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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> KMF/ APLI1dm/AJ/15	<b>Name:</b> Linguistics 5. - Applied Linguistics 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Two tests will be written during the semester, each with a score of 30 points. The course will end with a written examination for 40 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
<b>Results of education:</b> Having successfully accomplished this course, the student will be able to evaluate and explain the basic concepts of and the main approaches to applied linguistics, as well as its most relevant research areas in an interdisciplinary context.	
<b>Brief syllabus:</b> Main approaches to and the evolutionary tendencies of applied linguistics. Linguistics and social context. Language users and societies. Linguistic diversity. Language, culture and thought. Interpretation theory and social interaction. Language functions, the social context of language use. Discourse analysis. Multilingualism, multiculturalism, intercultural communication.	
<b>Literature:</b> Carter, R.: Vocabulary. Applied Linguistic Perspectives. London - NY: Routledge, 1992. Cook, G.: Applied linguistics. Oxford: OUP, 2001. Davies, Alan: An Introduction to Applied Linguistics : From Practice to Theory. Edinburgh : Edinburgh University Press, 2012. Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. Hunston, Susan – David Oakey: Introducing Applied Linguistics : Concepts and Skills. London - New York : Routledge - Taylor&Francis Group, 2010. Kontra Miklós: Readings in applied linguistics for teacher of English. Budapest : Tankönyvkiadó, 1991. Schmitt, Norbert: An Introduction to Applied Linguistics. London : Hodder Education, 2010.	
<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: 99					
A	B	C	D	E	FX
14.14	16.16	35.35	21.21	10.1	3.03
<b>Teacher:</b> Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ APLI2dm/AJ/15	<b>Name:</b> Linguistics 6. - Applied Linguistics 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> There will be two tests in the semester, each with a score of 30 points. The course will end with a written examination for 40 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> Having successfully accomplished this course, the student will be able to evaluate and explain the basic concepts and main approaches of applied linguistics, and to illustrate how linguistic theories are utilized for practical purposes, with a special concern for the primary aspects of foreign language education and learning.	
<b>Brief syllabus:</b> Language planning, language policy. Teaching materials and syllabus design. Visual and auditive-vocal channels of communication. Language competence, theoretical linguistics and language teaching. Error analysis, communication strategies. Contrastive linguistics, applied contrastive investigations. Principles and procedures of translation and interpretation. Language use for specific purposes.	
<b>Literature:</b> - Aitchison, J.: Words in the Mind. An Introduction to the Mental Lexicon. Oxford: Blackwell, 1987. - Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. - Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. - Kaplan, Robert B.: The Oxford Handbook of Applied Linguistics. Oxford : Oxford University Press, 2010. - McCarthy, M.: Discourse Analysis for Language Teachers. Cambridge: CUP, 1991. - Sárdi Csilla: Theory and practice in applied linguistics : Working papers. Székesfehérvár : Kodolányi János University College, 2003.	

<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: 92					
A	B	C	D	E	FX
18.48	30.43	21.74	23.91	4.35	1.09
<b>Teacher:</b> Dr. habil. Edit Ágnes Kontra Miklósné Hegybiró, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ DAL2dm/AJ/15	<b>Name:</b> History of English Literature 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students have to take two written tests, each for 20 points. Students have to prepare a presentation for 10 points. The course finishes with an oral exam for 50 points. In order to obtain evaluation A, it is necessary to collect at least 90 points, for B at least 80 points, for C at least 70 points, for D at least 60 points, for E at least 50 points.	
<b>Results of education:</b> By completing the course, students will be able to describe the individual trends of English literature from the beginning of the 20th century until the contemporary period, will be able to evaluate the effects of realism, modernism, and postmodernism and analyse the development of fiction, poetry and drama.	
<b>Brief syllabus:</b> The lectures and seminars provide a theoretical background and practical exercises in modern and postmodern literature with special attention to the theories of David Lodge, Ihab Hassan, John Barths, Roland Barthes, Gerard Genette, Northrop Frye and Brian McHale. Students will be encouraged to apply the presented opinions and literary approaches, critical schools during the interpretation of the following literary works: Virginia Woolf: Orlando, James Joyce: A Portrait of the Artist as a Young Man, Dubliners, Ulysses, Samuel Beckett: Waiting for Godot. Maloy, Murphy, Graham Greene: The Power and the Glory, George Orwell: 1984, Animal Farm, David Lodge: Changing Places, Anthony Burgess: A Clockwork Orange, Graham Swift: Waterland, Julian Barnes: The History of the World in 10 ½ Chapters, Ian McEvan: Amsterdam and Salman Rushdie: The Satanic Verses.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Allen, Walter: The English Novel: A Short Critical History. Harmondsworth: Penguin, 1968.</li> <li>• Bateson, F. W.: A Guide to English Literature. New York : Anchor Books, Doubleday, 1965.</li> <li>• Gilmour, Robin: The Victorian Period: The Intellectual and Cultural Context of English Literature. London: Longman, 1993.</li> <li>• Lodge, David: Language of Fiction. London: Routledge, 1966.</li> <li>• Lodge, David: The Modes of Modern Writing. London: Arnold, 1977.</li> <li>• Watt, Ian: The Rise of the Novel. London: Chatto &amp; Windus, 1957.</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: 426					
A	B	C	D	E	FX
21.36	13.38	16.2	12.44	16.43	20.19
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ DAM2dm/AJ/15	<b>Name:</b> History of American Literature 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students will write two tests with a score of 20 points each. They will also prepare a presentation for 10 points. The course will end with an oral exam of 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> By accomplishing this course the student will be able to characterize certain trends of American literature from the beginning of the 20th century until the present, and will be able to evaluate the influences of realism, modernism and postmodernism, and analyse the development of novels, poetry and drama in the given period.	
<b>Brief syllabus:</b> America of the 20th century saw the rise of the nation and contributed significantly to its formation. The course will illustrate various voices and trends and will support students in understanding the development of American literature. The course will deal with the most important literary works of the period, which provide an insight into the rediscovery of America. The works to be analysed in the seminars will include novels and short stories by Hemingway, Faulkner, Scott Fitzgerald, Steinbeck, Kurt Vonnegut, Saul Bellow, poetry by W. C. Williams, e.e.cummings, R. Lowell, A. Ginsberg, S. Plath, drama by Tennessee Williams, Eugen O'Neil, E. Albee, etc.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Abrams, M. H.: The Norton Anthology of English Literature. Volume 1. New York-London: Northon &amp; Company, 2000.</li> <li>• Cunliffe, Marcus: American literature since 1900. London, New York : Penguin Group, 1987.</li> <li>• Hart, James D.: American Literature. New York : Oxford University Press, 1995.</li> <li>• Lauter, Paul: The Heath Anthology of American Literature : Late Nineteenth Century 1865-1910 - Volume C. New York: Houghton Mifflin Company, 2006.</li> <li>• Lauter, Paul: The Heath Anthology of American Literature : Contemporary period 1945 to the present - Volume E. New York : Houghton Mifflin Company, 2006.</li> <li>• Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.</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: 279					
A	B	C	D	E	FX
37.63	19.35	18.64	10.04	6.45	7.89
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ DELIdm/AJ/15	<b>Name:</b> Children's Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Two tests will be written during the semester, each with a score of 20 points. The student has to prepare a presentation, for which 10 points can be earned. The course will end with an oral exam for 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> Having successfully accomplished this course, the student will be able to evaluate the contemporary trends and phenomena of British and American child literature, as well as to analyse texts of key importance in British and American child literature.	
<b>Brief syllabus:</b> The course introduces the history of British and American child literature and discusses key issues of the topic. How does child literature differ from adult literature? How do children read, and what critical reactions are acceptable from adults? The course pays special attention to the phenomenon of literary nonsense and fantasy literature. The course will concentrate on the following themes: The beginnings of child literature (I. Watts, J. A. Taylor, E. Lear, W. de la Mare); Tales and folk narratives (origin, structure, classification); Modern narratives – literary nonsense (Lewis Carroll), symbolic tales (Oscar Wilde), animal stories (Rudyard Kipling, B. Potter, K. Grahame, A. A. Milne, E. B. White); Contradictory stories (Roald Dahl); Main types of modern fantasy (C. S. Lewis, J. R. R. Tolkien); Fantasy novels (P. Dickinson, A. Garner, J. K. Rowling, Ph. Pullman); Realistic stories – social and racial issues (Ch. Dickens, M. Twain, H. Beecher-Stowe), family saga, school stories.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Alexander, Michael: A History of English Literature. London : Palgrave Macmillan, 2007.</li> <li>• Blake, N. F.: An Introduction to the Language of Literature. New York : Palgrave, 1994.</li> <li>• Carpenter, Humphrey: Children's Literature. Oxford University Press, 1999.</li> <li>• Head, Dominic: The Cambridge Guide to Literature in English: The definitive guide: completely revised and updated. Cambridge : Cambridge University Press, 2006.</li> <li>• Hunt, P.: An Introduction to Children's Literature. Oxford University Press, 1994.</li> <li>• Hunt, P. (ed.): International Companion Encyclopedia of Children's Literature. London: Routledge, 1998.</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: 283					
A	B	C	D	E	FX
51.24	25.09	12.01	6.36	4.95	0.35
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/DPdm/ AJ/15	<b>Name:</b> Master's Thesis and Defense
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Thesis accomplished, positive evaluations from the supervisor and from the opponent. Successful defence of the thesis.	
<b>Results of education:</b> Students learn the regulations for thesis writing and become capable of accomplishing their thesis.	
<b>Brief syllabus:</b> 1. Administration and types of theses. 2. Thesis structure. 3. Formal arrangement and the arrangement of the parts of a thesis. 4. Quotations and bibliographical referencing, literature used. 5. Recent results and state of understanding of the chosen topic. 6. Hypotheses, setting the goals and tasks. 7. Method of research. 8. Analysis and processing of results, discussion of the results obtained. 9. Conclusions of the thesis and appendices. 10. Submitting the thesis, licence agreement, declaration of originality.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho</li> <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>• Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.</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>	
<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: 42	

