire an overview of Slovakia's or Czechoslovakia's basic political, economic and social history.</li> <li>• The student will have knowledge of the given discipline in both Slovak and Hungarian scientific connection.</li> <li>• The student will know the relevant and more complex dates, facts and terminology of Slovakia's history.</li> <li>• The student will know the relevant scientific literature of Slovakia's 20th century history.</li> <li>• The student will have an overview of primary historical sources of Slovakia's history.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student will be able to specify and solve more complex professional problems (with practical usage)</li> <li>• The student will be able to collect scientific literature independently (library, internet ...)</li> <li>• The student will be able to work with primary historical sources including foreign sources.</li> <li>• The student will be able to work with scientific literature of Slovakia's history independently including foreign literature.</li> <li>• The student will be able to distinguish scientifically confirmed historical phenomena from pseudo-scientific ones.</li> <li>• The student will be able to plant the acquired knowledge into the school subject of history.</li> </ul>	

**Competences:**

- The student must be an independent and responsible person for whom the scientific knowledge as well as social responsibility are of vital importance.
- The student must believe in rational and scientifically confirmed historical knowledge.
- The student must be a devotee of the independent democratic society and constitution.
- The student must be a creative and independent personality bearing the responsibility of the problems of history.
- The student must work independently and effectively.
- The student's approach to the assignments within the subject must be active and responsible.

**Brief syllabus:**

1. Introduction
2. Czecho – Slovak foreign and domestic resistance in WW II (Slovakia , the Protectorate and the government in exile in London).
3. Slovak National Uprising and its constitutional dimensions.
4. The Košice Government Program: its approval and interpretation.
5. The coalition years 1945-1948, political parties, the April Agreement and elections in 1946, the Slovak question and attack on the Democratic Party.
6. The fate of the German and Hungarian minorities: an attempt of establishing a Czecho – Slovak national state, measures against minorities, deportation of the Germans and the Czechoslovak – Hungarian population exchange.
7. The February coup in 1948. The communist dictatorship in the 1950s: economic and political situation, anti-church measures, personality cult.
8. The first and second wave of de-Stalinization. The reaction to the 1956 Hungarian revolution. The start of reform movement in the 1960s.
9. Prague Spring. Dismissal of Novotný and the period of Dubček reforms. The reaction of the Soviet Union and other socialist states to the events in Czechoslovakia.
10. The occupation of Czechoslovakia in August 1968 and its consequences. Dismissal of Dubček and rise of Husák.
11. Years of normalization under Husák. Escalation of the opposition against the totalitarian regime, Charta 77, activity of the Slovak opposition.
12. Velvet Revolution. Czech and Slovak ideas of the future of the federal state and the emergence of the independent Slovak Republic.
13. Summary

**Literature:**

- Szöveggyűjtemény a szlovákiai magyarok történetéhez / Popély Árpád, Simon Attila. - 1. vyd. - Komárno : Univerzita J. Selyeho, 2021. - online, 328 s. - ISBN 978-80-570-3595-4.
- „Akaratunk ellenére...“: Dokumentumok a csehszlovákiai magyarság történetéből 1918-1992 / Popély Árpád, Simon Attila. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2020. - 456 s. - ISBN 978-80-89978-13-7.
- Szlovákia története / Dušan Kováč. - Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Slovensko v 20. storočí / Ľubomír Lipták. - 1. vyd. - Bratislava : Kalligram, 2000. - 375s. - ISBN 80-7149-337-6.
- Češi a Slováci ve 20. století : Spolupráce a konflikty 1914-1992 / Jan Rychlík. - 2. vyd. - Bratislava : Academic Electronic Press, 2015. - 677 s. - ISBN 978-80-7429-631-4.
- Csehszlovákia története dokumentumokban / Bencsik Péter. - 1. vyd. - Budapest : Napvilág Kiadó, 2016. - 517 s. - ISBN 978 963 338 331 5.

- Charta 77 : 1977 - 1989 : Od morální k demokratické revoluci / Vilém Prečan. - 1. vyd. - Bratislava : Čs. středisko nezávislé literatury, Scheinfeld-Schwarzenberg a ARCHA, 1990. - 525 s. - ISBN 80-9000422-1-X.
- Hatvannyolc / Petr Pithart. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 1993. - 315 s. - ISBN 80-7149-013-X.
- Prágai tavasz - Prágai ősz : 1968 fehér feltjai / Kun Miklós. - Budapest : Akadémiai Kiadó, 2003. - 224 s. - ISBN 963 05 7554 4.
- A Szovjetunióval örök időkre és soha máshogy! : Az 1956-os forradalom csehszlovák dokumentumai / Bencsik Péter, Mitrovits Miklós. - 1. vyd. - Budapest : MTA Bölcsészettudományi Kutatóközpont Történettudományi Intézet, 2018. - 924 s. - ISBN 978-963-416-102-8.
- Maďarská revolúcia roku 1956 a Slovensko : Az 1956-os magyar forradalom és Szlovákia / Ivaničková, Edita, Simon, Attila. - 1. vyd. - Šamorín : Fórum Institute, 2006. - 120 s. - ISBN 978-80-89249-08-4.
- Revolúcia v susedstve : Maďarská revolúcia roku 1956 a Slovensko / Attila Simon, Slavomír Michálek. - 1. vyd. - Šamorín - Bratislava - Budapest : Fórum inštitút pre výskum menšín - Historický ústav SAV - Nemzeti Emlékezet Bizottsága, 2017. - 177 s. - ISBN 978-80-89249-97-8.
- A kitelepítéstől a reszlovakizációig = Trilógia a csehszlovákiai magyarság 1945-1948 közötti történetéről / Vadkerty Katalin. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 2007. - 704 s. - ISBN 978-80-7149-956-5.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TAI1/22	<b>Name:</b> Basics of history 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: - Regular participation in seminars.- Fulfillment of seminar tasks and the final written test. The weight of individual factors is as follows: participation in seminars - 10%, seminar tasks 30%, final written test - 60%. The condition for successful completion of the subject is obtaining at least 50% of the maximum possible assessment. The assessment is given on a scale: A – 90 – 100%, B – 80 – 89%, C – 70 – 79%, D – 60-69%, E – 50-59%	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The listener will supplement his knowledge of world and national history</li> <li>- The listener will know basic terms, chronological, biographical data from world and of national history.</li> <li>- The listener will gain an overview of periodization, the basic trends of medieval and modern history of Europe, Hungary and Slovakia.</li> <li>- The student will know the relevant professional literature on world and national history</li> <li>- The listener will have an overview of the basic historical guides to world and national history history.</li> <li>- The listener will become familiar with source work as well as historical atlases</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The listener will be able to independently collect professional information (library, Internet, etc.).</li> <li>- The student will be able to work independently with professional literature.</li> <li>- The student will be able to work independently with primary historical sources.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The listener should have faith in rational and scientifically based knowledge about history.</li> <li>- Can work effectively independently.</li> <li>- Has an active and responsible approach to completing tasks within the subject.</li> </ul>	
<b>Brief syllabus:</b> 1. Periodization of medieval and modern world and national history.	



2. The emergence of medieval states in central Europe between the Byzantine and Roman-German empires.  
The first Slavic state formations in the Balkans and Central Europe.
3. The arrival of the Hungarians in the Carpathian basin and the establishment of the Hungarian Kingdom.
4. History of Hungary and its nations after the Battle of Mohács in 1526.
5. The emergence of the Habsburg Monarchy and conflicts with the Ottoman Empire. in the 16th and 17th centuries.
6. Reformation and counter-reformation in Central Europe.
7. Forms of absolutism during the reigns of Leopold I, Charles III, Maria Theresa and Joseph II.
8. Napoleonic Wars and the emergence of the ideology of modern nationalism
9. Revolutions in Europe in the years 1830-1848. The emergence of a united Italy and Germany.
10. Basic data from the history of the First World War, the collapse of the Habsburg Monarchy and the Hungarian Kingdom.
11. The emergence and development of national states in Central Europe
12. Europe during the Second World War and the Cold War in the second half of the 20th century
13. Summary of the curriculum.

#### **Literature:**

- A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2
- A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.
- Kaposi József– Szabó Márta– Száray Miklós: Feladatgyűjtemény az új történelem érettségéhez - 12. évfolyam . Írásbeli. Budapest : Nemzeti Tankönyvkiadó, 2005. 320 s. - ISBN 963 19 2092 5
- Kristó Gyula– Barta János–Gergely Jenő: Magyarország története az előidőktől 2000-ig / : Pannonica, 2002. 690 s. ISBN 9639252565.
- Kováč, Dušan: Szlovákia története. Kalligram, Pozsony, 2001. 382 s. ISBN 80 7149 384 8.
- Kinder, Hermann–Hilgemann, Werner :Világtörténelem : 249 színes oldal, 5580 tárgyszó. Athenaeum, Budapest, 2000. 668 s. (Atlasz sorozat 3.). ISBN 963 9615 04 8.
- Papp-Váry Árpád: Történelmi atlasz, Cartographia, Budapest, 2005. 40 s. ISBN 963 352 549 7 CM.
- Pete József: Történelmi érettségi tételek vázlata. Közép- és emelt szint. A Ciszterci Rend Nagy Lajos Gimnáziuma és Kolégiuma, Pécs, 2019. <https://crnl.hu/tantargyioldalak/tortenelem/vakterkep/erett.pdf>

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

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. László Szarka, CSc., Mgr. László Bese, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TAI2/22	<b>Name:</b> Basics of history 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student completes and confirms his/her previous knowledge on world and national history.</li> <li>• The student will know the relevant scientific literature of world and national history.</li> <li>• The student will have an overview of the primary sources of world and national history.</li> <li>• The student will have knowledge on sources and working with maps.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• The student will be able to collect professional information independently (library, internet ...).</li> <li>• The student will be able to work with scientific literature independently.</li> <li>• The student will be able to work with primary historical sources independently.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>• The student must work effectively.</li> <li>• The student's approach to the assignments within the subject must be active and responsible.</li> </ul>	
<b>Brief syllabus:</b> <ol style="list-style-type: none"> <li>1. Introduction.</li> <li>2. Medieval Europe. The fall of Roman Empire, great migrations and emergence of medieval states and empires.</li> <li>3. The establishment of Hungarian Kingdom and its history until 1526 Mohács Battle.</li> </ol>	

4. Great geographical discoveries and their effect on the political development and economic growth of Europe in the 15th and 16th centuries.
5. Reformation and Counter-Reformation in the Holy Roman Empire and Central Europe in the 16th and 17th centuries.
6. Between the Osman and Habsburg Empires. The history of Hungary in the 16th and 17th centuries.
7. Enlightened Absolutism in the Habsburg Empire and other states of Europe in the 18th century.
8. Europe and the world in the 19th century. Bourgeois revolutions and the era of nationalism.
9. Unification of Italy and Germany. Struggle for repartition of the world and the emergence of federal states.
10. Tragedy of the two world wars, Europe and the world in the interwar period.
11. Europe and the world in the second half of the 20th century: from the Cold War to the fall of the Soviet block.
12. The Czechoslovak state and Slovakia in the interwar period and after WW II.
13. Summary.

#### **Literature:**

- A középkor története / Katus László. Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2
- A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.
- Vadász Sándor: 19. századi egyetemes történelem 1789-1914. Korona, 2005.
- Magyarország története 895-1301 / Kristó Gyula. - Budapest : Osiris Kiadó, 2006. - 315 s. - ISBN 963 3895 065.
- Magyarország története 1301-1526 / Engel Pál, Kristó Gyula, Kubinyi András. - 1. vyd. - Budapest : Osiris Kiadó, 2001. - 425 s. - ISBN 963 379 171 5.
- Magyarország története az előidőktől 2000-ig / Kristó Gyula, Barta János, Gergely Jenő : Pannonica, 2002. - 690. - ISBN 9639252565.
- Szlovákia története / Dušan Kováč. - Pozsony : Kalligram, 2001. - 382 s. - ISBN 80 7149 384 8.
- Világtörténelem : 249 színes oldal, 5580 tárgyszó / Hermann Kinder, Werner Hilgemann. - 1. vyd. - Budapest : Athenaeum Kiadó, 2000. - 668s. - (Atlasz sorozat ; 3.). - ISBN 963 9615 04 8.
- Történelmi atlasz / Papp-Váry Árpád. - 1. vyd. - Budapest : Cartographia, 2005. - 40 s. - ISBN 963 352 549 7 CM.