A	B	C	D	E	FX
64.29	28.57	4.76	0.0	2.38	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ DRA2dm/AJ/15	<b>Name:</b> Drama Techniques in Teaching English 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester the student has to submit a seminar paper for 50 points and prepare a presentation for another 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> Having successfully accomplished this course, students will be able to independently apply drama technique in teaching English. They will also be able to organize and develop their own drama projects and lesson plans, and to use these in the foreign language classroom.	
<b>Brief syllabus:</b> The goal of the course is to activate the classroom application of the drama technique acquired by students in the course Drama Techniques I of the previous year. After a survey of basic drama techniques students develop their own lesson plans and drama exercises for the purpose of teaching English grammar and vocabulary. Topics of the course also include the following: Using drama plays at the elementary school. Drama techniques at the secondary school. Drama techniques in adult education. Directing and acting out a play in a foreign language.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Case, Doug: English Puzzles 2: Teacher’s resource book. Macmillan, 2002.</li> <li>• Maley, Alan - Alan Duff. Drama Techniques: A Resource Book of Communication Activities for Language Teachers. Cambridge: Cambridge University Press, 2005.</li> <li>• Maley, Alan: Drama Techniques Language Learning. New York: Cambridge University Press, 1983.</li> <li>• Phillips, S.: Drama with Children. Oxford: Oxford University Press, 1999.</li> <li>• Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001.</li> <li>• Wajnryb, R.: Classroom Observation Tasks. Cambridge: Cambridge University Press, 1992.</li> <li>• Watcyn- Jones, Peter: Fun Class Activities 2 Games and Activities with Laughter. Penguin English Photocopyables. Harlow : Pearson Education Limited, 2000.</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: 91					
A	B	C	D	E	FX
63.74	17.58	13.19	2.2	2.2	1.1
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ DSAJdm/AJ/15	<b>Name:</b> Master's Thesis Seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students are required to formulate the hypothesis and the structure of their thesis, for which they can obtain 20 points. They have to collect at least 15 sources for the bibliography section, by which another 10 points can be earned, and furthermore, 70% of the thesis has to be accomplished for another 70 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
<b>Results of education:</b> Having successfully accomplished this course, students will be able to write the abstract of their thesis, as well as appropriately cite the literature used, and can write up and present 70% of their thesis.	
<b>Brief syllabus:</b> The main goal of the course is to support the students in the process of writing their own thesis. The topic and the exact title of their work were already fixed in the previous semester. During the course and the given semester the supervisor suggests basic reading materials to be read and studied by the student. Beyond this the student is supposed to do individual search for and research of further literature. After consultations the student outlines the structure of the thesis, and writes the thesis.	
<b>Literature:</b> - Anderson, Jonathan – Millicent Poole: Assignment and thesis writing /: Wiley, 2001. - Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England : McGraw-Hill Open University Press, 2010. - Bond, Alan: Your Master’s Thesis : How to plan, draft, write and revise. United Kingdom : Studymates, 2006. - Bui, Yvonne N.: How to Write a Master’s Thesis. Los Angeles - London - New Delphi - Singapore - Washington DC : SAGE, 2009. - Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010. - Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992. + Závísí od diplomovej práce.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

English					
<b>Notes:</b> Those students shall register for the course who write their Master's thesis at the Department of Modern Philology from the study programme of English language and literature in combination.					
<b>Evaluation of subjects</b> Total number of evaluated students: 110					
A	B	C	D	E	FX
67.27	13.64	10.0	4.55	2.73	1.82
<b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Gábor Vilmos Győri, PhD., Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ ESMdm/NJ/15	<b>Name:</b> Electronic study materials
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Portfolio of electronic study materials (40%) + elaboration of an electronic course (60%)	
<b>Results of education:</b> Students have practical knowledge of the use of information technology in teaching of German. They are able to look into online resources for relevant information and adapt them to their own needs. They know the key formats, technologies and media and have knowledge in the field of e-learning.	
<b>Brief syllabus:</b> 1. Modern information technologies in the educational process 2. Specific information for Germanists 3. Recherching in Online Resources 4. Important formats and their peculiarities 5. Electronic Books 6. Electronic databases and their use 7. E-learning, policies, practices 8. Video and Audio in German lessons 9. Web 2.0 and its use in German lessons 10. Lesson planning based on ICT	
<b>Literature:</b> Häfele, H.: 101 e-Learning Seminarmethoden. Methoden und Strategien für die Online- und Blended-Learning-Seminarpraxis. Edition Training: 2012 Rey, G-D.: E-Learning. Theorien, Gestaltungsempfehlungen und Forschung. Huber, 2009 Meister, H./Shalaby, D.: E-Learning: Handbuch für den Fremdsprachenunterricht. Deutsch als Fremdsprache. Hueber, 2014 Hugger, K-U.: Digitale Lernwelten: Konzepte, Beispiele und Perspektiven. VS Verlag, 2010 Wagner, J./Heckmann, V.: Web 2.0 im Fremdsprachenunterricht: Ein Praxisbuch für Lehrende in Schule und Hochschule. VWH, 2012 Strasser, T.: Moodle im Fremdsprachenunterricht: Blended Learning als innovativer didaktischer Ansatz oder pädagogische Eintagsfliege? VWH, 2010 Jankowski, R./von Osthoff, M./Zöller-Greer, P.: Virtuelles Klassenzimmer und Teleteaching für die Praxis: Do-it-Yourself-eTeaching im Unterrichtseinsatz. Composita, 2012	
<b>Language, knowledge of which is necessary to complete a course:</b> German	
<b>Notes:</b>	

**Evaluation of subjects**

Total number of evaluated students: 35

A	B	C	D	E	FX
82.86	17.14	0.0	0.0	0.0	0.0

**Teacher:** Dr. phil. Mgr. Attila Mészáros**Date of last update:** 08.06.2022**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ FILITdm/AJ/15		<b>Name:</b> Film and Literature			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</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> 3.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> During the semester the student has to submit a seminar paper for 50 points and prepare a presentation for another 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.					
<b>Results of education:</b> Having successfully accomplished this course, students will be able to identify and assess the basic skills of adapting literary texts for the screen and to analyse intermedial connections.					
<b>Brief syllabus:</b> The core of the material is provided by the best known British and American literary texts and their script adaptation. The course will highlight several typical features, differences and potentials of various genres. Special attention will be paid also to intermedial connections. The following literary works and their film adaptations will be in focus: Great Expectations, The Scarlet Letter, Orlando, 1984, Clockwork Orange.					
<b>Literature:</b> Booth, W. C.: The Rhetoric of Fiction. Chicago: University of Chicago Press, 1983. Lodge, D.: Modern Criticism and Theory. London: Longman, 1991. Martinich, A.P.: The Philosophy of Language. Oxford: OUP, 1996. Ogden-Richards (eds.): The Meaning of Meaning. NY, L: A Harvest /HBJ Book San Diego, 1989					
<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: 93					
A	B	C	D	E	FX
66.67	11.83	8.6	7.53	4.3	1.08