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

Hungarian

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD., Dr. habil. László Szarka, CSc.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TFO/22	<b>Name:</b> Historical geography
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed upon the following criteria: - Regular participation in seminars - Seminar assignments - Successful completion of an end-of-term written test The value of each factor is: seminar attendance 10%, seminar assignments 30%, written test 60%. To take part in the oral exam, the student must obtain at least 50% of the total assessment score. The assessment grading scale is: A – 90 -100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%. For the oral exam the students must register at AIS. Absenteeism from the exam will result FX. Students are allowed to take part in two re-take exams.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>● The student will acquire basic knowledge of the historical geography of Europe and the Carpathian Basin, with particular reference to the territory of present-day Slovakia.</li> <li>● The student will be able to name the essential facts and terminology of historical geography.</li> <li>● The student will know the relevant scientific literature of historical geography.</li> <li>● The student will have an overview of primary historical sources of historical geography.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● The student will be able to specify and solve more complex professional problems (with practical usage)</li> <li>● The student will be able to collect professional information independently (library, internet ...)</li> <li>● The student will be able to work with maps and scientific literature independently.</li> <li>● The student will be able to plant the acquired knowledge into the school subject of history.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>● The student must believe in rational and scientifically confirmed historical knowledge.</li> <li>● The student must be a creative and independent personality bearing the responsibility of the problems of history.</li> <li>● The student must work independently and effectively.</li> <li>● The student's approach to the assignments within the subject must be active and responsible.</li> </ul>	

**Brief syllabus:**

1. Introduction.
2. Historical geography as a discipline. Its characteristics, development and representatives.
3. Sources of historical geography, atlases and maps.
4. Orography and hydrography of Europe: its mountains, rivers, gulfs, lakes, islands and peninsulas.
5. The most important regions of Europe: their localization and characteristics.
6. The states of Europe in the past and today. The most important historic territories and changes of their boundaries.
7. Historical geography of the Carpathian Basin including the territory of present-day Slovakia.
8. Orography and hydrography of the Carpathian Basin: its mountains, rivers and lakes.
9. Large regions of Austria-Hungary including the territory of present-day Slovakia.
10. Boundary changes of Hungary from its establishment to the 20th century.
11. Administrative units of Austria-Hungary: counties, Székely, Saxon seats and other privileged territories.
12. Types of settlements in Austria-Hungary including present-day Slovakia.
13. Summary.

**Literature:**

- Stolice na Slovensku / Juraj Žudel. - 1. vyd. - Bratislava : Obzor, 1984. - 201 s. - ISBN 65 027 84.
- Magyarország történeti topográfiája / Borbála Bak. - Budapest : MTA Történettudományi Intézet, 1997. - 0. - ISBN 963049809x.
- Példatár Magyarország történeti topográfiájához / Borbála Bak. - Budapest : História, 1997. - 99. - ISBN 9630498103.
- Európa történeti földrajza / Norman J.G. Pounds ; Attila Boros. - Budapest : Osiris Kiadó, 2003. - 532. - ISBN 9633893844.
- Magyarország történeti földrajza / Frisnyák Sándor. - Budapest : Nemzeti Tankönyvkiadó, 1999. - 213 s. - ISBN 963 190 334 6.
- Az Árpád-kori Magyarország történeti földrajza I. : A / György Györffy. - Budapest : Akadémiai, 1987. - 1000. - ISBN 9630542005.
- Az Árpád-kori Magyarország történeti földrajz II. : D / György Györffy. - Budapest : Akadémiai, 1987. - 642. - ISBN 9630535335.
- A magyar nép táji-történeti tagolódása / László Kósa. - Budapest : Akadémiai Kiadó, 1983. - tk. - 232. - ISBN 9630533855.

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

Hungarian

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

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Árpád Popély, PhD.**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/TKC/22	<b>Name:</b> Society, culture, civilization
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The results of the study are evaluated according to the following criteria: <ul style="list-style-type: none"> <li>• Regular participation in classes (60 points, ie 60%).</li> <li>• Written seminar paper, portfolio (40 points, i.e. 40%).</li> </ul> Regular participation in classes assumes active involvement of the student, which can be achieved by asking questions or actively participating in professional discourse. The preparation of a written seminar work is a so-called portfolio. Portfolio evaluation criteria: appropriate literature study; library or online work with secondary literature; adequacy of chosen methods; quality, i.e. high-quality processing of biographical and bibliographic data; independent interpretation work, creativity, inventiveness of observations and opinions; working with sources and literature; correct quoting and paraphrasing. The condition for successful completion of the subject is obtaining at least 50% of the maximum possible number of points. Rating scale scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
<b>Results of education:</b> Within the subject, the student has professional knowledge and skills that a history teacher must have in primary and secondary schools. The course has strong practical content based on theoretical foundations. The student will have the following professional skills: he will know the current state of the field in terms of content and methodology within the rules prescribed in elementary and secondary school. After graduation, the student has the following scientific and social competencies: able to identify scientific problems; is able to formulate theoretical questions; is able to work independently with primary historical sources; is able to weigh the weight and importance of academic history in society, all within the context of an educated, free and tolerant school and society. After graduation, the student has the following scientific and social competences: the ability to navigate the basic methods of historical science taking into account social needs in the context of the given field of study, an educated, free and tolerant school and society.	
<b>Brief syllabus:</b> 1. Church and society, change in educational conditions, transformation of literature. 2. Renaissance.	

3. Places of social progress. Possibilities of advancement in the ecclesiastical and secular spheres.
4. Reformation and counter-reformation (Péter Pázmány).
5. National literature and letterpress. Forms of noble, urban and rural culture.
6. Examples of noble culture: Gábor Bethlen, II. Ferenc Rákóczi.
7. The beginnings of modern pedagogy (J. A. Comenius).
8. Baroque culture.
9. Exceptional female characters (Ilona Zrínyi).
10. Modern political revolutions and culture.
11. Culture and religion in the 19th and 20th centuries.
12. The process of secularization.
13. Sport and its impact on society in modern times.

#### **Literature:**

- A középkor története / Felipe Fernández-Armesto. - Budapest : Atheneum, 2003. - 234. – ISBN 963 9252 29 8.
- A középkor története / Katus László : Pannonica Kiadó, 2001. - 400. - ISBN 963 9252 04 2.
- Középkori egyetemes történeti szöveggyűjtemény : Európa és Közel-Kelet IV-XV. század / Sz. Jónás Ilona. - Budapest : Osiris, 2002. - 382. - ISBN 963 379 549 4.
- A katedrálisok kora / Georges Duby. - Budapest : Gondolat, 1984. - 332. - ISBN 963 281 385 5.
- Anyagi kultúra, gazdaság és kapitalizmus, XV-XVIII. század : A mindennapi élet struktúrái: a lehetséges és a lehetetlen / Fernand Braudel. - 1. vyd. - Budapest : Gondolat, 1985. - 640 s. - ISBN 963 281 615 3.
- Az értelmiség a középkorban / Jacques Le Goff. - Budapest : Osiris, 2002. - 392. - ISBN 963 379 736 5.
- A középkor alkonya: Az élet, a gondolkodás és a művészet formái Franciaországban és Németalföldön a XIV. és XV. században / Johan Huizinga : Magyar Helikon, 1976. - 330. – ISBN 963 207 196 4.

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

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ TST/22	<b>Name:</b> Auxiliary sciences of history
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Learning outcomes are assessed based on the following criteria: - regular attendance at seminars - preparation of a seminar paper - and a final written test The condition for successful completion of the course is obtaining at least 50% of the maximum possible grade for the course. A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge</b> The student will be able to name basic data, facts, and technical terms of a given scientific discipline; The student will be familiar with the relevant scientific literature of the scientific discipline. The students can specify the essence of the processes of education and training. <b>SKills</b> The student will be able to correctly apply the methodological procedures of historical science during the historical research; The student will be able to plan, i.e. set relevant goals for a specific historical research The student can work effectively and independently. <b>Competency</b> The student is to be a supporter of a free democratic society and the rule of law. The student will be able to assess the importance of historical scholarship within society in the interest of an erudite, free, and tolerant school and society.	
<b>Brief syllabus:</b> 1. The concept and importance of the auxiliary sciences of history 2. Chronology: the calendar, years, months, weeks, calendar 3. Introduction to palaeography. The writing materials. 4. Sending and internal characteristics of charters. 5. Seals and their role. Types of seals. 6. Basic concepts of heraldry. The parts of the coat of arms and their description. 7. Origin and development of genealogy. Sources of genealogical research.	



8. Chronicles, gazetteers, yearbooks. 9. Basic concepts of numismatics. 10. Historical geography 11. Archontology and its relevance to political and ecclesiastical history. 12. Prosopography. How to process the history of an individual or a family. 13. The importance of archaeology in describing historical events					
<b>Literature:</b> A történelem segédtudományai : A / Iván Bertényi. - Budapest : Osiris Kiadó, 2003. - 320. - ISBN 9633895057. Kis magyar címertan / Bertényi Iván. - 1. vyd. - Budapest : Gondolat Könyvkiadó, 1983. – 128 s. - ISBN 963 281 195. A könyvkultúra Magyarországon a kezdetektől 1730-ig / Madas Edit, Monok István. - 1. vyd. - Budapest : Balassi Kiadó. - 183 s. - ISBN 963 506 176 5. A könyvkultúra Magyarországon a kezdetektől 1800-ig / Madas Edit, Monok István. - 1. vyd. - Budapest : Balassi Kiadó, 2003. - 238 s. - ISBN 963 506 452 7. A pozsonyi társaskáptalan kanonokai 1425-ben (Az egyházi archontológia készítésének módszertana és gyakorlata) / C. Tóth Norbert. Acta Universitatis Szegediensis de Attila József nominatae Acta Historica 135. (2013) 101–123. (academia.edu) Az Árpád-kori Magyarország történeti földrajza – Sáros vármegye / Nógrády Árpád. Bp., 2021.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Attila Simon, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ UET1/22	<b>Name:</b> General history New Age 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> <b>Knowledge:</b> Students will master the basic phenomena of modern history, i.e. phenomena of the historical process from major geographical discoveries through various variants of the absolutist form of government to the creation of the United States, as well as a detailed overview of the key political, economic and social history of some selected European states (Great Britain, France, Prussia) in the early modern era. The listener will be able to name the basic data, facts and technical terms of the given scientific discipline. <b>Skills:</b> The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points necessary for their solution and solve them (using practical procedures in practice). The listener will be able to independently collect	

professional information (library, Internet, etc.) will be able to work independently with professional literature. The student will be able to work independently with primary historical sources.

Competences: The student should be an autonomous and responsible person for whom, in addition to professional knowledge and abilities, social responsibilities must also be authoritative. The listener should be able, either as a researcher or as a teacher, to create an atmosphere of trustworthiness, a helpful and attentive colleague at his workplace.

### **Brief syllabus:**

1. Stability and change in social conditions. Demographic conditions in the early modern era. Great geographical discoveries.
2. Reformation and counter-reformation. Religious wars.
3. The emergence of the Habsburg empire. The state of Charles V and the fate of the empire until the end of the century.
4. The beginnings of the colonial rule of Spain and Portugal.
5. Strengthening France. Wars of Religion in France.
6. The period of the Tudors in England and the establishment of the Anglican Church. Revolutions in England.
7. The Thirty Years' War and its stages.
8. The period of Louis XIV. in France. War of the Spanish Succession.
9. The rise of the Russian Empire in the 16-17. century.
10. Scandinavia in the 18th century. The Great Northern War and Sweden. Scandinavia
11. The German-Roman Empire in the 18th century. War of the Austrian Succession. The rise of Prussia and the Seven Years' War.
12. The demise of Poland.
13. The birth of the USA and the emergence of a new government system.

### **Literature:**

- Az abszolutista állam / Perry Anderson ; Géza Várady. - 1. vyd. - Budapest : Gondolat, 1989. - 716s. - ISBN 963 282 133 5.
- Az abszolutizmus kora. Fejezetek a kora újkori Európa történetéből / Dévényi Anna, Forgó András, Gőzsy Zoltán (szerk.). Pécs, 2019.
- Nyugat-Európai gazdaság- és társadalomtörténet / H.A. Diederiks. - Budapest : Osiris Kiadó, 1995. - 348 s. - ISBN 9633791049.
- Európa történeti földrajza / Norman J.G. Pounds. - Budapest : Osiris Kiadó, 2003. - 532 s. - ISBN 9633893844.
- Kora újkori egyetemes történelem ( XV-XVIII. század) / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2008. - 400 s. - ISBN 978-963-19-6030-3.
- A kora újkor története / Poór János. - 1. vyd. - Budapest : Osiris Kiadó, 2009. - 494 s. - ISBN 978 963 276 013 1.
- A katolikus egyház története II. / Szántó Konrád. - 2. vyd. - Budapest : ECCLESIA, 1988. - 935 s. - ISBN 963 363 495 4.
- A barokk pápaság : 1600-1700 / Tusor Péter. - 1. vyd. - Budapest : Gondolat Kiadó, 2004. - 386 s. - ISBN 963 9567 01 9.
- Az újkori kultúra története I–II. = Az európai lélek válsága a fekete pestistől az I. világháborúig / Egon Friedell. - 3. vyd. - Budapest : Holnap Kiadó, 1998. - 735 s. - ISBN 963-346-206-1.
- Anyagi kultúra, gazdaság és kapitalizmus, XV-XVIII. század : A mindennapi élet struktúrái: a lehetséges és a lehetetlen / Fernand Braudel. - 1. vyd. - Budapest : Gondolat, 1985. - 640 s. - ISBN 9632816153.
- Nyugat-Európa és a gyarmatbirodalmak kialakulásának kora (1500-1800) / János Poór. -

Budapest : IKVA, 1991. - 180 s. - ISBN 9637760520.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 1					
A	B	C	D	E	FX
0.0	0.0	100.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 21.06.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdb/ UET2/22	<b>Name:</b> General history New Age 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Study results are evaluated based on the following criteria: Regular participation in classes (10 points or 10%). Written seminar work, portfolio (20 points or 20%). Passing a written test (30 points or 30%). Oral exam (40 points or 40%). During regular attendance at classes, active participation is assumed, which is demonstrated by asking questions or actively participating in professional discussion. The preparation of a written seminar work is called a portfolio. Portfolio evaluation criteria: appropriate study of professional literature, library or online work with secondary literature; adequacy of chosen methods; level or quality of biographical and bibliographic data processing; own interpretation activity, creativity, imaginativeness of observations and opinions; working with sources and professional literature, correct quoting and paraphrasing. Successful completion of a written knowledge test in the scope of the content outline of the subject, while success here means achieving at least 50% of the achievable points for this sub-task. Successful completion of the oral exam. Students register for the oral exam in AIS. In case of unexcused absence from the exam, the student is evaluated with an FX grade. A student can take two exam correction dates. Passing the oral exam means achieving at least 50% of the achievable points for this sub-task. The condition for successful overall completion of the subject is obtaining at least 50% of the maximum possible assessment. The rating is given on a scale: A – 90-100%, B – 80-89%, C – 70-79%, D – 60-69%, E – 50-59%.	
<b>Results of education:</b> The student will have the following professional knowledge and skills: he will know the current status of the given scientific discipline in the Slovak and Hungarian scientific context; will be able to name the basic data, facts and technical terms of the given scientific discipline; will know the relevant professional literature of the given scientific discipline; will know both traditional and newer scientific procedures of the given scientific discipline. The student will have the following professional skills: he will be able to independently collect professional information (library, Internet, etc.); will be able to work independently with professional literature; will be able to transform the acquired scientific system of the given scientific discipline into the didactic system of the school subject of history.	