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

**Date of last update:** 17.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ FRAZdm/AJ/15	<b>Name:</b> Linguistics 7. - Phraseology
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students will prepare a presentation for 40 points. The course will end with a written examination for 60 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> By the end of this course, the students will be able to review and critique relevant research and literature, formulate a number of basic theoretical concepts, and will be familiar with the best well-known proverbs, sayings, idioms and collocations and will be able to show their ability to use them.	
<b>Brief syllabus:</b> The main goals of the course are to provide students with theoretical background of English phraseology and paremiology (study of proverbs), and to extend students knowledge of frequently used proverbs, sayings, idioms and collocations. The course has also been designed to study American thought, life, and philosophy through proverbs. Topics: Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology; Historical overview; The etymology of phraseology; Basic types of phraseological units; Collocations and idioms; Phraseology and paremiology in the language classroom; Proverbial markers; The role of proverbs in the modern American and British societies; Proverbs in advertisements, comics and cartoons; Proverbs in songs and poems; Proverbs in graffiti and wellerisms; Proverb parodies.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• T. Litovkina, Anna – Wolfgang Mieder (2006). Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém.</li> <li>• Cook, G.: Applied linguistics. Oxford: OUP, 2001.</li> <li>• Davies, Alan: An Introduction to Applied Linguistics : From Practice to Theory. Edinburgh : Edinburgh University Press, 2012.</li> <li>• Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&amp;Francis Group, 2011.</li> </ul>	

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 91

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

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

**Date of last update:** 17.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ IRSKdm/AJ/15	<b>Name:</b> Ireland
<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> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students have to prepare a seminar work for 30 points. There will be two written tests each for 35 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
<b>Results of education:</b> Having accomplished the course, the student will be able to explain several aspects of Irish life, traditions, history, geography and culture. The student will be able to evaluate Irish literature as the expression of culture and national character.	
<b>Brief syllabus:</b> The course leads students to the history of Ireland, from the early times until the present day. Students will be given a general picture about the key events and development phases of Irish history and will cover the following topics: Ireland and the Irish – the country and the people; Geography, regions; Irish myths and legends; The heritage of the Celts; Norman and Elizabethan wars; Revolution; "The Troubles"; Ireland and the future – "the Irish magic". Special attention will also be paid to topics such as everyday life, customs and traditions, Irish literature and art.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Comerford, R. V.: Ireland. Bloomsbury Academic, 2003.</li> <li>• Foster, R. F.: The Irish Story. London : Penguin, 2001.</li> <li>• Ross, D.: Ireland – History of a Nation. Geddes &amp; Grosset, 2002.</li> <li>• Walsh, B.: The Struggle for Peace in Northern Ireland. London: Hodder Murray, 2000.</li> <li>• Walsh, C. (ed.): Dislocation – Stories from a New Ireland. New York: Carroll &amp; Graf, 2003.</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: 181	

A	B	C	D	E	FX
24.86	21.55	28.73	16.02	8.84	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ KSGdm/NJ/15	<b>Name:</b> Chapters on German Studies
<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> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Presentation (25 points) + Essay (25 points) + written examination (50 points). The assessment will be in accordance with the study rules of the JSE.	
<b>Results of education:</b> The students gain overview of linguistics as a scientific discipline with special focus on the development stages of German linguistics. They know the methodology of German linguistics and recognize the historical relationships between them.	
<b>Brief syllabus:</b> Ancient, linguistic theory in the Middle Ages Development of linguistics as an autonomous discipline Creation of historical-comparative linguistics The philosophy of language in the 19th century The Junggrammatiker The criticism of the young grammatical direction and attempts a new kind of approach to the language in the 19th-20th century Reorientation in de Saussure Development of structural linguistics The concept of a context sensitive grammar Functional Grammar Concepts of dependency grammars The Generative transformational grammar	
<b>Literature:</b> GARDT, A.: Geschichte der Sprachwissenschaft in Deutschland: vom Mittelalter bis ins 20. Jahrhundert. Berlin: de Gruyter, 1999. LINKE, A./NUSSBAUMER, M./PORTMANN, P. R. (Hrsg.): Studienbuch Linguistik. 5., erw. Auflage. Tübingen: Niemeyer, 2004. SIEVER, Torsten: Linguistik = Impulse & Tendenzen. - 1. vyd. - Berlin: Walter de Gruyter, 2005. - 332s. - ISBN 3-11-018110-X. KERTÉSZ, ANdrás: Sprachtheorie und germanistische Linguistik. - 1. vyd. - Debrecen: Kossuth Egyetemi Kiadó, 1997. - 111 s.	

<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 20					
A	B	C	D	E	FX
35.0	20.0	35.0	10.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 08.06.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ LIT4dm/NJ/15	<b>Name:</b> Literature of German speaking countries 4
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final exam consists of written and oral part. The condition for granting credits is to obtain min. 60% of written part and an evaluation of A to E from oral part.	
<b>Results of education:</b> The students will acquire knowledge about the different stages of development of German literature. They know the cultural, the political-historical and linguistic features of each era. You can recognize the typical literary genres and the most important works and authors.	
<b>Brief syllabus:</b> Literature of the Weimar Republic a) Surrealism, Dadaism b) Neoclassicism and Neoromantizmus c) New Objectivity. Great epic prose and their new trends Cultural and literary life during the Nazi era a) The literary movement "blood and soil" b) Exile literature c) The inner emigration	
<b>Literature:</b> ZEMAN, Herbert: Literaturgeschichte Österreichs. Von den Anfängen im Mittelalter bis zur Gegenwart Graz: Akademische Druck. U. V., 1996. 604 s. MARTINI, Fritz: Deutsche Literaturgeschichte : von den Anfängen bis zur Gegenwart. 19. vyd. Stuttgart: Alfred Kröner Verlag, 1991. 765 s.;. - ISBN 3-520-19619-0 SZABÓ, László: Der Einfluss Friedrich Nietzsches auf Hermann Hesse. Wien: Praesens Verlag 2007, ISBN 978 3 7069 0443 8 HORST, Karl August: Das Abenteuer der deutschen Literatur im 20. Jahrhundert. München: Nymphenburger Verlagshandlung 1964 RASCH, Wolfdietrich: Über Robert Musils Roman "Der Mann ohne Eigenschaften". Göttingen: Vandenhoeck & Ruprecht 1967 ( <a href="http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00052038_00001.html?zoom=1.00">http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00052038_00001.html?zoom=1.00</a> )	

ABEL, Angelika: Thomas Mann im Exil. Zum zeitgeschichtlichen Hintergrund der Emigration. München: Fink 2003 ( [http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00043422\\_00001.html?](http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00043422_00001.html?) )

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 156

A	B	C	D	E	FX
20.51	28.85	25.0	14.74	8.97	1.92

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

**Date of last update:** 08.06.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ LIT5dm/NJ/15	<b>Name:</b> Literature of German speaking countries 5
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final exam consists of written and oral part. The condition for granting credits is to obtain min. 60% of written part and an evaluation of A to E from oral part.	
<b>Results of education:</b> The students will acquire knowledge about the different stages of development of German literature. They know the cultural, the political-historical and linguistic features of each era. You can recognize the typical literary genres and the most important works and authors.	
<b>Brief syllabus:</b> Methodological problems in the research of the literature of the period 1945 - 1990. Periodization of the literary process. - German Literature in the period of 1945-1949. War literature, literature of the returnees, Group 47, the Shoah in German literature - German Literature in the 50s, concrete poetry, prose of nonconformity. - German Literature in the 60s, politicization of literature, politically committed poetry, documentary literature and documentary theater, Group 61 - German Literature in the 70s, trend change in the literature and new subjectivity, women's movement, women writers and women's literature. - German Literature in the 80s, beginnings of literary postmodernism. - Special features of the literature of the German Democratic Republic, the Austrian and Swiss literature in the period from 1945 to 1990.	
<b>Literature:</b> MARTINI, Fritz: Deutsche Literaturgeschichte : von den Anfängen bis zur Gegenwart. 19. vyd. Stuttgart: Alfred Kröner Verlag, 1991. 765 s.; - ISBN 3-520-19619-0 EMMERICH, Wolfgang: Kleine Literatur Geschichte der DDR. 3. vyd. - Berlin: Aufbau Verlagsgruppe GmbH, 2007. - 640 s. - ISBN 978-3-7466-8052-1. JESSE, Eckard: Bundesrepublik Deutschland und Deutsche Demokratische Republik. Berlin: Colloquium Verlag, 1981. - 416. - ISBN 3767805189 SCHEER, Thorsten: Postmoderne als kritisches Konzept. Die Konkurrenz der Paradigmen in der Kunst seit 1960. München: Fink 1992 - 192 s. - ISBN 3-77705-2791-7 ( <a href="http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00041642_00001.html?zoom=1.00">http://digi20.digitale-sammlungen.de/de/fs1/object/display/bsb00041642_00001.html?zoom=1.00</a> )	