After completing the studies, the student should have the following scientific and social competences: The student should be a supporter of a free democratic society and the rule of law. The student should be able to consider the importance of academic historical science within society, in the interests of an erudite, free and tolerant school and society.

**Brief syllabus:**

1. Historical periodization of the period 1789-1918.
2. Europe during the French Revolution: personalities, political parties and factions, the nature of various state formations.
3. Napoleonic Wars.
4. England as an example of the classic industrial revolution.
5. The course and social consequences of the industrial revolution: the example of France and Germany.
6. US foreign policy: Monroe doctrine.
7. The USA as a power factor in Asia. Civil War in the USA.
8. National unification of Italy and Germany.
9. Domestic and foreign political consequences of the unification of Italy and Germany.
10. Power transfers in the Balkans.
11. The network of political and military allied systems before the First World War.
12. The First World War: power groupings, Central Powers, Agreement.
13. Causes, course, military and political events of the First World War.

**Literature:**

- Barta János (szerk.): Egyetemes történelem. Pannonica, 2004.
- Berend T. Iván-Ránki György: Európa gazdasága a 19. században. Gondolat, Bp., 1987.
- Csató Tamás és kol.: Egyetemes történelmi kronológia. Tankönyvkiadó, é.n.
- Galántai József: Az első világháború. Budapest : Gondolat, 1988. ISBN 963 282 004 5.
- Németh István: Németország története. Budapest : Aula, 2004. ISBN 9639585181.
- Roberts, Martin: Európa története 1789-1914 : Az ipari forradalom és a liberalizmus kora. 1. vyd. Budapest : Akadémiai Kiadó, 1992. ISBN 963 05 6099 2.
- Roberts, Martin: Európa története 1900-1973 : Az új barbárság kora? Budapest : Akadémiai Kiadó, 1992. ISBN 9630562464.
- Vadász Sándor: 19. századi egyetemes történelem 1789-1914. Korona, 2005.
- Vajda Barnabás: Trianonská problematika a (česko)slovenské učebnice dejepisu / Vajda Barnabás, 2013. In: Rozpad Uhorska a trianonská mierová zmluva k politikám pamäti na Slovensku a v Maďarsku. - Bratislava : Historický ústav SAV, 2013. - ISBN 978-80-89396-24-5, S. 185-201.

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

Hungarian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.

**Date of last update:** 21.06.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/SPZ-B/22	<b>Name:</b> Study abroad
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.	
<b>Results of education:</b> Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
<b>Brief syllabus:</b>	
<b>Literature:</b>	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak	
<b>Notes:</b> Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
<b>Evaluation of subjects</b> Total number of evaluated students: 1	
a	n
100.0	0.0
<b>Teacher:</b>	
<b>Date of last update:</b> 04.03.2022	
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.	



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ BCZ/22	<b>Name:</b> Human biology and basics of first aid
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject represents the evaluation of the protocols for some human organ systems, which the student will receive as homework (30%). In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in seminars, 47 hours: self-study and preparation for the exam, preparation of protocols).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student can characterize the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development.</li> <li>- The student can characterize the individual organ systems of a person with an emphasis on the morphological and functional characteristics of these systems in specific age periods, focusing mainly on childhood and adolescence.</li> <li>- The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student can understand and grasp the physiological processes that take place in the human body.</li> <li>- The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice.</li> <li>- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,</li> </ul>	

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

**Literature:**

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

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

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

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

<p>McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scholar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.</p> <p>NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.</p> <p>PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.</p> <p>STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.</p> <p>SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.</p>																	
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>																	
<p><b>Notes:</b></p>																	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 82</p> <table> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> <tr> <td>4.88</td><td>10.98</td><td>30.49</td><td>26.83</td><td>7.32</td><td>19.51</td></tr> </table>						A	B	C	D	E	FX	4.88	10.98	30.49	26.83	7.32	19.51
A	B	C	D	E	FX												
4.88	10.98	30.49	26.83	7.32	19.51												
<p><b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.</p>																	
<p><b>Date of last update:</b> 18.02.2022</p>																	
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.</p>																	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DID/22	<b>Name:</b> General didactics and preparation for school observation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: 1. Preparation for the selected educational activity (lesson) 2. Observation sheets 3. Final exam - 100 points As a condition for admission to the examination, the student must submit a preparation for the selected learning activity (lesson) in the context of solving the assigned problem independently (or in pairs) and observation sheets to be completed in the student's logbook. Total student workload in terms of time allocation: 2 credits = 60 hours - attendance at lectures and seminars (26 hours), - preparation for class (10 hours), - preparation of observation sheets (10 hours), - preparation for the final examination (14 hours). Final assessment: maximum score of 100 points. A passing grade is required to achieve at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must achieve 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (50-59 points) of the total number of points.	
<b>Results of education:</b> Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main ideas of epistemology, the main concepts of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process,	

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

The student has specific knowledge of :

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

Skills:

The student is able to:

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

Competences:

Student:

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

### **Brief syllabus:**

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

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

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

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

## **Literature:**

Compulsory literature:

Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.  
 HORVÁTHOVÁ, K. Oktatásmenedzsment. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 200 p. ISBN 978-80-8122-136-1.  
 TÓTH, P. - HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.  
 HORVÁTH, K.- NÉMETH, A.- STRÉDL, T. - SZABÓOVÁ, E. - TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiaiaa kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.  
 KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: [https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE\\_UP\\_0\\_Ovodapedagogia.pdf?sequence=1&isAllowed=y](https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_Ovodapedagogia.pdf?sequence=1&isAllowed=y)  
 KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: <http://socprof.partium.ro/Documents/Training%20material%201.pdf>  
 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/6317\\_svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf) Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk)  
 Slovensko-maďarský glošár školskej terminológie. Szlovák- magyar közoktatási szószerdet. 2020. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)  
 SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.  
 Vyhláška č. 541/2021 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole. [online] Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>  
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>  
 Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Aktuálne doplnené, novelizované znenie. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)

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

Recommended literature:

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

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

DEREVJANÍKOVÁ, A.- DZURILLA, M. 2014. Hudobná výchova v predprimárnej edukácii. Bratislava: MPC, 57 s. ISBN 978-80-8052-900-0. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova\\_dzurilla\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/derevjanikova_dzurilla_0.pdf)

ČERNEK, P. 2014. Metodické poznámky k ŠVP pre materské školy pre vzdelávaciu oblasť Matematika a práca s informáciami. Bratislava: MPC, 34 s. ISBN 978 – 80 – 565 – 0032 – 3. [online] Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek\\_0.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/cernek_0.pdf)

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

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

MASARYKOVÁ, D. 2014. Vzdelávacia oblasť Zdravie a pohyb. Bratislava: Metodicko-pedagogické centrum. Metodická príručka. 38 s. ISBN 978-80-8052-891-1. [online]. Dostupné na internete: [https://mpcedu.sk/sites/default/files/publikacie/zdravie\\_a\\_pohyb\\_metodicka\\_prirucka\\_zal-\\_na\\_webe.pdf](https://mpcedu.sk/sites/default/files/publikacie/zdravie_a_pohyb_metodicka_prirucka_zal-_na_webe.pdf)

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

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a svet práce. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_2.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_2.pdf)

MINÁRECHOVÁ, M.- ŽOLDOŠOVÁ, K. 2014. Človek a príroda. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre materské školy. Bratislava : MPC, 41 s.. [online]. Dostupné na internete: [https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova\\_zoldosova\\_1.pdf](https://archiv.mpc-edu.sk/sites/default/files/projekty/vystup/minarechova_zoldosova_1.pdf)

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

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

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

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

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 VASS, V. 2017. Kompetenciafejlesztés a 21. században (értékteremtés és megújulás). Komárom : Selye János Egyetem Tanárképző Kara, 2017. 89.p. ISBN 978-80-81-22-232-0. [online]  
 Dostupné na internete: 2018-03-07\_2018.01.23\_Vass\_Vilmos\_Nyomdakesz\_Belivek.pdf (uj.s.sk)  
 ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie. Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Dostupné na internete: [https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane\\_jazyk-komunikacia\\_na\\_zverejnenie.pdf](https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf)

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 59

A	B	C	D	E	FX
22.03	11.86	8.47	16.95	32.2	8.47

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. László Pribék, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DOC/22	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of individual non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student workload: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student can monitor, analyse, volunteer activities.</li> <li>• The student will be able to document the activities observed in the volunteer organization,</li> <li>• The student will be able to plan, organize and conduct individual education and leisure activities in the organization.</li> <li>• The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people.</li> </ul> <b>Ability:</b> <ul style="list-style-type: none"> <li>• The student will be able to work with members of the volunteer organization.</li> <li>• The student will be able to participate actively in the activities of the organization.</li> </ul>	

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

**Competences:**

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

**Brief syllabus:**

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

**Literature:**

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 4

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., Dr. László Pribék, PhD., Gyöngyi Gál, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ DTV/22	<b>Name:</b> Digital technologies in the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite is active participation in the exercises and continuous compilation of a portfolio of specific digital/virtual/online tools that are implemented in the pedagogical or educational process. The categories of the portfolio evaluation are: submission on time, consideration of formal requirements (orderliness, logical interconnection, aesthetics) and content requirements (methodology of the developing assessment tool, didactic treatment of the implementation of the assessment tool in education). The table of assessment criteria will be available to students on moodle after logging in to the e-learning course. The final grade will be calculated as follows: $(0.1 \times \% \text{ of active participation in the exercises}) + (0.9 \times \% \text{ obtained from the portfolio assessment})$ Total student workload: 1 credit = 30 hours 13 hours participation in seminars (contact hours); 17 hours portfolio preparation. To achieve a grade of A, 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total number of points must be earned.	
<b>Results of education:</b> <b>Knowledge:</b> Possesses knowledge of the digital society with respect to the teaching profession and the performance of its activities. Knows the challenges of the digital world reflected in education. Knows how to relate the appropriate digital tool to each pedagogical objective. Knows the possibilities of online learning to support active student learning. Knows the strategies, methods and forms offered by digital technologies and virtual reality to develop students' subject and digital literacy, Has knowledge of the risks of the digital world. Knows the principles of netiquette and effective communication in the digital world. <b>Skills:</b> Possesses basic methodological competencies and skills in ICT. Independently applies adequate methods of working in the digital world.	

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

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

Competences:

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

can work effectively independently in the online world,

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

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

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

### **Brief syllabus:**

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

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

Online tools to support cooperative learning. Augmented reality options.

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

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

Data protection and online safety.

### **Literature:**

ABONYI-TÓTH, A., TURCSÁNYI\_SZABÓ, M. A mobiltechnológiával támogatott tanulás és tanítás módszerei. Educatio Társadalmi Szolgáltató Nonprofit Kft., 2015, (dostupné na internete: [https://www.educatio.hu/pub\\_bin/download/tamop311\\_II/eredmenyek/m\\_learning/mlearning\\_kotet.pdf](https://www.educatio.hu/pub_bin/download/tamop311_II/eredmenyek/m_learning/mlearning_kotet.pdf))

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

[https://www.oktatas.hu/pub\\_bin/dload/kozoktatatas/tavoktatatas/Modszertani\\_gyujtemeny\\_01\\_08\\_compressed.pdf](https://www.oktatas.hu/pub_bin/dload/kozoktatatas/tavoktatatas/Modszertani_gyujtemeny_01_08_compressed.pdf))

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves gyermekek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete: [https://www.researchgate.net/publication/338986310\\_FOCUS\\_teszt\\_uj\\_szamitogep-alapu\\_vizsgalati\\_eszkoz\\_3-8\\_eves\\_gyermekek\\_szamara](https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara))

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

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

Interaktiv\_Oktatasinformatika\_READER.pdf)

TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó

gyakorlatokkal, tantárgyi példákkal, modern eszközlistával. Budapest: Eötvös Loránd

Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: [http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba\\_INTERA.pdf](http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf))  
SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

A	B	C	D	E	FX
50.0	12.5	25.0	6.25	6.25	0.0

**Teacher:** prof. Dr. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IPG/22	<b>Name:</b> Inclusive pedagogy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Knows and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Knows the types and types of SEN, disabilities and other disorders of the relevant age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> <li>• Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.</li> <li>• Can navigate the methods of the given issue, apply observation schemes, screening.</li> <li>• Can differentiate children and pupils with SEN, proceed according to the individual educational plan.</li> </ul>	

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

**Competences:**

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

**Brief syllabus:**

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

School problems: difficulties, disorders, falling behind.

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

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

Options and principles of integration.

Individual educational plan and program - development and implementation.

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

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

**Literature:**

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

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

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

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

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

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

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

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

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

STRÉDL, T. 2014. Esélyegyenlőség - és egyenőtlenség az oktatásban : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TKK



<p>Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.</p> <p>STRÉDL, T. 2013. Inkluzív pedagogia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.</p> <p>TÓTH-BAKOS, A. 2014. Az egészségünkben akadályozottak és a zeneterápia : A köznevelés kulturális, szociális és biológiai tényezői = Kultúrne, sociálne a biologické faktory edukácie - vedecký zborník Katedry pedagogiky a Katedry biológie PF UJS v Komárne : A SJE TTK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 54-59.</p> <p>VAJDA, ZS. 1990. A gyermek pszichológiai fejlődése. (Psychický vývin dieťaťa). Budapest : 2006 (3. prepracované vydanie)</p> <p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VÁŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p>																	
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>																	
<p><b>Notes:</b></p>																	
<p><b>Evaluation of subjects</b> Total number of evaluated students: 11</p> <table border="1"> <thead> <tr> <th>A</th><th>B</th><th>C</th><th>D</th><th>E</th><th>FX</th></tr> </thead> <tbody> <tr> <td>81.82</td><td>9.09</td><td>9.09</td><td>0.0</td><td>0.0</td><td>0.0</td></tr> </tbody> </table>						A	B	C	D	E	FX	81.82	9.09	9.09	0.0	0.0	0.0
A	B	C	D	E	FX												
81.82	9.09	9.09	0.0	0.0	0.0												
<p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.</p>																	
<p><b>Date of last update:</b> 18.02.2022</p>																	
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.</p>																	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ IZS/22	<b>Name:</b> Integrated student at school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
<b>Results of education:</b> Upon completion of the course, the student will <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• Master the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.</li> <li>• Controls the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.</li> <li>• Controls and understands basic concepts such as segregation, integration, inclusion.</li> <li>• Can define the terms special pedagogy, therapeutic pedagogy.</li> <li>• Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.</li> <li>• Can transform theory into practice, knows progressive trends in the field of special pedagogy.</li> <li>• Controls the types and types of SEN, disabilities and other disorders of the relevant developmental age period.</li> <li>• Orients himself correctly according to the Methodological Instructions of the Ministry of Education of the Slovak Republic for the inclusion of pupils with SEN, controls the individual educational plan and program.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• Can recognize the symptoms of individual cases of SEN, disorders and disabilities.</li> <li>• Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.</li> </ul>	

- He can independently evaluate the personality assumptions of the child and student in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of the students.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and students with SEN, proceed according to the individual educational plan.
- He is able to perform screening and orient himself in pedagogical-psychological diagnostics.
- Can research and formulate the theoretical and practical starting points needed to solve the encountered problems.
- Can cooperate and consult with other experts, work in a team.

#### Competences:

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

#### **Brief syllabus:**

Subject and goals of therapeutic and special pedagogy.

Basic terms: segregation, integration, inclusion, standard, normality, abnormality.

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

Compilation of observation schemes for individual target groups (screening).

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

Overview of incentive programs and their application possibilities in the educational process.

#### **Literature:**

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

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

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

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

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

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

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

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

VAJDA, ZS., KÓSA, É. 2005. Neveléslektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005. VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563 ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MKO/22	<b>Name:</b> Minority competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: active participation of the student in lectures, - participation of the student in the assignments and participation in the analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (100 points). Criteria for essay evaluation: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student load: 2 credits = 60 hours - 13 hours lecture attendance; 20 hours self-study; 27 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

<ul style="list-style-type: none"> <li>- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.</li> <li>- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.</li> <li>- The student will be able to analyze current concepts of minority educational policy in Slovakia.</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare and work with relevant literature sources.</li> </ul> <p>Competencies:</p> <ul style="list-style-type: none"> <li>- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.</li> <li>- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.</li> </ul>
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### **Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Forms of ethnic and national minority education; contemporary analysis of the situation in Slovakia.

Curricular aspects of minority identity.

### **Literature:**

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

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

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhDr. József Liszka, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/MPP/22	<b>Name:</b> Art-pedagogy-psychology, personal development course
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in the seminars, - Participation of the student in the assigned tasks and involvement in discussions and creative individual and group activities and activities during the seminars. Total student workload: 1 credit = 30 hours - 13 hours for participation in seminars (contact hours), - 7 hours of study of recommended reading, - 10 hours of participation in assignments. Prerequisites for successful completion of the course are as follows: - Active participation of the student in the seminars, participation in debates, individual and group activities within the seminars (50%), - completion of the individual and group assignments (50%).	
<b>Results of education:</b> The aim of the course is to develop the personality of future teachers, their personality traits, communication skills and strengthening self-esteem as necessary attributes for the successful implementation of the educational process. The course introduces students to the methods, techniques and practices of experiential learning, positive psychology and positive education, through which the education of creative, empathetic, tolerant and professionally self-confident and motivated educators is carried out. <b>Knowledge:</b> - The student is proficient in the fundamentals of the art, education, and psychological disciplines system. - The student knows the fundamentals of experiential pedagogy theory and practice. - The student knows the foundations of the theory and practice of positive psychology and positive education. - The student knows the basic methods and techniques of art therapy, music therapy, art therapy, with their possible use in the educational process. <b>Skills:</b> - The student is able to apply selected methods, techniques, procedures of positive psychology and positive education in the educational process.	



- The student is able to use selected methods, techniques, procedures of applied psychology and pedagogical communication in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for the benefit of comprehensive personality development.

**Competencies:**

- The student purposefully and systematically pursues the development of his/her own personal and pedagogical core competencies, including through artistic and educational psychological disciplines.
- The student understands the educational process as an opportunity to develop and shape the personality of pupils and teachers, using new knowledge from the field of positive psychology and positive education.
- The student has developed competences for adapting elements, techniques and procedures from the field of artistic-educational and pedagogical-psychological disciplines to his/her own educational activity.

**Brief syllabus:**

- The place and importance of artistic, pedagogical and psychological disciplines in the development of personality aptitudes and harmonious personality development.
- Art education and its means in favor of developing emotional intelligence and comprehensive development of personality.
- Possibilities of application and application of creative methods and techniques of art education, passive and active art therapy and music therapy in the educational process (e.g. participation in an artistic event or participation in the creation of various projects of artistic orientation).
- Pedagogical-psychological disciplines, methods, techniques and means in favour of prevention and mental health of the pedagogical personality.
- Possibilities of application and application of methods and techniques of activation and motivation in the educational process:
- Creation of a motivational calendar,
- techniques of "rethinking and reframing" from the field of positive psychology,
- altruism, volunteer activities and their influence on the mental and psychological health of the pedagogical personality,
- the possibilities of drama education,
- methods and techniques of "team-building" in favour of building interpersonal relationships.
- Possibilities of practicing and applying methods and techniques for the development of communication skills.
- Possibilities of practicing and applying methods and techniques with relaxation intention and to relieve tension, stress, stage fright.
- Positive pedagogy, positive psychology, experiential pedagogy as innovative and progressive directions of the 21st century and possibilities of their implementation in the educational process.

**Literature:**

- BAGDY, E. 2003. Pszichofitness. ANIMULA, 2003. ISBN 9634080502.
- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.
- BAGDY, E. & BISHOP, B. & BÖJTE, CS. & RAMBALA, É. 2011. Hidak egymáshoz: Empátia, kommunikáció, konfliktuskezelés. Budapest: Kulcslyuk Kiadó. ISBN 978-963-89026-5-8.
- BAGDY, E., & KÁDÁR, A. KOZMA-VÍZKELETI, D. & PÁL, F. & SZONDY, M. 2014. Bízz magadban!: Önértékelés, önellfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.

CINDLEROVÁ I. & A. CSEHIOVÁ & S. DUKIČIN VUČKOVIĆ & G. ENTLOVÁ & Z. GADUŠOVÁ & GY. GÁL & T. GUZIUROVÁ & A. HAŠKOVÁ & L. HOLEČKOVÁ & K. HORVÁTHOVÁ, K. & SZÖKÖL. I. 2016. A pedagógiai kommunikáció. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-175-0.

HORVÁTH & L. IVANOVIĆ VIBIĆ & T. JOVANOVIĆ & S. KLIMSZOVÁ & L. KNEZEVIĆ & L. KOVÁCS & K. KRPÁLKOVÁ-KRELOVÁ & I. LOMNICKÝ & E. MALÁ & ZS. MOGYORÓSI & S. O. NINKOVIĆ & L. PAVERA & L. PREDANOCYOVÁ & B. RADULOVIC & M. STOJANOVIĆ & E. STRANOVSKÁ & K. SZARKA & I. ŠIMONOVÁ & A. TÓTH-BAKOS & T. TÖRÖK & M. TRNOVÁ & T. VACINOVÁ & I. VIRÁG & E. PETLÁK & M. VÍTEČKOVÁ. 2021. MENTOR TRAINING: Materials and Tasks. Ostrava: Ostravská univerzita. ISBN 978-80-7599-294-9.

CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.

CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szököl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho. P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.

CSEHIOVÁ, A. 2020. The Transfer Effect of Musical Activities in Terms of Abilities and Personality Development - About the Results of a Music-Pedagogical Study. AD ALTA: journal of interdisciplinary research : recenzovaný mezinárodný vedecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. Az élménypedagógia helye és szerepe a felsőoktatásban. In: Neveléstudományi kutatások a Kárpát-medencei oktatási térben: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete: A 4. Kárpát-medencei Oktatási Konferencia tanulmánykötete. Tóth Péter, Horváth Kinga, Maior Enikő, Bartal Mária, Duchon Jenő. Komárno: Univerzita J. Selyeho, 2019, CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.

CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. Élmény-foglalkozások a Selye János Egyetemen: "Művészet-Pedagógia-PSZichológia". DOI 10.36007/3334.2019.09-17 In: 11. International Conference of J. Selye University : Pedagogical Sections: Pedagogical Sections. Bukor József, Nagy Melinda, Pukánszki Béla István, Csehiová Agáta, Józsa Krisztián, Szököl István. Komárno: Univerzita J. Selyeho. Online, s. 9-17. ISBN 978-80-8122-333-4.

CSÍKSZENTMIHÁLYI, M. 2001. Flow - Az áramlat = A tökéletes élmény pszichológiája. Budapest: Akadémiai Kiadó. ISBN 963 05 7770 4.

CSÍKSZENTMIHÁLYI, M. 2016. Kreativitás = A flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó. (Az elme kerekai, ISSN 2061-2087) ISBN 978 963 05 8746 4.

KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az élménykeresés foka" egy tanárképzésben végzett kutatás eredményei. In: HuCER 2020: Tanulás és innováció a digitális korban: Tanulás és innováció a digitális korban. Kozma Tamás, Juhász Erika, Tóth Péter. Budapest: Magyar Nevelés- és Oktatókutatók Egyesülete. P. [91]. ISBN 978-615-5657-08-5.

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

TÓTH-BAKOS, A. Alternatív irányzatok a zenei nevelésben az inklúzió jegyében, avagy, hogyan lehet a zene tényleg mindenkié. In Parlando [online]. 2021, no. 6 [cit. 2021-12-07]. Dostupné na internete: <[http://www.parlando.hu/2021/2021-6/Toth-Bakos\\_Anita.pdf](http://www.parlando.hu/2021/2021-6/Toth-Bakos_Anita.pdf)>. ISSN 2063-1979.

TÓTHNÉ LITOVKINA, A. & ZOLCZER, P. 2018. Önfelneztés és produktivitas: Rövid útmutató személyiségünk és teljesítőképességünk fejlesztéséhez. Komárno: Univerzita J. Selyeho ISBN 978-80-8122-288-7.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., Mgr. Anita Tóth-Bakos, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ MUV/22	<b>Name:</b> Methods of learning and research
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's total workload: developing and updating a research plan min. 2 pages (20 points), development and adaptation of research methods and instruments (20 points), presentation of research method and instrument min. 2 pages (20 points), testing research methods and tools, summarizing experiences min. 3 pages (40 points). OR to reveal the learning style of the students with a selected questionnaire (min. 15 students), evaluate, identify learning styles and summarize the results in a written paper (min. 3 pages, 40 points). Complete evaluation of the success of the subject: <ul style="list-style-type: none"> <li>• A = 90 – 100% (100 – 90 points) - excellent,</li> <li>• B = 80 – 89% (89 – 80 points) - very good,</li> <li>• C = 70 – 79% (79 – 70 points) - good,</li> <li>• D = 60 – 69% (69 – 60 points) - satisfactory,</li> <li>• E = 50 – 59% (59 – 50 points) - pass,</li> <li>• FX = 0 – 49% (49 – 0 points) - fail.</li> </ul> The student's total workload - Work Schedule: 2 credit = 60 hours: 13 hours (contact hours); 47 hours (preparation of a semester paper).	
<b>Results of education:</b> Educational outcomes: The fulfilment of subject requirements entails the acquisition of the following characteristics; <b>Knowledge:</b> Familiarity with the most important characteristics of scientific research; Familiarity with the qualitative and quantitative methodologies; Familiarity with the methods of collecting research data; Familiarity with the basics of case-studies and online researches; Familiarity with the basics of Academic Writing; Familiarity with the working with scientific literature; Familiarity with the methods and characteristics of scientific literature; Familiarity with methods of reference to scientific literature;	

Familiarity with relationship between learning style, learning environment and learning motivation;

Familiarity with the basic concepts of learning methodology;

Familiarity with the main characteristics of measuring instruments (used during data collection),

Familiarity with the criteria of validity and reliability;

Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

- formulate the purpose of the research,
- compile a research plan on a selected topic,
- develop the principles of scientific literature research,
- evaluate the appropriateness of the applied research instruments and methods.