ZIMA, Peter V.: Moderne. Postmoderne, Gesellschaft, Philosophie, Literatur. Tübingen: Francke 2001. 2. vyd. ISBN 3-8252-1967-4  
HORST, Karl August: Das Abenteuer der deutschen Literatur im 20. Jahrhundert. München: Nymphenburger Verlagshandlung 1964

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 153

A	B	C	D	E	FX
13.07	20.92	23.53	27.45	11.11	3.92

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

**Date of last update:** 01.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ MET3dm/AJ/15	<b>Name:</b> Methodology 3.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student is required to prepare a presentation for 25 points, submit an essay also for 25 points. The course ends with a written exam by which 50 points can be obtained. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
<b>Results of education:</b> Having accomplished this course, the student will be able to continuously and effectively evaluate teaching materials and to select the teaching materials and tools appropriate for teaching English. The student then can assess the advantages and disadvantages of teaching materials, as well as suggest supplementary tools. The student will learn how to utilize ICT devices in teaching contemporary English.	
<b>Brief syllabus:</b> This course deals with the planning and organization of teaching and education. Students learn the basic principles of lesson planning, analyse the ways of adapting tasks from course books, and propose their own exercises and evaluate them. Numerous teaching materials and educational devices will be introduced (visual, audio-visual, authentic materials, tablet, projector, computer, videos, etc.). Questions related to foreign language testing and evaluation, as well as basic concepts such as reasons for testing, types of tests or suggestions for administering tests will be also covered by the course.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Cooper, R. – Lavery, M. – Rinvoluceri, M.: Video. Oxford: Oxford University Press, 1991.</li> <li>• Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007.</li> <li>• Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010.</li> <li>• Madsen, H. S.: Techniques in Testing. Oxford: Oxford University Press, 1983.</li> <li>• Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001.</li> <li>• Silberstein, Sandra: Techniques and resources in teaching reading. Oxford : Oxford University Press, 2003.</li> <li>• Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002.</li> <li>• Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.</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: 267					
A	B	C	D	E	FX
40.07	26.97	18.73	8.24	4.12	1.87
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ MEVLdm/AJ/15	<b>Name:</b> Methodology of Teaching Literature in the EFL Classroom
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester students must present three exercises demonstrating teaching English through literature. This will earn them 30 points. Two tests will be administered with a score of 35 each. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E.	
<b>Results of education:</b> After successfully accomplishing this course students will be able to prepare lesson plans for teaching English as a foreign language through literature. Students will be able to use literary texts for the purpose of foreign language teaching.	
<b>Brief syllabus:</b> The course concentrates on using literary texts in foreign language education, and uses such texts as sources for language instruction and analyses them not from a primarily literary viewpoint. Students are motivated to focus on the text and do interactive exercises. The course is based on the idea that foreign language can be taught with the help of literary texts, and it examines the main goals, the approaches to classroom applications, selection of texts, the various steps in utilizing novels, short stories, drama and poetry. Student will do intensive work during the seminars: they will prepare actual lesson plans and use language games, video recordings, pictures, translations, etc.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Brumfit, C. J.: Literature and Language Teaching. Oxford University Press, 2000.</li> <li>• Collie, Joanne – Stephen Slater: Literature in the Language Classroom : A resource book of ideas and activities. Cambridge, United Kingdom : Cambridge University Press, 2004.</li> <li>• Hadfield, Jill: Reading Games. Essex, England : Longman Group Ltd., 2004.</li> <li>• Hadfield, Jill – Charles Hadfield: Reading Games : A Collection of Reading Games and Activities for intermediate to Advanced Students of English. Longman, 2000.</li> <li>• Lazar, Gillian: Literature and Language Teaching. Cambridge, United Kingdom : Cambridge University Press, 2002.</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: 219					
A	B	C	D	E	FX
44.75	16.89	15.53	10.5	9.13	3.2
<b>Teacher:</b>					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ MLG1dm/NJ/15	<b>Name:</b> Modern Linguistics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must prepare a presentation for 25 points and submit term papers for 25 points. The evaluation of the final test takes place in accordance to the Study Reglement.	
<b>Results of education:</b> The student knows the most recent theoretical models and research trends in Germanic linguistics. He has extensive knowledge in the field of interdisciplinary, multidisciplinary contexts and systematic contacts of modern linguistics.	
<b>Brief syllabus:</b> The topic of the lecture is the introduction to the linguistic description of the contemporary German language, especially in its basic concepts and methodology, or in its central disciplines. In the context of the selected fields and problems of language and linguistics phonethischen, grammatical, semantic and pragmatic aspects are discussed. Particularly emphasizes the modern research dealt, for example, cognitive linguistics and interculturality.	
<b>Literature:</b> ADAMZIK, K.: Sprache: Wege zum Verstehen. Tübingen/Basel: Francke (UTB; 2172), 2001. Handbücher zur Sprach- und Kommunikationswissenschaft. Berlin/New York: de Gruyter: die entsprechenden Bände HOFFMANN, L. (Hrsg.): Sprachwissenschaft. Ein Reader. 2., verbesserte Aufl. Berlin/New York, 2000. LINKE, A./NUSSBAUMER, M./PORTMANN, P. R.: Studienbuch Linguistik. Tübingen: Niemeyer, 1998. LYONS, J.: Einführung in die moderne Linguistik. München: C. H. Beck, 1995. MÜLLER, H. M. (Hrsg.): Arbeitsbuch Linguistik. Paderborn/München/Wien/Zürich: Ferdinand Schöningh. (UTB; 2169), 2002.	
<b>Language, knowledge of which is necessary to complete a course:</b> German	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 113					
A	B	C	D	E	FX
30.97	21.24	26.55	10.62	8.85	1.77
<b>Teacher:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					
<b>Date of last update:</b> 08.06.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ MLG2dm/NJ/15	<b>Name:</b> Modern Linguistics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must prepare a presentation for 25 points and submit term papers for 25 points. The evaluation of the final test takes place in accordance to the Study Reglement.	
<b>Results of education:</b> The student knows the most recent theoretical models and research trends in Germanic linguistics. He has extensive knowledge in the field of interdisciplinary, multidisciplinary contexts and systematic contacts of modern linguistics.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>- The semantics as a discipline within general linguistics and German literature;</li> <li>- Conceptualization of the "meaning": philosophical and theoretical questions;</li> <li>- The category of meaning in the context of different paradigms;</li> <li>- Levels and dimensions of meaning;</li> <li>- Word meaning - sentence meaning - text meaning;</li> <li>- Method of development meaning and description;</li> <li>- New approaches to the semantics research;</li> <li>- Perspectives of applied semantics.</li> </ul>	
<b>Literature:</b> CRUSE, A./HUNDSNURSCHER, F./JOB, M./LUTZEIER, P. R. (Hrsg.): Lexikologie. Ein internationales Handbuch zur Natur und Struktur von Wörtern und Wortschätzen. Berlin: de Gruyter, 2002 (= Handbücher zur Sprach- und Kommunikationswissenschaft; 21). LÖBNER, S.: Semantik. Eine Einführung. Berlin/New York: De Gruyter, 2003. SCHIPPAN, T.: Lexikologie der deutschen Gegenwartssprache. 2. unveränd. Aufl. Tübingen: Niemeyer, 2002. SCHWARZE, Ch./WUNDERLICH, D. (Hrsg.): Handbuch der Lexikologie. Königstein/Ts.: Athenaeum, 1985.	
<b>Language, knowledge of which is necessary to complete a course:</b> German	
<b>Notes:</b>	