Competencies:

The student is capable of:

- preparing her/his own research plan,
- formulating hypotheses and/or questions,
- choosing research methods and instruments in order to implement her/his own research plan,
- analyzing and referring to the scientific literature,
- summarizing thoughts, based on the processed literature formulation.

#### **Brief syllabus:**

The main characteristics of pedagogical research.

Quantitative and qualitative methodologies of pedagogical science.

Formulation of research hypotheses and questions.

Selection and processing of appropriate scientific literature.

Data collection methods (questionnaire, interview, observation, tests).

Case studies, researches on the internet.

The thesis as a publication.

System of scientific references.

Learning styles and learning environment.

Learning didactics.

Correlations of learning and teaching styles.

#### **Literature:**

Andragógiai interdiszciplináris kutatósmódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.

Kutatósmódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.

A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.

Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.

Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.

Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.

Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-  
A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. László Pribék, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PDI/22	<b>Name:</b> Pedagogical diagnostics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Conditions for completing the subject: - active participation in lectures, - the student's participation in assigned tasks, analyses and discussions during lectures, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam During the semester, students must complete the following tasks: - During the semester: a) written work in the form of a case study (group work; min 6 pages; max 50 points) or b) making a diagnostic record/observation sheet (group work; min 5 pages; max 50 points) or c) individual educational plan for a student with special educational needs within a given subject (group work; 5 pages; max 50 points). Aspects of evaluation a/ o description of the case from a diagnostic point of view, application of technical terminology (20 points), o content and form (10 points), o the suitability of the strategies proposed for the development of the problematic area(s) (20 points). Optional: written work or lecture/presentation. b/ o content (20 points), o form (10 points), o categorization of fields, technical terminology (20 points). Optional: written work or lecture/presentation. c/ o content (20 points), o form / structure (10 points),	

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

Aspects of evaluation: based on the scores achieved A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; E = 50-59% of the total score.

The student's total workload in terms of the distribution of working hours: 2 credits = 60 working hours:

- Participation in lectures (13 working hours).

- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (22 working hours).

- Preparation for the final test (25 working hours).

Final evaluation: The maximum score is 100. The condition for passing the subject is a minimum of 50 points (50%) with the condition that all tasks must be completed with at least 50%. Rating scale: A (90-100%), B (80-89%), C (70-79%), D (60-69%), E (50- 59%).

### **Results of education:**

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,
- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,
- understands the cultural needs and characteristics of different social groups,
- raises awareness of the importance of pedagogical work depending on the diversity of the population,
- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,
- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,
- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,
- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,
- supports the formation of self-evaluation processes in their students,
- can modify and thereby make the activities more efficient,
- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,
- can identify developmental and individual characteristics in practice, recognize specific educational needs,
- takes into account the different levels of development of each child/student resulting from socio-cultural differences,
- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions



and conclusions into account in relation to the education of children/students with special educational needs,

- able to document results and select or compile record/observation sheets,
- is able to apply the methods and tools of pedagogical diagnostics in practice,
- accepts individual differences (accepts differences resulting from developmental and spiritual characteristics), has practical experience in identifying the psychological and social factors of learning and accepts and takes into account the diversity of the class/community,
- is able to develop an individual educational plan for a student with special educational needs and apply it in practice.

#### Competencies

The student...

- identifies with their profession and institutional standards,
- demonstrates an empathic attitude towards others,
- can adequately evaluate the learning process and its results based on the specified criteria (achievement of the set goals, the impact of learning on the child/student) according to the individual's developmental and individual characteristics,
- can use the skills necessary to establish the correct diagnosis during pedagogical diagnosis in practice and can formulate the prognosis, can set the appropriate development goals,
- uses the principles of assertive communication, communicates with legal representatives and specialists (psychologist, special pedagogue, other specialists) in matters concerning children/students with special educational needs,
- can effectively communicate and cooperate with the external environment,
- feels responsible for the effective implementation of the educational process supported by pedagogical diagnostics and the application of self-reflection.

#### **Brief syllabus:**

Pedagogical diagnostics as a scientific discipline. Its development tendencies and trends in the 20th and 21st centuries in Hungary and abroad.

Concept, object, goals, tasks and basic concepts of pedagogical diagnostics.

Pedagogical diagnostics in the school environment. Its focuses, importance, functions and methodological rules.

Typology of pedagogical diagnostics. The process of diagnosis. Application of pedagogical diagnostics in pedagogical processes.

Diagnostic competences of pedagogical workers.

Pedagogical evaluation. Basic requirements of diagnostic, formative and summative assessment.

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

Diagnosing in practice. Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.

Integration is inclusion.

Students with special educational needs in the school. Institutional integration of students with special educational needs. Integration, learning and behaviour disorder.

Educational programs for students with special educational needs. Individual educational plan and its practical application.

Cooperation with legal representatives, institutions and professionals.

#### **Literature:**

- BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.

- Koncepcia rozvoja nadaných detí a mládeže v SR. 2007. Bratislava. [online]. Dostupné na internete: <https://www.minedu.sk/data/att/933.pdf>
- MERTIN, V.-KREJČOVÁ, L. 2016. Metody a postupy poznávání žáka. Pedagogická diagnostika. Wolters Kluwer ČR. 400 s. ISBN 9788075520142.
- Stratégia SR pre mládež na roky 2021-2028. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/11043\\_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf](https://www.minedu.sk/data/files/11043_strategia-slovenskej-republiky-pre-mladez-na-roky-2021-2028.pdf)
- STRÉDL, T. 2013. Inkluzív pedagógia avagy a győgypedagógiáról másképp. 1. kiad. Komárno : Univerzita J. Selyeho, 148 s. ISBN 978-80-8122-089-0.
- VARGÁNÉ, MEZŐ, L. 2009. A pedagógiai dignosztika és az együttnevelést segítő szakmaközi együttműködés lehetőségei. [online]. Dostupné na internete: <https://ofi.oh.gov.hu/vargane-mezo-lilla-pedagogiai-diagnosztika-es-az-egyuttnevelest-segito-szakmakoz-egyuttmukodes>
- VAŠEK, Š. 2004. Špeciálno- pedagogická diagnostika. 4. vyd. Bratislava: Sapientia s.r.o, 2004. 168 s. ISBN 80-969112-0-1.
- ZELINKOVÁ, O. 2009. Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 263 s. ISBN 978-80-7367-514-1.
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PHO/22	<b>Name:</b> Pedagogical evaluation
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final student assessment (max. 100 points = 100%): independent written work and final test. Prerequisites: - Active participation of the student in lectures, - active participation of the student in the course of the course, - successful completion of the final test. During the semester the student must prepare: - written thesis: The student has to construct a knowledge test in the context of his/her own approbation course. The paper should include: 1.) a knowledge test with a maximum time limit of 45 minutes, 2.) the correct answer key for each item, 3.) instructions for measurement (when, under what circumstances pupils can write the test, what aids they can use, etc.), 4.) A brief analysis of the curriculum (grade level; specific part of the curriculum covered etc.). Assessment criteria: - Form requirement (10 points), - content requirement, methodological correctness (20 points), - quality of instructions and key (20 points). Assessment criteria on the basis of the scores: to achieve an A grade 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points); and for grade E 50-59% ( 30-25 points) of the total number of points. 0-24 points = FX. - Pass the final test - at the end of the semester (max 50 points). The test serves to verify the student's theoretical knowledge. Grading criteria based on points: to achieve grade A, you need to get 90-100% (50-46 points); for grade B, 80-89% (45-41 points); for grade C, 70-79% (40-36 points); for grade D, 60-69% (35-31 points) and for grade E, 50-59% ( 30-25 points) of the total points. 0-24 points = FX. Total student workload - distribution of work hours: 2 credits = 60 work hours: - Lecture attendance: total for the semester (13 hours).	

- Student's written work and its elaboration - designing a knowledge test (22 working hours).
- Preparation for the final test (25 working hours).

The maximum number of points is 100. The condition for passing the course is the achievement of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade of A, 90-100% (90-100 points); for a grade of B, 80-89% (80-89 points); for a grade of C, 70-79% (70-79 points); for a grade of D, 60-69% (60-69 points); and for a grade of E, 50-59% (50-59 points) of the total number of points. 49-0 points = FX.

### **Results of education:**

#### **Knowledge**

##### **The student**

- has an in-depth knowledge of the methodological foundations of assessment theory and practice, and of the theory and practice of student assessment,
- understand the importance of assessment and feedback in learning,
- can give an overview of current trends in assessment in education,
- has knowledge of the purpose and methods of diagnostic, formative and summative assessment,
- has knowledge of methodological guidelines for assessing and grading students,
- has knowledge of the similarities and differences between skills and knowledge tests,
- knows the principles of writing tasks,
- knows of the principles for the preparation of assesment and measurement guides,
- knows the principles of testing knowledge.

#### **Skills:**

##### **The student**

- will be able to evaluate the teaching-learning process and its outcomes, the learning process and its outcomes: will be able to carry out effective pedagogical evaluation,
- has basic practical experience in assessing learners' current levels of development and developmental characteristics,
- is able to apply different methods and forms of assessment, to assess the learner without prejudice and stereotypes,
- can identify developmental and individual characteristics in practice,
- is able to apply in practice the pedagogical assessment tools,
- is able to test subject knowledge.

#### **Competences:**

##### **The student**

- identifies with his/her profession and with institutional standards,
- demonstrates empathy towards others,
- is able to evaluate the learning process and its results in relation to the developmental and individual characteristics of the person, on the basis of the criteria set (achievement of objectives, impact of learning on the learner),
- adopt a non-judgemental and non-stereotypical approach to pedagogical assessment,
- has basic competences in the field of educational assessment.

#### **Topics:**

1. Student assessment. The impact of assessment on student performance and motivation.
2. Types, methods and tools of assessment in the teaching-learning process.
3. Diagnostic, formative and summative tests.
4. Assessment in relation to norms and criteria.
5. Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.
6. Skills and ability tests.

<p>7. Principles of constructing and using proficiency tests.</p> <p>8. Exploring content and requirements, constructing taxonomies.</p> <p>9. Task pathology, types of tasks for knowledge assessment.</p> <p>10. Practice in preparing knowledge assessment tasks.</p> <p>11. Measurement and evaluation guides, revision key.</p> <p>12. Interpretation of measurement results, use in school.</p>
<p><b>Brief syllabus:</b></p> <p>Student assessment. The impact of assessment on student performance and motivation.</p> <p>Types, methods and tools of assessment in the teaching-learning process.</p> <p>Diagnostic, formative and summative tests.</p> <p>Assessment in relation to norms and criteria.</p> <p>Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.</p> <p>Skills and ability tests.</p> <p>Principles of constructing and using proficiency tests.</p> <p>Exploring content and requirements, constructing taxonomies.</p> <p>Task pathology, types of tasks for knowledge assessment.</p> <p>Practice in preparing knowledge assessment tasks.</p> <p>Measurement and evaluation guides, revision key.</p> <p>Interpretation of measurement results, use in school.</p>
<p><b>Literature:</b></p> <p>BORBÉLYOVÁ, D. 2021. A pedagógiai diagnosztika új útjai és kihívásai. Komárno: Selye János Egyetem, Tanárképző kar. 251 o. ISBN 978-80-8122-394-5.</p> <p>CSÍKOS, Cs. &amp; B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: <a href="http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf">http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf</a></p> <p>CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <a href="http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei">http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei</a></p> <p>CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <a href="http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei">http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei</a></p> <p>D. MOLNÁR, É., MOLNÁR, E. K. &amp; JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: <a href="http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf">http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf</a></p> <p>JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: <a href="http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf">http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf</a></p> <p>JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: <a href="http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf">http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf</a></p>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian, slovak</p>

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX1/22	<b>Name:</b> Introductory pedagogical practice
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them. The conditions for completing the course: - active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines, - cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise, - submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1), - Completion of a portfolio (reflection on the induction training) - assessment of the quality of the portfolio/reflection (max. 50 points): • content: 35 points, • format: 15 points. Total workload of the student: 1 credit = 30 working hours • 5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours preparation of the portfolio/reflection. Successful completion of the course requires: 1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1 2.) obtaining at least 50% of the maximum number of points (50 points) for the course. Final assessment: - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> <b>Knowledge:</b> - the student is familiar with the school's legal documents. - The student knows the pedagogical documentation of the school. <b>Skills:</b> - be able to find their way around school legislation and search for relevant information,	

- be able to find their way around the school's pedagogical documentation. Competencies: - the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.	
<b>Brief syllabus:</b> The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria. Preparing a portfolio/reflection.	
<b>Literature:</b> CINDLEROVÁ, I., - CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9. HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1. PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5. SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2. Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Štátne vzdelávacie programy Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.	
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian , slovak	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 88	
a	n
88.64	11.36
<b>Teacher:</b> PaedDr. Tamás Török, PhD.	
<b>Date of last update:</b> 18.02.2022	
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.	