**Evaluation of subjects**

Total number of evaluated students: 36

A	B	C	D	E	FX
38.89	22.22	25.0	5.56	8.33	0.0

**Teacher:** prof. Dr. Erzsébet Komlósiné Knipf, DSc.**Date of last update:** 01.05.2022**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ MLTdm/NJ/15	<b>Name:</b> Modern Theories in Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must prepare a presentation for 25 points and submit term papers for 25 points. The evaluation of the final test takes place in accordance to the Study Reglement.	
<b>Results of education:</b> The students are able to handle literary theoretical texts independently and classify different literary theoretical approaches. They acquire techniques and methods of literary analysis and interpretation. They can apply this method on concrete German texts.	
<b>Brief syllabus:</b> <ul style="list-style-type: none"> <li>• Aristotle: Poetics, basic research, structure of a literary work</li> <li>• Positivism. Background, basic concepts</li> <li>• The so-called. Linguistic turn and the Russian formalist school, the influence of Saussure on general linguistics</li> <li>• Structuralism. Background, objectives, broad lines of interpretation methods</li> <li>• Intertextuality (Mikhail Bakhtin, Julia Kristeva and Manfred Pfister)</li> <li>• Structural theory of narration of Tzvetan Todorov and Gerard Genette</li> <li>• Post-structuralism, discourse analysis and deconstruction. Paul de Man</li> <li>• The timeliness of Heidegger's ontology. Contribution to the heritage of hermeneutics</li> <li>• "Truth and Method" Hans-Georg Gadamer as a continuation of philosophical hermeneutics of Heidegger</li> <li>• Reception aesthetics of Hans Robert Jauss and Wolfgang Iser</li> <li>• Literary hermeneutics of Peter Szondi</li> <li>• Cultural turn and Literature</li> </ul>	
<b>Literature:</b> DETERING, Heinrich (Hrsg.): Grundzüge der Literaturwissenschaft. - 1. vyd. - München: Deutscher Taschenbuch Verlag, 2005. - 804 s. - ISBN 3-423-30171-6. BAASNER, Rainer: Methoden und Modelle der Literaturwissenschaft. - Berlin: Erich Schmidt Verlag, 2001. - 272. - ISBN 3 503 04989 4. JAUSS, Hans Robert: Literaturgeschichte als Provokation. - 1. vyd. - Frankfurt: Suhrkamp, 1970. - 256. - ISBN 3518104187.	

ISER, Wolfgang: Der Akt des Lesens - 1. vyd. - München: Fink, 1994. - 360s. - ISBN 3-8252-0636-X.  
 GENETTE, Gérard: Palimpseste. Die Literatur auf zweiter Stufe. - 1. vyd. - Baden-Baden: Nomos, 1993. - 215 s.  
 GRONDIN, Jean: Einführung in die philosophische Hermeneutik. - 1. vyd. - Stuttgart : Wissenschaftliche Buchgesellschaft, 2001. - 204s. - ISBN 3-534-15076-7.  
 VAJDA, Karl: Prolegomena zur Literaturontologie. - 1. vyd. - Frankfurt: Peter Lang, 2012. - 308 s. - ISBN 978-3-631-63699-2.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 112

A	B	C	D	E	FX
23.21	16.07	26.79	25.0	7.14	1.79

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

**Date of last update:** 01.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ ODPdm/NJ/15	<b>Name:</b> Master thesis and defence
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Accomplished thesis, positive evaluations from the supervisor and from the opponent. Successful defence of the thesis.	
<b>Results of education:</b> The student studies and conforms to the requirements for thesis writing, and then becomes able to work independently on a topic and to accomplish writing a thesis.	
<b>Brief syllabus:</b> 1. Types and administration of theses. 2. Thesis structure. 3. Formal organization of the parts of a thesis. 4. Citations, bibliographical entries, literature used. 5. Research related to the thesis topic. 6. Working hypothesis, the formulation of goals and tasks. 7. Research methodology. 8. Analysis and processing of results, discussion. 9. Conclusion and appendices. 10. Submitting the thesis, licence agreement, declaration of originality.	
<b>Literature:</b> Smernica rektora Univerzity J. Selyeho Komárno o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho ESSELBORN-KRUMBIEGEL, H.: Von der Idee zum Text. Eine Anleitung zum wissenschaftlichen Schreiben. 3., überarb. Aufl. Paderborn: Ferdinand Schöningh, 2008. LANGER, I./VON THUN, F. S./TAUSCH, R.: Sich verständlich ausdrücken. 8. Aufl. München/Basel: Ernst Reinhardt Verlag, 2006. MEYER-KELLER, E.: Arbeitstechniken. Literaturwissenschaft. 4. Aufl. München: Wilhelm Fink, 1994. POENICKE, K.: Wie verfaßt man wissenschaftliche Arbeiten? Ein Leitfaden vom ersten Studiensemester bis zur Promotion. 2., neu bearb. Aufl. Mannheim: Dudenverlag, 1988. ROTHMANN, K.: Anleitung zur Abfassung literaturwissenschaftlicher Arbeiten. Arbeitstexte für den Unterricht. Stuttgart: Reclam, 1979.	
<b>Language, knowledge of which is necessary to complete a course:</b> German	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 6					
A	B	C	D	E	FX
50.0	33.33	0.0	16.67	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 01.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PO20dm/AJ/15	<b>Name:</b> 20th Century English and American Poetry
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester the student will prepare a presentation for which 40 points can be allotted, and will submit a seminar paper for 60 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> Having successfully accomplished the course, the student will be able to interpret and analyse numerous poems, and will be able to apply the methods and techniques of contemporary trends of literary criticism.	
<b>Brief syllabus:</b> The course will provide a survey of the development of English and American poetry of the 20th century. Works by several poets will be presented, among them those by Ezra Pound, T. S. Eliot, Robert Frost, W. C. Williams, e.e. cummings, Hilda Doolittle, Charles Olson, Laurence Ferlinghetti, Allen Ginsberg, Sylvia Plath, W. B. Yeats, W. H. Auden, Dylan Thomas, Ted Hughes, Seamus Heaney. Primary emphasis will be on the literary analysis of the individual literary works.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Bercovitch, Sacvan (ed.): The Cambridge History of American Literature, vol. V, VIII., Cambridge: CUP, 2003.</li> <li>• Bercovitch, Sacvan: The Cambridge History of American Literature : Poetry and Criticism, 1940-1995. Cambridge : Cambridge University Press, 2008.</li> <li>• Cook, Jon (ed.): Poetry in Theory: An Anthology, 1900-2000, Oxford: Blackwell, 2004.</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: 91	

A	B	C	D	E	FX
74.73	14.29	6.59	4.4	0.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/PPX/ EDU/20	<b>Name:</b> Pedagogické praktikum - Používanie aplikácie EduPage
<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>	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b>	
<b>Results of education:</b>	
<b>Brief syllabus:</b>	
<b>Literature:</b>	
<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: 43	
a	n
97.67	2.33
<b>Teacher:</b>	
<b>Date of last update:</b> 02.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX2dm/AJ/15	<b>Name:</b> Teaching Practice 2.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
<b>Literature:</b> Cooper, R. – Lavery, M. – Rinvoluceri, M.: Video. Oxford: Oxford University Press, 1991. Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007. Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010. Madsen, H. S.: Techniques in Testing. Oxford: Oxford University Press, 1983. Riddel, D.: Teach Yourself – TEFL. London: Hodder Education, 2001. Silberstein, Sandra: Techniques and resources in teaching reading. Oxford : Oxford University Press, 2003. Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002. Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.	
<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: 127					
A	B	C	D	E	FX
77.95	13.39	5.51	3.15	0.0	0.0
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX2dm/NJ/15		<b>Name:</b> Teaching practice 2			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b> 2.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.					
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.					
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching German as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.					
<b>Literature:</b> The most recent curricula and educational standards The educational programmes of elementary and secondary schools Contemporary international educational documents					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 50					
A	B	C	D	E	FX
88.0	6.0	4.0	0.0	2.0	0.0

**Teacher:** Dr. phil. Mgr. Attila Mészáros

**Date of last update:** 08.06.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX3dm/AJ/15	<b>Name:</b> Teaching Practice 3.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Cooper, R. – Lavery, M. – Rinvoluceri, M.: Video. Oxford: Oxford University Press, 1991.</li> <li>• Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007.</li> <li>• Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010.</li> <li>• Riddell, D.: Teach Yourself – TEFL. London: Hodder Education, 2001.</li> <li>• Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003.</li> <li>• Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002.</li> <li>• Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.</li> </ul>	
<b>Language, knowledge of which is necessary to complete a course:</b> English	
<b>Notes:</b>	

**Evaluation of subjects**

Total number of evaluated students: 137

A	B	C	D	E	FX
70.07	19.71	8.76	0.73	0.73	0.0

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD.**Date of last update:** 17.05.2022**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX3dm/NJ/15		<b>Name:</b> Teaching practice 3			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b> 3.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.					
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.					
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching German as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.					
<b>Literature:</b> The most recent curricula and educational standards The educational programmes of elementary and secondary schools Contemporary international educational documents					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 49					
A	B	C	D	E	FX
87.76	8.16	2.04	0.0	2.04	0.0

**Teacher:** Dr. phil. Mgr. Attila Mészáros

**Date of last update:** 01.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX4dm/AJ/15	<b>Name:</b> Teaching Practice 4.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.	
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.	
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching English as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.	
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Cooper, R. – Lavery, M. – Rinvoluceri, M.: Video. Oxford: Oxford University Press, 1991.</li> <li>• Dudeney, G.: The Internet and the Language Classroom. Cambridge: CUP, 2007.</li> <li>• Hyland, Ken: Second Language Writing. Cambridge : University Press, 2010.</li> <li>• Riddell, D.: Teach Yourself – TEFL. London: Hodder Education, 2001.</li> <li>• Silberstein, Sandra: Techniques and Resources in Teaching Reading. Oxford : Oxford University Press, 2003.</li> <li>• Ur, Penny: Teaching Listening Comprehension. Cambridge, United Kingdom : Cambridge University Press, 2002.</li> <li>• Windeatt, S. – Hardisty, D. – Eastment, D.: The Internet. Oxford: OUP, 2000.</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: 281					
A	B	C	D	E	FX
74.73	17.79	3.56	1.42	0.71	1.78
<b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ PPX4dm/NJ/15		<b>Name:</b> Teaching practice 4			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present					
<b>Number of credits:</b> 4					
<b>Recommended semester/trimester of study:</b> 4.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Active participation in the teaching practice will be carried out complying with the principles outlined by the UJS PF regulations of teaching practice.					
<b>Results of education:</b> The student will be able to observe, evaluate and analyse the class activity during the teaching practice and the methodology of elementary and secondary school teaching on the basis of the pedagogical-didactic principles applicable at elementary and secondary schools. The student will be able to teach a class independently.					
<b>Brief syllabus:</b> Direct experience of the didactic and educational principles of elementary and secondary education in the actual environment and in actual interaction with learners and students. Observation and analysis of teaching activity. Acquisition of the special methodology of teaching German as a foreign language at the elementary and secondary school level in the light of the contemporary aspects and didactics (based on individual conception). Application of pedagogical approaches focusing on the learners' personality. Expected elements of the applied methodology include creativity, independence, individualization and complementarity.					
<b>Literature:</b> The most recent curricula and educational standards Educational programmes of elementary and secondary schools Contemporary international educational documents					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 103					
A	B	C	D	E	FX
89.32	8.74	1.94	0.0	0.0	0.0

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Dr. phil. Mgr. Attila Mészáros

**Date of last update:** 01.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ SAJdm/AJ/15	<b>Name:</b> English Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KMF/APLI1dm/AJ/15 and KMF/DAL2dm/AJ/15 and KMF/MET3dm/AJ/15 and KMF/APLI2dm/AJ/15 and KMF/DAM2dm/AJ/15 and KMF/TYLdm/AJ/15 and KMF/DELI1dm/AJ/15 and KMF/DRA2dm/AJ/15 and KMF/FRAZdm/AJ/15 and KMF/PPX4dm/AJ/15	
<b>Conditions for passing the subject:</b> The student has to obtain the necessary number of credits from compulsory and elective subjects required by the study plan.	
<b>Results of education:</b>	
<b>Brief syllabus:</b> LINGUISTICS 1. The notion of applied linguistics, main areas of research. Interdisciplinary relations: sociolinguistics, psycholinguistics, stylistics, forensic linguistics, corpus linguistics) 2. Theories of second language acquisition. The notion of Communicative Competence as the goal of SLA. 3. Pragmatics. Speech act theory, direct and indirect speech acts. Politeness Theory. The cooperative principle (Grice). 4. Discourse and discourse analysis. Cohesion and coherence. A comparison of spoken and written discourse. Critical discourse analysis. 5. Individual differences in second language acquisition (conceptualisations of aptitude, motivation, and anxiety; learning strategies; language learners with special needs). 6. Language loss. (language attrition vs. language shift; van Els' taxonomy; factors affecting L1/L2 loss) 7. Phraseology, phraseography, paremiology, paremiography, lexicography, and lexicology; Proverbs, collocations and idioms; Dictionaries. 8. Phraseology and paremiology in the language classroom; 9. Synonymy and antonymy in phraseology and paremiology. Proverbial markers (e.g., traditionality, currency, metaphor, paradox, ellipsis, word-repetition, rhyme, alliteration, pithiness, certain structures). 10. What constitutes a real American or British proverb? The role of proverbs in the modern American and British societies. 11. Proverbs in songs and poems, advertisements, comics and cartoons. 12. Women and marriage in Anglo-American proverbs and anti-proverbs	

## LITERATURE

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

25. Children's literature: The School Story: Fantasy in the Harry Potter series

**METHODOLOGY**

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

**Literature:**

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 87

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

**Teacher:**

**Date of last update:** 17.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ SG1dm/NJ/15	<b>Name:</b> History of German Language 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 1 For the study period: 13</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final test takes place in the form of a written test, the conditions for the granting of credits is to obtain min. 65% points from the test. The final evaluation also includes active participation in the classroom.	
<b>Results of education:</b> The student correctly characterizes methods and the role of historical linguistics, linguistic relatedness of Indo-European languages and the integration of the German language to a group of Germanic languages. The student classifies periodization of history of German, criteria and theories, while theoretically know and practically apply the knowledge of the various developmental stages of language.	
<b>Brief syllabus:</b> Concept of Indo-European language. Outline of Indo-European by phonetic, morphological, syntactic and genetic aspects. The theories of the formation of the Indo-European languages. The accent and its role in the development of Germanic languages. The Germanic sound shift, the Verner'sche law and grammatical change. The umlaut and its role in the development of Germanic languages. The breakdown of the Germanic languages. The peculiarities of the West Germanic compared to the common Germanic. Periodization of German language history.	
<b>Literature:</b> BOGNER, I.: Deutsche Sprachgeschichte. In: Pongó, S.: Grundriss der deutschen Grammatik – kontrastiv. (Kap. III.) Komárno: UJS, 2008. ERNST, P.: Deutsche Sprachgeschichte. Wien: WUV, 2005. BOOR de, Helmut: Mittelhochdeutsche Grammatik. - 1. vyd. - Berlin: Walter de Gruyter, 1998. - 214 s. - ISBN 3-11-015742-X. REICHMANN, K.-P./WEGERA, O. (Hrsg.): Frühneuhochdeutsche Grammatik. Tübingen: Niemeyer, 1993. SCHMIDT, W.: Geschichte der deutschen Sprache. 10. Aufl. Stuttgart: Hirzel, 2007. BACH, Adolf: Geschichte der deutschen Sprache. - 1. vyd. - Heidelberg : Quelle and Meyer. - 307s.	

FRINGS, Theodor: Grundlegung einer geschichte der deutschen Sprache. - 1. vyd. - Halle: Max Niemeyer Verlag, 1950. - 127 s.

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

German

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 31

A	B	C	D	E	FX
64.52	32.26	3.23	0.0	0.0	0.0

**Teacher:** Dr. phil. Mgr. Attila Mészáros

**Date of last update:** 08.06.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ SG2dm/NJ/15	<b>Name:</b> History of German Language 2
<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> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final test takes place in the form of a written test, the conditions for the granting of credits is to obtain min. 65% points from the test. The final evaluation also includes active participation in the classroom.	
<b>Results of education:</b> The student correctly characterizes methods and the role of historical linguistics, linguistic relatedness of Indo-European languages and the integration of the German language to a group of Germanic languages. The student classifies periodization of history of German, criteria and theories, while theoretically know and practically apply the knowledge of the various developmental stages of language.	
<b>Brief syllabus:</b> Concept of Indo-European language. Outline of Indo-European by phonetic, morphological, syntactic and genetic aspects. The theories of the formation of the Indo-European languages. The accent and its role in the development of Germanic languages. The Germanic sound shift, the Verner'sche law and grammatical change. The umlaut and its role in the development of Germanic languages. The breakdown of the Germanic languages. The peculiarities of the West Germanic compared to the common Germanic. Periodization of German language history.	
<b>Literature:</b> BOGNER, I.: Deutsche Sprachgeschichte. In: Pongó, S.: Grundriss der deutschen Grammatik – kontrastiv. (Kap. III.) Komárno: UJS, 2008. ERNST, P.: Deutsche Sprachgeschichte. Wien: WUV, 2005. PAUL, H./WIEHL, P./GROSSE, S.: Mittelhochdeutsche Grammatik. Tübingen: Niemeyer, 1989. REICHMANN, K.-P./WEGERA, O. (Hrsg.): Frühneuhochdeutsche Grammatik. Tübingen: Niemeyer, 1993. SCHMIDT, W.: Geschichte der deutschen Sprache. 10. Aufl. Stuttgart: Hirzel, 2007. VON POLENZ, P.: Geschichte der deutschen Sprache. Berlin/New York: De Gruyter, 1978. WOLF, G.: Deutsche Sprachgeschichte. Tübingen, 1994.	
<b>Language, knowledge of which is necessary to complete a course:</b> German	