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX2/22	<b>Name:</b> Pedagogical practice 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX2). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> Oktatási kimenetek: Knowledge: - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. Skills: - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

#### Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

#### **Brief syllabus:**

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

#### **Literature:**

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

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

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PPX3/22	<b>Name:</b> Pedagogical practice 3
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice at the SJE CPTS. The student is obliged to follow the sections of this document concerning the pedagogical practice of tutorials (PPX3). Mandatory parts of the portfolio: - A (completed) protocol certifying the completion of the pedagogical training - Observed lessons analysis and completed observation forms - Other documents and annexes of the pedagogical practice. Subject grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 1 credit = 25 hours (10 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis and 15 hours of preparation: preparation for the pedagogical practice - consultation with the trainer, preparation for the lesson, preparation of the portfolio and documentation)	
<b>Results of education:</b> <b>Knowledge:</b> - The student is able to observe and analyse activities in upper secondary and secondary school. - The student is able to evaluate professionally the observed upper secondary and secondary school activities and activities. - The student is able to consult school documents. - The student is familiar with the staff structure and material resources of the school. - The student is aware of the specific activities of the teacher during the lessons. - The student knows and understands the environment, culture and organisation of primary and secondary schools. <b>Skills:</b> - The ability to identify the different manifestations of the structural elements of personality, the psychological processes of the learner in the process of teaching and in social interactions. - Knowledge of the specific activities of the teacher during the day, in the classroom and in the teaching of subjects related to his/her field of specialisation in primary and secondary schools.	

- Identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- Can identify the teaching methods used in the lesson.
- Describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programmes and software, dynamic systems, interactive learning materials and portals in the teaching of subjects in the field of the teacher's specialisation.
- Describe the processes of student assessment in the teaching process.
- Identify the teaching and communication style and professional skills of the teacher.
- Ability to process, evaluate and reflect on the results of observations in the context of educational theory.
- The learner can recognise his/her own level of competence.
- The learner is able to identify common professional problems, to search for, formulate and solve them from a theoretical and practical background (using practical procedures in practice).
- The ability to identify gifted pupils, pupils with difficulties or special educational needs, disadvantaged pupils, pupils with multiple disadvantages and pupils with special educational needs.

#### Competencies:

- It takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles, consequences and learning effectiveness.
- Reflects on own pedagogical skills.
- The student will be able to develop self-awareness of the teaching profession in a targeted way.
- The student will be able to create an atmosphere of trust, helpfulness, encouragement, attentiveness, acceptance, openness, recognition and management of the working style of others.

#### Brief syllabus:

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

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

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

To carry out a professional analysis of the lessons observed in collaboration with the trainee teacher. Documenting the process and results of each lesson observed.

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

#### Literature:

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

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

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

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

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

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

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

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ PRP/22	<b>Name:</b> Profession of teaching
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. - Student participation in assignments and involvement in analysis and discussions during lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points) - a final didactic test (50 points). Criteria for the evaluation of the essay: - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: - Content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credits = 60 hours - 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers. The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> Knowledge - The student knows the most important exploratory methods to reveal the social situation of groups and students,	

- The student knows the pedagogical methods that promote community formation and development,
- the student knows pedagogical theories about the role of the teacher, expectations related to the role of the teacher,
- the student has knowledge of the role of reflective thinking, opportunities for further education,
- the student is informed in the field of educational research,
- the student knows the main ethical standards of his/her profession.

#### Skills

The student will be able to:

- Independently search, compare and use relevant literature sources,
- define strategies appropriate to the goals of education,
- select organizational forms and organize an environment conducive to effective learning,
- independently, professionally analyse different learning situations,
- reflectively interpret, analyse and evaluate their pedagogical experiences and opinions.

#### Competencies:

Student:

- Can form an independent opinion, reflect on himself/herself as a future teacher.
- Is able to develop own practices to achieve the set goals,
- behaves empathetically towards different social groups,
- takes responsibility for the mission of his/her institution,
- feels responsible for the effective solution of each problem.

#### **Brief syllabus:**

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (a two-factor model of retention in the profession)
8. A model of the educator's career. Individual career image and reflection.
9. Reflexivity in the teacher's work. The reflective teacher.
10. Strengthening teachers' professional awareness, support for their work, their career opportunities.
11. Teacher's code of ethics.
12. Difficulties of the teaching profession: role conflicts, prevention of burnout syndrome.
13. Competences of beginning teachers, possibilities of their development.
14. Professional support for beginning teachers. Mentoring opportunities in public education and higher education.

#### **Literature:**

Czető Krisztina: Eredményesség és szakmai fejlődés. A tanári eredményesség modelljei és az eredményes szakmai fejlődést és tanulást támogató tanulási helyzetek megközelítése.



Neveléstudomány, 2020 (8) 1. sz. 80-93. [http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany\\_2020\\_1\\_83-97.pdf](http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf) [2022. 02. 05.]

Falus Iván (szerk.): Tanári pályaaalkalmasság – kompetenciák – szttenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. [http://epednet.ektf.hu/eredmenyek/tanari\\_palyaaalkalmassag\\_kompetenciak\\_sztenderdek.pdf](http://epednet.ektf.hu/eredmenyek/tanari_palyaaalkalmassag_kompetenciak_sztenderdek.pdf) ISBN 978-963-9894-86-0 [2022. 02. 05.]

Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. [http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd\\_vodapedaggusok\\_tllkszleteV3/index.html](http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html) [2022. 02. 05.]

Ingvarson, L. (2002): Development of a national standards framework for the teaching profession. [https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching\\_standards](https://research.acer.edu.au/cgi/viewcontent.cgi?article=1007&context=teaching_standards) [2022. 02. 05.]

N. Tóth Ágnes: Az inkluzív pedagógus. In: A pedagógia adósságai. Savaria University Press. Szombathely. 2015. [https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178\\_Az\\_inkluziv\\_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf](https://www.researchgate.net/profile/Agnes-N-Toth/publication/316432178_Az_inkluziv_pedagogus/links/58fdc181a6fdccae60a1e71d/Az-inkluziv-pedagogus.pdf) [2022. 02. 05.]

Németh András: Magyar pedagógusképzés és a pedagógus szakmai tudásformák I. 1775 –1945. nemzeti fejlődési trendek, nemzetközi recepciós hatások. ELTE Eötvös Kiadó, Budapest, 2012. ISBN: 978 963 33120934

Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282

Sági Matild (szerk.): A pedagógushivatás megerősítésének néhány aspektusa. OFI, Budapest, 2015. [https://ofi.oh.gov.hu/sites/default/files/attachments/1506257\\_a\\_pedagogushivatas\\_megerositesenek\\_nehany\\_aspektusa\\_beliv.pdf](https://ofi.oh.gov.hu/sites/default/files/attachments/1506257_a_pedagogushivatas_megerositesenek_nehany_aspektusa_beliv.pdf) [2022. 02. 05.]

Szivák Judit: Reflektív elméletek, reflektív gyakorlatok. ELTE, Budapest, 2014. ISBN 978-963-284-482-4. [https://www.eltereader.hu/media/2016/05/Szivak-\\_READER.pdf](https://www.eltereader.hu/media/2016/05/Szivak-_READER.pdf) [2022. 02. 05.]

Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkéje. Eötvös Kiadó, ELTE, Budapest, 2016. [https://www.eltereader.hu/media/2017/05/Vamos\\_Agnes\\_Tanulo\\_pedagogusok\\_READER.pdf](https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf) ISBN 978-963-284-805-1 [2022. 02. 05.]

Z. Gadusova (szerk.): Mentor training. Materials and tasks. The publication is supported by Erasmus+ project No. 2020-1-SK01-KA201-078250 Mentor Training (MENTRA). ISBN 978-80-7599-294-9.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

A	B	C	D	E	FX
73.33	0.0	20.0	0.0	6.67	0.0

**Teacher:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RAS/22	<b>Name:</b> Family and school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in lectures and submission of a written thesis during the semester. The assessment of the course will be based on the points obtained in the following distribution: maximum 10 points for participation maximum 30 points for solving seminar problems during class and maximum 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours of active participation in lectures; 17 hours of independent study and preparation of written work).	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the details of school and family education.</li> <li>- The student knows the possibilities and interactions with parents</li> <li>- the student knows and current methods for problem solving and conflict management.</li> <li>- The student knows current social trends in social and family difficulties</li> <li>- the student knows and social inequalities and the problems they cause</li> </ul> <b>Abilities:</b> <ul style="list-style-type: none"> <li>- The student is able to independently search, compare and use relevant literary sources,</li> <li>- The student is able to navigate between legal documents and search for relevant legislation,</li> <li>- the student is able to manage a small social group,</li> <li>- the student is able to collaborate with partner institutions of his/her school.</li> <li>- The student is able to embrace family values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student is able to use his/her theoretical knowledge in the context of the family and the school,</li> <li>- the student is able to develop his/her own procedures to achieve his/her goals,</li> <li>- the student is compassionate towards different social groups,</li> <li>- the student is able to critically evaluate legislative documents related to his/her work,</li> <li>- the student takes responsibility for solving problems related to his/her work.</li> </ul>	
<b>Brief syllabus:</b>	

<p>The concept and history of the family.</p> <p>Family form and family functions.</p> <p>The place, role and absence of members in the family.</p> <p>Evolution of family life and changes in family life.</p> <p>Paranormal crises and the under-functioning family.</p> <p>The family and the school.</p> <p>Methods of getting to know the family.</p> <p>Opportunities for cooperation.</p> <p>Educational methods and teacher communication.</p> <p>Social deficiencies and school success.</p> <p>Research on family inequalities.</p> <p>The education of family life.</p> <p>Strengthening the relationship between school and family. Good practices.</p>
<p><b>Literature:</b></p> <p>Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014.ISSN 2062-5936  <a href="https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf">https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf</a></p> <p>Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.</p> <p>Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.</p> <p>Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  <a href="http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf">http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf</a></p> <p>Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.</p> <p>Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183</p> <p>Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.</p> <p>Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.</p> <p>Ranschburg Jenő (2004): Gepárd-kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595</p> <p>Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771</p> <p>UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.</p> <p>Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179.ISBN: 963389 7289</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian, slovak</p>
<p><b>Notes:</b></p>
<p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 34</p>

A	B	C	D	E	FX
52.94	17.65	2.94	8.82	0.0	17.65
<b>Teacher:</b> prof. Dr. Béla István Pukánszky, DSc., Gyöngyi Gál, PhD., prof. Dr. András Németh, DSc.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RMK/22	<b>Name:</b> Regional and minority culture
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures, - Participation of the student in the assignments and participation in the analysis and discussions during the lectures, - an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points) Essay evaluation criteria: - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating suggestions (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: - Content (40 points), - originality (20 points), - formality (20 points), - presentation of the literature review (20 points). Total student workload: 2 credit = 60 hours - 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b> Knowledge:	

- The student can explain and justify the transformations of the terms intercultural, multicultural, and transcultural education.
- The student will be familiar with the concepts of identity, majority and minority identity, educator identity, and minority educator identity.
- The student will understand the cultural legacy of generations, and societal value systems.
- The student will be able to analyze current concepts of minority educational policy in Slovakia.

**Skills:**

- The student will be able to independently search, compare and work with relevant literary sources.

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student has internalized social values.
- The student has respect for ancestral traditions.
- The student is able to create various didactic games aimed at developing the student's intercultural and minority competences.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

State and nation - national, ethnic, majority and minority identity.

Cultural and social values with regard to minorities.

Forms of education of ethnic and national minorities; current analysis of the situation in Slovakia.

Curricular aspects of minority identity.

**Literature:**

HORVÁTHOVÁ, Kinga, Péter TÓTH, András NÉMETH. 2019. Kisebbségi helyzet, identitás és műveltség [elektronický zdroj]: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 117 s. [CD-ROM]. ISBN 978-80-8122-309-9.

HUSZÁR, Zsuzsanna, Melinda NAGY, Péter TÓTH, Béla István PUKÁNSZKY a András NÉMETH. 2021. Szlovákiai magyar pedagógusok szakmaképe, kisebbségi és pedagógusi identitásának vizsgálata. In: Engler Ágnes, Bocsi Veronika, Andl Helga (eds.). Új kutatások a neveléstudományokban 2020: Család a nevelés és az oktatás fókuszában. Debrecen: Magyar Tudományos Akadémia Pedagógiai Bizottság, 2021, P. 178-197.

LISZKA, J. 2009. Interetnikus és interkulturális kapcsolatok Dél-Szlovákiában. Komárno : Selye János Egyetem. ISBN 978-80-89234-87-5

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

NAGY, M., STRÉDL, T., SZARKA, L. 2018. Többség, kisebbség és a tolerancia II. : Kapcsolatok és identitások a számok tükrében. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-280-1

RÓKA, J., HOCHÉL, S. 2009. Interkulturális és nemzetközi kommunikáció a globalizálódó világban. Budapest : Budapesti Kommunikációs és Üzleti Főiskola. ISBN 978-963-7340-74-1

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

hungarian, slovak

**Notes:**

<b>Evaluation of subjects</b>					
Total number of evaluated students: 60					
A	B	C	D	E	FX
18.33	26.67	28.33	21.67	1.67	3.33
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhDr. József Liská, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ RPK/22	<b>Name:</b> Gross motor development
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation at the lectures. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars in a range of 5 pages (A4, v.p.: 12, r.: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical well-being, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical	



and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age.

Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation, preparation of medical practice aids, practical demonstration of sample satisfaction, seminar work).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload : 2 credits = 60 hours, 13 hour participation at the lectures; 47 hours of self-study.

### **Results of education:**

Knowledge:

- It is familiar with current public education programs, it will be able to implement and evaluate education and training.
- The trainee has basic knowledge of the area.
- It can work effectively as a team Member and individually control, using sports games.
- The student will be able to organize leisure activities.
- The student can acquire expertise in leisure activities and individual sports games.
- The student will be able to learn and use the basics of movement and pre-training in the wild.

Capabilities:

- The graduate knows and understands the concept of the institutional socialization process in a broader social science context It is ready to provide independent care, further education and professional development.
- The student will be able to properly create kinesthetic games that are appropriate for the age.
- The student will be able to apply his/her knowledge correctly in developing kinesthetic gaming projects.

Competences:

- The student will be able to apply his knowledge to his/her work, which may influence his/her professional choice.
- It is able to create a problem channel and to navigate the situation of individuals at the target groups.
- The student will be able to develop a targeted self-knowledge related to vocational guidance.
- The student will be able to design his/her activities independently.
- He knows the legislation and institutional context in which to exercise his profession. It has developed socially accepted civic attitudes and a positive attitude toward its profession and target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, an open atmosphere to learn about and manage the way others work.

### **Brief syllabus:**

The importance of kinesthetic toys for the somatic, physiological and psychological antisocial development of students. Kinesthetic toys and basic knowledge of their distribution. Use of kinesthetic games in practice and in leisure time. Collective sporting activities, didactic games. All-in-one games and their use: Play games, play games with a ball (FIT-BALL), and play games for children in the open. Learn the basic rules for handling kinesthetic games. Motion-manipulation toys. Terminology for physical practices. Basic rules for the movement description. Preparatory part of the educational activities - exercises, warm-up methods. The regularity and mold development of the growth and development of human motorized skills. The development of motorized skills and opportunities to develop motor skills at different stages of learners' development. Kinesthetic

toys and physical practices for good body-keeping. Kinesthetic games and physical exercises to improve basic movements. Kinesthetic games and physical exercises to develop basic mobility skills. Kinesthetic toys are designed to develop motorized skills fitness. Kinesthetic games aim at improving the capacity for the coordination of motor skills. Preparation, conduct, methodological and educational procedures (evaluations) for kinesthetic games. Relaxation, health and relaxation practices.

**Literature:**

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7  
 Pektor Gabriella: Mozgásfejlesztő játékok gyűjteménye, 2011 ISBN 978-963-697-652-1  
 Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9  
 Laczo Eugen a kol.: Rozvoj a diagnostika pohybových schopností detí a mládeže, Bratislava 2014, ISBN 978-80-97-14-66-0-3, [http://www.telesnavychova.sk/userfiles/downloads/Rozvoj\\_diagnostika\\_PS\\_Laczo\\_2014.pdf](http://www.telesnavychova.sk/userfiles/downloads/Rozvoj_diagnostika_PS_Laczo_2014.pdf)  
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3  
 Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,  
 Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ SOV/22	<b>Name:</b> Sociology of education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for passing the course are: active participation of the student in the exercises and submission of a written thesis during the semester. The evaluation of the course will be made on the basis of the points obtained in the following distribution: a maximum of 10 points for participation, a maximum of 30 points for solving the semester assignments during the class and a maximum of 60 points for the submitted work. A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. Total student load: 1 credit = 30 hours (13 hours active participation in exercises; 17 hours study and preparation of written work).	
<b>Results of education:</b> The goal of this course is to introduce the student to various sociological conceptions of education and social expectations. The goal is to provide a foundation of sociological knowledge about the work of educators and the empathy needed to understand people in different social situations. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Acquire the basic concepts of the sociology of education,</li> <li>- The student will become familiar with the details of family and school socialization,</li> <li>- the student will become familiar with current methods for conflict and problem solving,</li> <li>- the student will become familiar with current social problems</li> <li>- the student will become familiar with current difficulties of social inequalities</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student will be able to independently search, compare, and use relevant sources of scholarly literature,</li> <li>- the student is able to recognize the difficulties of education and upbringing of children coming from different social backgrounds,</li> <li>- The student is able to manage a small social group,</li> <li>- the student is able to independently analyze a variety of educational situations,</li> <li>- the student is able to appreciate different social values.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- The student forms his/her own opinion, thinks of himself/herself as a future teacher,</li> <li>- the student is able to create his/her own procedures to achieve his/her own goals,</li> </ul>	

<ul style="list-style-type: none"> <li>- the student is empathetic towards different social groups,</li> <li>- the student identifies with the mission of his/her institution,</li> <li>- the student feels responsibility for effective problem solving.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Problems addressed by the sociology of education. Opinions on the sociology of education. The development of topics in the sociology of education: socio-historical context. Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education. Family research from a sociological perspective: family functions and socialization. Sociology of the educational system: the continental system. The Atlantic system. Who owns the school? Theories of capital in educational research: human capital theory. Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage. Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education. Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement. Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school. Equal opportunities and inclusion in school: strategies for social and school coexistence. Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes. Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness. Minority education. Demographic trends in the Carpathian Basin.</p>
<p><b>Literature:</b></p> <p>Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó</p> <p>ŽURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.</p> <p>Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).</p> <p>Kováts-Németh Mária: Kultúrákövetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.</p> <p>Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994</p> <p>Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <a href="http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html">http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html</a></p> <p>Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értékkövetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.</p> <p>Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <a href="https://mek.oszk.hu/14500/14566/14566.pdf">https://mek.oszk.hu/14500/14566/14566.pdf</a></p> <p>Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian, slovak</p>

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 2					
A	B	C	D	E	FX
50.0	0.0	50.0	0.0	0.0	0.0
<b>Teacher:</b> Gyöngyi Gál, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ STŽ/22	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of professional training are set and regulated by the current Directive of the Dean of the Faculty of Education of the University of J Selye: Principles of pedagogical practice at the Faculty of Education of the University of J Selye. The student is obliged to follow the relevant part of this document related to the professional training (STZ). The requirements for taking the course are as follows: - active participation of the student in the professional training in the scope of 20 hours in accordance with the directive, - submission of a completed and certified professional training Protocol (STZ), - submission of a portfolio from the professional training, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points). Total student workload: 1 credit = 30 hours - 20 hours participation in the professional training (contact hours); 10 hours analysis and preparation of the portfolio. Prerequisite for successful completion of the course: 1.) submission of a completed and certified professional training protocol, 2.) obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark: - Pass = 50 - 100% (25 - 50 points) - Fail = 49 - 0% (0 - 24 points)	
<b>Results of education:</b> Professional training is a stay of students in a school and in a school educational institution such as a school children's club, leisure centre, school boarding school, in order to participate not only in the educational process, but also in the day-to-day work of teachers and educators. Knowledge: - The student possesses basic theoretical knowledge in the field of education and training in schools and school educational institutions, - the student is familiar with the educational activities of teachers in schools and educators in school educational establishments,	

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

#### Skills:

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

#### Competences:

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

#### **Brief syllabus:**

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

#### **Literature:**

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

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

IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: [https://sekarl.euba.sk/ar1-eu/sk/detail-eu\\_un\\_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/](https://sekarl.euba.sk/ar1-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/)

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty:</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.</p> <p>Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p> <table> <tr> <th>a</th><th>n</th></tr> <tr> <td>0.0</td><td>0.0</td></tr> </table>		a	n	0.0	0.0
a	n				
0.0	0.0				
<p><b>Teacher:</b> Dr. László Pribék, PhD., PaedDr. Alexandra Nagyová, PhD.</p>					
<p><b>Date of last update:</b> 18.02.2022</p>					
<p><b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.</p>					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TFV/22	<b>Name:</b> Educational theory and educational philosophy
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay). To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained. Total assesment of the course: <ul style="list-style-type: none"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.</li> </ul>	

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

#### Skills:

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

#### Competences:

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

#### **Brief syllabus:**

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

#### **Literature:**

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heiz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8

Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3

Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184

Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198

Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688

Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

A	B	C	D	E	FX
20.0	13.33	40.0	13.33	13.33	0.0

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TKZ/22	<b>Name:</b> Movement culture and healthy lifestyle education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul>	

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

#### **Brief syllabus:**

The theory and basic knowledge of physical culture, physical education and sport education. ( physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

#### **Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TPR/22	<b>Name:</b> Theory and practice of the management of educational institutions
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures, - Successful completion of a continuous knowledge test, - successful completion of the final examination. The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%. Total student load: 1 credit = 30 hours - 26 hours lecture attendance (contact hours); 4 hours self-study.	
<b>Results of education:</b> Knowledge: - The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture - the student is familiar with management styles and can characterise them, - the student knows the structure of the school system of the Slovak Republic, - the student is familiar with school legislative documents, - the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies, - the student knows the forms of cooperation with partners of educational institutions, - the student knows the meaning and methods of evaluation and self-evaluation, - the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes), - the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions, - the student knows the background to the development of each programme, - the student knows the procedures for the development of individual programmes. Skills:	

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

**Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

**Literature:**

HORVÁTHOVÁ, K. Oktatásmenedzsmen. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

<p>HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.</p> <p>HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.</p> <p>HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.</p> <p>KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.</p> <p>SLAVÍK, J. Hodnocení v současné škole: Východiska a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.</p> <p>ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete &lt;<a href="https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf">https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf</a>&gt;.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.</p> <p>Zásady tvorby školských vzdelávacích programov a výchovných programov – <a href="http://www.statpedu.sk">www.statpedu.sk</a>, <a href="http://www.minedu.sk">www.minedu.sk</a>.</p>					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 11					
A	B	C	D	E	FX
36.36	45.45	9.09	9.09	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ TVD/22	<b>Name:</b> Creative workshop
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <ul style="list-style-type: none"> <li>- active participation of the student in the exercises</li> <li>- participation of the student in the assignments and participation in the discussions during the exercises</li> <li>- submission of term papers in physical and digital form and its presentation</li> <li>- Evaluation of the success of the semester work - max. 50 points:               <ul style="list-style-type: none"> <li>- quality - 20 points,</li> <li>- originality - 10 points,</li> <li>- formal aspect - 10 points,</li> </ul> </li> <li>- a short oral explanation of the concept and content of the works the contents and the content of the submitted works - 10 points.</li> <li>- The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points:               <ul style="list-style-type: none"> <li>- formal aspect - 10 points</li> <li>- quality of reproductions of the theses - 10 points</li> <li>- skills in the use of digital media (working with hardware and software) -10 points</li> </ul> </li> </ul> Evaluation - max. 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56-63 points (70-79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0-39 points (0-49%) Total student load: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation.</li> </ul>	
<b>Results of education:</b> Knowledge Student/Student:	

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

#### Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

#### Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

#### **Brief syllabus:**

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

#### **Literature:**

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

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

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

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

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

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

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

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

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

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

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

hungarian , slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 31

A	B	C	D	E	FX
61.29	12.9	9.68	0.0	3.23	12.9

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ UDP/22	<b>Name:</b> Introduction to pedagogical studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for successful completion of the course: - active participation of students in lectures, - written exam (50 points), - Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters. Assessment of the term paper (50 points): - content 20 points, - formal structure 10 points, - list of references 20 points. Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation) Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points.	
<b>Results of education:</b> Knowledge: - The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work. Skills: - Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.	

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

**Competences:**

- The student is able to form an independent opinion, to reflect on himself/herself as a future teacher.
- The student is able to develop his/her own procedures to achieve set goals,
- The student behaves empathetic towards different social groups.
- The student takes responsibility for the mission of his/her institution.
- Student feels responsible for the effective solution of each problem.

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries.

The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice.

Competence profile of the future teacher, practical activities and experience.

**Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténeti alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András et al: Alternatív- és reformpedagógia a gyakorlatban  
[http://nti.btk.pte.hu/dogitamas/BHF\\_FILES/html/99Nemeth/topic.php-topic=14.htm](http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm)  
 (2022.02.07.)  
 Pukánszky Béla István: Pedagógiai eszmétörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 90

A	B	C	D	E	FX
43.33	22.22	14.44	3.33	2.22	14.44

**Teacher:** prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ VVP/22	<b>Name:</b> General and developmental psychology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).	
<b>Results of education:</b> After completing the course the student <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, sceering.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul>	

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

**Competences:**

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

**Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.

Biological factors of psyche, psychophysiology, perception and sensation

Learning, memory, attention and concentration

Speech and communication, verbal, non-verbal communication and metacommunication.

Feelings and emotions, motivation, thinking and thought processes,

Intelligence and models of intelligence, emotional intelligence, creativity.

Developmental psychology as a special scientific discipline - definition.

Physical and mental age - observation schemes.

Developmental scales and developmental periods.

Theories of development of Piaget, Freud, Erikson.

Generational changes and characteristics of generational differences x, y, z and alpha generations

- change in intelligence structure

Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.

Recent research in developmental psychology.

**Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Ottilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.

Komárno: UJS. ISBN 8096925156



BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

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

STRÉDL, T. 2009. Fejlődéslélektan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

A	B	C	D	E	FX
27.78	11.11	33.33	22.22	5.56	0.0

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

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZAP/22	<b>Name:</b> Introduction to academic writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Total student workload: - Developing and updating a research plan of at least 2 pages (20 points) - development and adaptation of a research method and tool (20 points) - presentation of the research tool and method in a minimum of 2 pages (20 points) - testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % ( 59 - 50 points) - FX = 0 - 49 % ( 49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation).	
<b>Results of education:</b> <b>Knowledge:</b> Upon completion of the course, the student will know * the main features of scientific knowledge * quantitative and qualitative methods of scientific knowledge * methods of data collection * the basics of case studies and internet research * basic principles of writing bachelor theses * methods and main features of literary research * methods of reference to literature * the link between learning style, learning environment and learning motivation * measurement tools used in data collection and their main features * scientific criteria of validity and reliability * the requirement to ensure argumentative interpretation <b>Skills:</b>	

<p>The student is able to</p> <ul style="list-style-type: none"> <li>- formulate a research aim</li> <li>- construct a research plan on a selected topic, for example, exploring learning styles</li> <li>- develop principles of literary research</li> <li>- evaluate the appropriateness of the research tools and methods used</li> </ul> <p>Competencies:</p> <p>The student can</p> <ul style="list-style-type: none"> <li>- draw up their own research plan</li> <li>- formulate hypotheses and/or questions</li> <li>- choose own methods and tools to implement the research plan</li> <li>- analyse the literature and formulate references to their results</li> <li>- formulate summary ideas on the basis of the developed literature.</li> </ul>
<p><b>Brief syllabus:</b></p> <p>Main features of scientific knowledge</p> <p>Quantitative and qualitative directions of pedagogical science</p> <p>Formulation of research questions and hypotheses</p> <p>Selection and processing of literature</p> <p>Methods of data collection (questionnaires, interview, observation, tests)</p> <p>Case studies, internet research</p> <p>Bachelor's thesis as a publication genre</p> <p>System of references to literature</p> <p>Learning style and learning environment</p> <p>Didactics of learning</p> <p>The connection between learning style and teaching style</p>
<p><b>Literature:</b></p> <p>Andragógiai interdiszciplináris kutatósmódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.</p> <p>Kutatósmódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.</p> <p>A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.</p> <p>Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.</p> <p>Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.</p> <p>Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.</p> <p>Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.</p> <p>Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-</p> <p>A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.</p>
<p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian, slovak</p>

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> prof. Dr. Péter Tóth, PhD., Dr. László Pribék, PhD.					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ZPP/22	<b>Name:</b> Basics of first aid and biology for teachers
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents. The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline. Evaluation criteria (30%): - Summary of the issue according to the currently available professional literature, drawn from at least three professional sources - Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice - Requirements for content, form, and graphic, image documentation. In the final part, the student proves his theoretical knowledge by completing the test (70%). Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper).	
<b>Results of education:</b> Knowledge: - The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults. - The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. - The student can design adjustments to create a safe environment for children and organize various school activities. - The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.	

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

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

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

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

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

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

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

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

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 18.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPD/UZ/ ŠSB/22	<b>Name:</b> State Examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> I.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for qualifying for the State examination: a) completion of all compulsory courses (16 credits), b) obtaining at least 11 credits from the compulsory elective courses of the program, c) obtaining 5 credits from elective courses, d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
<b>Results of education:</b> Knowledge: - the student can explain the biological and social psychological aspects of the development of school-aged students, - based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics, - the student is able to reflect on the psychological laws of the student's learning process, - the student can identify the students' individual learning styles, - the student can assess the impact of socio-cultural determinants on the student's personal development, - the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality, - the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages, - the student will be able to assess the possibilities of developing his own career in the career development system, - the student will be able to justify the choice of self-education methods.	



<b>Skills:</b> <ul style="list-style-type: none"> <li>- the student has basic practical experience in assessing the students' current level of development,</li> <li>- the student will be able to accept the developmental differences and psychological characteristics of individual students,</li> <li>- the student will be able to recognize the specific educational needs of students,</li> <li>- the student will be able to respect students' individual learning methods,</li> <li>- the student has basic practical experience in identifying the multicultural environment of students,</li> <li>- the student is able to take into account the students' different levels of development.</li> </ul> <b>Competencies:</b> <ul style="list-style-type: none"> <li>- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,</li> <li>- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,</li> <li>- the student is able to cooperate with experts in the preparation of individual educational programs,</li> <li>- the student is able to cooperate in the creation/innovation of the school education program,</li> <li>- the student is able to cooperate with various experts for the sake of his own professional development,</li> <li>- the student is able to set the goals of his own professional development,</li> <li>- the student is able to identify with the need for lifelong learning,</li> <li>- the student is empathetic and socially committed.</li> </ul>					
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- Not relevant</li> </ul>					
<b>Literature:</b> Literature indicated in the information sheets of the study program.					
<b>Language, knowledge of which is necessary to complete a course:</b> hungarian, slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 18.02.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA1a/22	<b>Name:</b> Leisure sport activities 1a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b> 1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.	

2. Acquisition of football and football core rules (according to selected sports activities).
3. Acquisition of basic rules and basic beats for table tennis (focused on palm beats).
4. Acquisition of basketball, volleyball, acquisition of the basic rules and techniques of the sport (according to selected sports activities).
5. Exercise - according to the selected sports activities.
6. Introduction to aerobics practices.
7. Introduction to the aerobic practices of step aerobics.
8. Development of basic mobility skills - appropriate to selected sporting activities.
9. Acquisition by basic elements in float – speed swimming, breaststroked.
10. Acquisition of control methods for sporting activities - human beings - according to the selected sporting activities.
11. Development of standing — in selected sporting activities.
12. Development of coordination capabilities - torture - according to the selected sporting activities.
13. Output sport activity in selected sports.

#### **Literature:**

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

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

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

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

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

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

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

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

Hungarian language, Slovak language

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 29

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA1b/22	<b>Name:</b> Leisure sport activities 1b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours of self-training for the specific sport.	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b>	

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. 2. Master the rules of the game and be able to make the right decisions in accordance with the rules of football/football, table tennis, basketball, volleyball (according to selected sports activities). 3. Master the rules of the 'table tennis' - learn how to open the 'table tennis'. 4. Learn the rules of the basketball, balls — learn the techniques of the basketball baskets on the basketball, and the regular execution of the basketball touch and bargaining touch. 5. Make conscious use of its knowledge to develop conditioned skills at training courses in line with selected sporting activities. 6. Preparation of the set of practice required for aerobic stress in the vessel with manual weights. 7. Become familiar with step aerobics and the applicability of steppers. 8. Developing mobility, including developing fitness for work - by selected sporting activity. 9 acquiring the method of float and float and repairing faults — backstroke, breaststroke- swimming by the way, using various kinds of devices. 10. Human health-based activities — practice of protection techniques — according to the selected sporting activities. 11. Conscious development of virtue — in selected sporting activities. 12. Improving coordination capabilities — balance development. 13. Output sport activity in selected sports.	
<b>Literature:</b> 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6. 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4. 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x. 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5. Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258. Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8	
<b>Language, knowledge of which is necessary to complete a course:</b>	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 37	
a	n
100.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek	
<b>Date of last update:</b> 28.02.2022	
<b>Approved by:</b> Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA2a/22	<b>Name:</b> Leisure sport activities 2a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>● completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>● describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Fitnesssi: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	

**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. Acquisition Of football and football core rules (according to selected sports activities).
3. To learn basic rules for table tennis and beat technique.
- 4.basketball personal protection learning, panda-jumping acquisition of opening techniques, learning the basic rules and techniques of sport (according to selected sports activities).
5. Exercise - according to the selected sports activities.
6. Become familiar with the aerobik practices, using THE HOT-IRON utility.
- 7 introduction to step aerobik, aerobic practices — use of hand weights.
8. Developing basic mobility skills, including the development of speed, according to selected sporting activities.
9. Swimming learning - swathes, swimming techniques - use of aids and exercise of strolling.
10. Acquisition of control methods for sporting activities — semi-professional human beings — according to the selected sporting activities.
11. Developing speed capability through various means of support in selected sports activities.
12. Develop coordination capabilities — improve the sense of motion rhythm — in line with the selected sporting activities.
13. Output sport activity in selected sports

**Literature:**

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

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

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

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

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

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

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

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA2b/22	<b>Name:</b> Leisure sport activities 2b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>● completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>● describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Fitnesssi: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	



**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. The application of football and football rules, 3:3 game (according to selected sports activities).
3. Application of rules on table tennis and acquisition of various techniques of impact of table tennis.
4. Applying international rules, in basketball and volleyball, learning the various modes of basketball delivery, acquiring the technique of jumping from 3m to step (according to selected sports activities).
5. Develop a functional capability, with complex coordination capabilities, in line with the selected sporting activities.
6. Learning on the aerobics practices, using the weighting plates.
7. Acquiring the aerobic practices of step aerobics.
8. Development of the standing capacity by various means of support, according to the selected sporting activities.
9. Learning to use the skills - improving fast-float, float, back-float technology by using aids and techniques of drawing up the skills.
10. Use of a mixed-defense method throughout the course, according to the selected sports activities.
11. Development of standing capacity by various means of support - selected sporting activities.
12. Develop coordination capacity - develop responsiveness to selected sports activities.
13. Output sport activity in selected sports.

**Literature:**

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

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

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

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

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

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

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

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA3a/22	<b>Name:</b> Leisure sport activities 3a
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The training course shall: The course is conditional on active participation in at least 80% of the hours. Various forms of movement, including ball games, table tennis, swimming, aerobic practices, fitness and group and reinforcement training. Assessment criteria: <ul style="list-style-type: none"> <li>• Completion of the practical part of the training by at least 80 %.</li> </ul> Assessment criteria: Active participation and full content of educational activities. Completed/not completed <ul style="list-style-type: none"> <li>• Describe the practices according to the selected sporting activities of the student: Learning the techniques of kinesthetic activities, creating offensive and defensive game combinations and basic game systems in games. Acquiring and demonstrating basic techniques in swimming. At Finesse: Acquisition and demonstration of basic practices for different body parts and groups of muscles, correct use of fitness tools and devices.</li> </ul> Assessment criteria: Presentation of selected sports activities (at the choice of the learner). Total student workload: 1 credits = 30 hours Active participation - 13 hour exercises (contact); preparation 27 hours - build up a set of individual exercises. Evaluation criteria: Presentation of selected sports activities (at the discretion of the student).	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	

**Brief syllabus:**

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health.
2. Games in football or football in accordance with international rules, games against 4:4 (according to selected sports activities).
3. The practice Of various drop-down techniques In table-tennis and table-tennis at a toy according to international rules.
4. Apply international sports rules during the game, learn to attack basketball, learn the techniques of jumping the net from one hop to the other volleyball (according to selected sports activities).
5. Exercise training with strength conditioning capabilities according to the sport activities selected.
6. Carrying out the exercises of the aerobics with its own weight.
7. Acquiring the aerobic practices Of step aerobics.
8. Developing basic mobility skills - speed - according to selected sports activities.
9. Developing floating techniques - crawl, breaststroke, backstroke - learn turning techniques in swimming.
10. Sediment according to selected sporting activities (2:1:2; 1:3:1; 2:2; 1:2).
11. Improving speed by various means of support for selected sports activities.
12. Develop coordination capabilities - exploratory skills - in line with selected sporting activities.
13. Output sport activity in selected sports.

**Literature:**

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

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

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

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

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

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

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

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

Total number of evaluated students: 0

a	n
0.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

**Date of last update:** 28.02.2022

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KTVŠ/ VSA3b/22	<b>Name:</b> Leisure sport activities 3b
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> I., I.II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student).</li> </ul> General conditions for the performance of the subject: <ul style="list-style-type: none"> <li>• active participation in the course is at least 80%,</li> <li>• course evaluation criteria: active participation, completed — not completed.</li> <li>• Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices;</li> </ul> Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours of self-training for the specific sport.	
<b>Results of education:</b> <b>Knowledge:</b> The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. <b>Capabilities:</b> The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. <b>Competences:</b> The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
<b>Brief syllabus:</b>	

1. Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. 2. Games in football or football in accordance with international rules, games against 5:5 (according to selected sports activities). 3. The practice of various road-making techniques In table-tennis, table-tennis, according to international rules - raction. 4. Organize games, championships, basketball training in accordance with international rules 1:2:2; 1:3:1; practice of a net jump-out technique in a volleyball (according to selected sports activities). 5. Developing a konditional capacity - strength: Still image power, maximum force, speed-of-speed force - according to the selected sports activities. 6. Carrying out the exercises of the aerobis with its own weight. 7. Acquiring aerobic practices of step aerobik with different combinations. 8. Developing basic mobility skills in line with selected sports activities. 9. Developing the skills of the sex - fast-float, float, float - learn the skills of turning and jumping in swimming. 10. Acquiring various kinds of physical activity - according to the selected sporting activity (2:1:2; 1:3:1; 2:2; 1:2). 11. Developing speed — speed, speed of movement, speed of speed, speed of speed of speed, with various aids — for selected sports activities. 12. Develop coordination capabilities — spatial awareness capabilities — in accordance with selected sporting activities. 13. Output sport activity in selected sports. According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.	
<b>Literature:</b> 1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6. 1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4. 1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x. 1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5. Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258. Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8	
<b>Language, knowledge of which is necessary to complete a course:</b>	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	
Total number of evaluated students: 0	
a	n
0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek	
<b>Date of last update:</b> 28.02.2022	

**Approved by:** Dr. habil. László Szarka, CSc., doc. PaedDr. Andrea Puskás, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.