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 38					
A	B	C	D	E	FX
60.53	23.68	7.89	5.26	2.63	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros					
<b>Date of last update:</b> 08.06.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ SOCdm/NJ/15	<b>Name:</b> Sociolinguistics
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must prepare a presentation for 25 points and submit term papers for 25 points. The evaluation of the final test takes place in accordance to the Study Reglement.	
<b>Results of education:</b> The student understands the regularities that determine the relationship between the company and the language on macro and micro levels. He has knowledge of the strategies in terms of relevant linguistic problems of society. He knows the methodology of sociolinguistics.	
<b>Brief syllabus:</b> 1. General overview of sociolinguistics, its research methodology issues 2. Language - Society - Culture 3. Stratification of Language and Society (classes, groups, sociolects) 4. Language Geography, Dialectology 5. Language, use of language 6. Discourse 7. Language Planning 8. Language politics 9. Creolization, pidginization 10. Bilingualism 11. Intermediate language as language teaching category 12. Language as a means of socialization: native language aspects 13. Language as a means of cultural integration (foreign language, second language, language environment) 14 Code changing	
<b>Literature:</b> BARBOUR, S./STEVENSON, P.: Variation im Deutschen. Soziolinguistische Perspektiven. Berlin/New York: De Gruyter, 1998. DITTMAR, N.: Grundlagen der Soziolinguistik. Ein Arbeitsbuch mit Aufgaben. Tübingen: Niemeyer, 1997. LÖFFLER, H.: Germanistische Soziolinguistik. Berlin: Erich Schmidt, 1994. VEITH, W. H.: Soziolinguistik: Ein Arbeitsbuch. Tübingen: Narr, 2002.	

<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 124					
A	B	C	D	E	FX
33.87	20.97	21.77	8.06	8.87	6.45
<b>Teacher:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.					
<b>Date of last update:</b> 08.06.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/SSdm/ NJ/15	<b>Name:</b> German Language and Literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KMF/ESMdm/NJ/15 and KMF/LIT4dm/NJ/15 and KMF/SG1dm/NJ/15 and KMF/LIT5dm/NJ/15 and KMF/MLG1dm/NJ/15 and KMF/SG2dm/NJ/15 and KMF/SOCdm/NJ/15 and KMF/MLG2dm/NJ/15 and KMF/MLTdm/NJ/15 and KMF/TEXdm/NJ/15 and KMF/PPX4dm/NJ/15	
<b>Conditions for passing the subject:</b> Students have to obtain the necessary number of credits from compulsory and elective subjects required by the study plan of the programme.	
<b>Results of education:</b>	
<b>Brief syllabus:</b> Sprachwissenschaft 1. Kontrastive Linguistik – Sprachtypologie 2. Kontrastive Grammatik 3. Kontrastive Lexikologie 4. Kontrastive Phraseologie 5. Semantik – die Bedeutung unter diachronem Aspekt (Arten des Bedeutungswandels); die Bedeutung unter synchronem Aspekt; Semantiktheorien (Wortfeldtheorie, strukturelle Semantik, Kontexttheorie, Behaviorismus); die Arten der Bedeutung 6. Soziolinguistik – Grundbegriffe (Idiolekt, Soziolekt, Dialekt); die gegenseitige Determination gesellschaftlicher und sprachlicher Faktoren 7. Psycholinguistik (Sprachentstehung; Spracherwerbstheorien; die Arten der Zweisprachigkeit und das mentale Lexikon; Sprache und Denken) 8. Textlinguistik – Untersuchungsmethoden der Textsyntax, der Textsemantik und der Textpragmatik; Grundlagen der linguistischen Stilistik 9. Korpus- und Diskurslinguistik – ez akkor kerüljön bele, ha egyetértesz, azaz ha Te ezt megtartod 10. Sprachgeschichte – das Germanische, das Althochdeutsche, das Mittelhochdeutsche, das Frühneuhochdeutsche und die deutsche Sprache heute; die deutsche Dialektlandschaft heute Literaturwissenschaft 1. Naturalismus und seine Gegenströmungen 2. Epik im ausgehenden 19. und im frühen 20. Jahrhundert	

<ul style="list-style-type: none"> <li>3. Lyrik des 20. Jahrhunderts</li> <li>4. Literarische Tendenzen nach 1945</li> <li>5. Formalismus und Strukturalismus</li> <li>6. Intertextualität und Intermedialität: Formen, Funktionen, Theorien</li> <li>7. Hermeneutik</li> <li>8. Rezeptionsästhetik und Literatursoziologie</li> </ul> <p>Methodik und Didaktik</p> <ul style="list-style-type: none"> <li>1. Grundbegriffe der DaF-Didaktik</li> <li>2. Unterrichtsmethoden: GÜM; Vermittelnde Methode; Kommunikative Didaktik; AVL; interkultureller Ansatz.</li> <li>3. Theoretische und praktische Aspekte der Unterrichtsbeobachtung.</li> <li>4. Theoretische und praktische Aspekte der Unterrichtsvorbereitung.</li> <li>5. Lehrwerkanalyse - Begriff des Lehrwerks, die Rolle der Lehrwerke im FSU. Aufgaben der Lehrwerkanalyse. Entwicklung der Lehrwerkkritik/Lehrwerkanalyse. Lehrwerkgenerationen.</li> <li>6. Die vier Fertigkeiten und ihre Darstellung in den Lehrwerken.</li> <li>7. Theoretische und praktische Aspekte der Erstellung von elektronischen Studienmaterialien.</li> </ul>												
<p><b>Literature:</b> Indicated in the information sheets of the compulsory courses of the study programme.</p>												
<p><b>Language, knowledge of which is necessary to complete a course:</b> German</p>												
<p><b>Notes:</b></p>												
<p><b>Evaluation of subjects</b> Total number of evaluated students: 30</p> <table border="1" style="width: 100%; text-align: center;"> <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>10.0</td> <td>23.33</td> <td>20.0</td> <td>23.33</td> <td>23.33</td> <td>0.0</td> </tr> </tbody> </table>	A	B	C	D	E	FX	10.0	23.33	20.0	23.33	23.33	0.0
A	B	C	D	E	FX							
10.0	23.33	20.0	23.33	23.33	0.0							
<p><b>Teacher:</b></p>												
<p><b>Date of last update:</b> 01.05.2022</p>												
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ HPP/15	<b>Name:</b> Formulation and evaluation of educational programs
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The course concludes with an assessment. The student assessment during the semester is an independent work, for which can receive 60 points. The semester final assessment is to protect this work, for which can get 40 points. The ratings scale: A - 90 100% B - 80% -89 C - -79 70%, D - 60 to 69%, E - 50 -59%.	
<b>Results of education:</b> Students will be able to: -understand and tell the steps the preparation of educational programs - apply these steps in practical tasks - to evaluate the quality of an educational program.	
<b>Brief syllabus:</b> The concept and elements of the educational program. Steps to elaborate the project. Project-design methods and tools. The analysis of needs and target groups. Education goals as a basis for planning. Taxonomy of educational objectives in the preparation of educational programs. The evaluation as a part of the educational program. The curriculum and syllabus preparation, limiting factors.	
<b>Literature:</b> Prášilová Michaela. Tvorba vzdelávacieho programu. - 1. vyd. - Praha : TRITON, 2006. - 191 s. - ISBN 80-7254712-7. Pasch, Marvin, Gardner, Trevor G. Od vzdelávacieho programu k vyučovacím hodinám : Jak pracovat s kurikulem. - 1. vyd. - Praha : Portál, s.r.o., 1998. - 416 s. - ISBN 80-7367-054-2. HORVÁTHOVÁ, Kinga. A szlovákiai oktatáspolitikának néhány kiemelt szempontja. In: A jogtudatosság, mint az egészséges életmód része. Komárno: Univerzita J. Selyeho, 2015, CD-ROM, p. 7-13. ISBN 978-80-8122-157-6. HORVÁTHOVÁ, Kinga. A szlovákiai oktatáspolitikának aktuális lépései. Katedra. Évf. 24, sz. 9 (2017), p. 10-11. ISSN 1335-6445.	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 321	

A	B	C	D	E	FX
44.86	11.53	13.71	9.66	18.38	1.87
<b>Teacher:</b> Katalin Kanczné Nagy, PhD., Dr. habil. PaedDr. Ing. István Szököl, PhD., Dr. László Pribék, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ KSA/15	<b>Name:</b> Cultural and Social Anthropology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> If students fulfill the subject they will have suitable knowledge about the study of ethnography. They will get practical competences too, which they can apply in their future pedagogical practices.	
<b>Brief syllabus:</b> What is ethnography? What does cultural and social anthropology mean? What is European ethnology? The description of the Hungarian folk art, a short historical review of European ethnography and ethnology, the sources of ethnography and its search manners, the possibilities of the assessment of several searches (construction or reconstruction?). Summary: the possibilities of its usage in the educational practice.	
<b>Literature:</b> Balassa Iván–Ortutay Gyula: Magyar néprajz. Budapest: Corvina Kiadó 1979. Liszka József: Bevezetés a néprajzba. A magyar néprajz/ európai etnológia alapjai. Dunaszerdahely: Lilium Aurum 2006 Liszka József: Átmenetek. Folklór és nem-folklór határán. Komárom: Selye János Egyetem Tanárképző Kara 2013 /Monographiae Comaromienses 12./ Magyar néprajzi lexikon 1–5. Budapest: Akadémiai Kiadó 1977–1982. Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia ( <a href="http://www.ludovakultura.sk/index.php?id=11">http://www.ludovakultura.sk/index.php?id=11</a> ) Voigt Vilmos: Alapismereti bevezetés a néprajz iránt érdeklődő hallgatóknak. Debrecen: Kossuth Lajos Tudományegyetem Néprajzi Tanszék 1989 /Néprajz egyetemi hallgatóknak 1./ STRÉDL, Terézia. Konfliktusoldás és -megoldás, az interkulturális kölcsönhatások tükrében. In: Történelmi traumáink kezelési lehetőségei lélektani megközelítésben. Székesfehérvár: Kodolányi János Főiskola, 2015, P. 221-256. ISBN 978-615-5075-26-1.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 375					
A	B	C	D	E	FX
39.47	20.8	20.0	10.13	8.8	0.8
<b>Teacher:</b> Dr. habil. PhDr. József Liszka, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ MEP/15	<b>Name:</b> Methodology of pedagogical 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> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Developing a research plan and defending it – evaluation: a maximum of 50 points, successfully passing a test – evaluation: a maximum of 50 points, cumulative performance evaluation: 100-90 points/A, 89-90 points/B, 79-70 points/C, 69 – 60 points/D, 59 – 50 points/E, less than 50 points/ Fx	
<b>Results of education:</b> Students should be able to develop a research plan, be familiar with the research methodology, formulate hypotheses and research questions, realize a research and evaluate its data relevantly.	
<b>Brief syllabus:</b> Research and its environment. The methodology of research. Pedagogical research: quantitative and qualitative methods. Project techniques. Triangulation, validity, reliability. Setting the aim of the research, formulating hypotheses and research questions. The procedure of the research plan. Realizing and evaluating the research	
<b>Literature:</b> Albert Sándor: A pedagógiai kutatások alapjai. Dunaszerdahely : Lillium Aurum, 2005.100 s. ISBN 8080622817 Gavora Peter: Elektronická učebnica pedagogického výskumu. www.e-metodologia.fedu.uniba.sk Falus Iván: Bevezetés a pedagógiai kutatás módszereibe. Budapest : Keruban Könyvkiadó, 1993. 540 s. Silverman David: Ako robiť kvalitatívny výskum. Bratislava : Ikar. 2005. 328 s. ISBN 8055109044 Švec Štefan: Metodológia vied o výchove : Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS, 1998. 303 s. ISBN 8088778735 TÓTH, Péter. Tanulási stílus vizsgálata a szakképzésben. In: Empirikus kutatások a szakmai pedagógusképzésben. Székesfehérvár: DSGI, 2013, P. 78-115. ISBN 978-963-89747-1-6. TÓTH, Péter. A tanulóhoz adaptált szakoktatás ismeretelméleti alapjai. In: Egyéni különbségek szerepe a tanulásban és a pályaválasztásban. Székesfehérvár: DSGI, 2015, P. 21-59. ISBN 978-963-89747-4-7.	

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

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

Hungarian and Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 485

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

**Teacher:** Dr. habil. PaedDr. Ing. István Szököl, PhD.

**Date of last update:** 02.05.2022

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

Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 959					
A	B	C	D	E	FX
29.3	23.57	18.98	13.56	12.83	1.77
<b>Teacher:</b> Dr. habil. Erika Kopp, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ PEP/15	<b>Name:</b> Educational 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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student has acquired bipolarity and psychological principles of teaching and learning, effective model of learning and application of differentiation for student's success in the school.	
<b>Brief syllabus:</b> Educational psychology as the specific discipline of psychology – defining the basic concepts. Bipolarity of the educational process. Educational impact and indicators. Optimalizational learning process. Principles of learning. Interest and memory as indicators of learning. Convergent and divergent tasks. Multiple intelligences and development of creativity.	
<b>Literature:</b> Bagdy Emőke: Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359 Bordás Sándor, Forró Zsuzsa, Németh Margit, Stredl Terézia: Pszichológiai jegyzetek. 3. vyd. Komárom : Valeur s.r.o., 2009. 320s. ISBN 9788089234851 Hvozdík Ján: Základy školskej psychológie. 1. vyd. Bratislava : Slovenské Pedagogické Nakladateľstvo, 1986. 360s. Zelina Miron: Aktivizácia a motivácia žiakov na vyučovaní. Krajský pedagogický ústav v Prešove, 1991. 73 s. ISBN 0006427 Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. 2. vyd. Bratislava : Iris, 1996. 234 s. ISBN 8096701347 STRÉDL, Terézia. Inkluzív pedagogia: avagy a gyógypedagógiáról másképp. 1.vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s.[8 AH]. ISBN 978-80-8122-089-0. BORDÁS, Sándor, Melinda NAGY a Terézia STRÉDL. A pszichológia és társadalomtudományai [elektronický zdroj]. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. CD-ROM, 288 s. ISBN 978-80-8122-164-4.	
<b>Language, knowledge of which is necessary to complete a course:</b>	

Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 658					
A	B	C	D	E	FX
53.19	23.71	10.94	6.38	4.86	0.91
<b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ POP/15	<b>Name:</b> Comparative Education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Evolution: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.	
<b>Results of education:</b> Student has studied the educational program sin the European context, methodology of comaparative education analyzing the data of PISA and OECD monitoring.	
<b>Brief syllabus:</b> Specific disciplines of education. Comparative education – definition, mission. Educational alternatives, programs – basic concepts. International surveys and evaluation: PISA, OECD, national evaluation – monitor. Comparing school systems in Europe. Framework and opportunities of evaluations and assessment. Data and results of local, regional, national and international evaluations. Objectivity and subjectivity of assessment. Modification and impelentation of data.	
<b>Literature:</b> Albert Sándor: Az iskolai és óvodai oktatási programok kialakításáról. Komárno : Univerzita J.Selyeho, 2009. 121 s. ISBN 9788089234790 Kovátsné Németh Mária: Fenntarthatóság, pedagógia, kutatás. Győr : Nyugat-Magyarországi Egyetem Apáczai Csere János Kar, 2007. 227 s. ISBN 9789639364851 Kovátsné Németh Mária: Reformpedagógiai koncepciók, alternatív megoldások. Komárno : Selye János Egyetem, 2007. 330 s. ISBN 9788089234349 Pukánszky Béla: A gyermek évszázada. Budapest : Osiris, 2000. 166 s. ISBN 9633797705 Švecová Valéria: Základy pedagogiky. Technická univerzita v Košiciach, 1998. 124 s. ISBN 8070993235 Turek Ivan: Školstvo v štátoch OECD a EÚ. Bratislava : Metodické centrum, 2001. 120 s. ISBN 8080521077 Zelina Miron: Alternatívne školstvo : alternatívne školy, alternatívna pedagogika, alternatívne pedagogické koncepcie a smery. Bratislava : IRIS, 2000. 257 s. ISBN 8088778980 TÓTH, Péter, Enikő MAJOR, István SIMONICS, Jenő DUCHON a Anikó VARGA. Pedagógiai kutatások a Kárpát-medencében: 2. Kárpát-medencei Oktatási Konferencia. 1. vyd. Budapest: Óbudai Egyetem, 2017. 506 s. ISBN 978-963-449-026-5.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 344					
A	B	C	D	E	FX
32.27	36.34	20.93	6.98	2.91	0.58
<b>Teacher:</b> prof. Dr. Péter Tóth, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ PSO/15	<b>Name:</b> Psychology of Personality
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 <b>For the study period:</b> 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Final test. Condition for successful completion of this course is to obtain at least 50% of the maximum possible assessment of the subject. Evaluation: A - 90 -100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.	
<b>Results of education:</b> Student will learn about the representants and trends within the personality psychology, such as typology, structure of personality and about the strong and weak sides of the personality affecting success in the school.	
<b>Brief syllabus:</b> Definition of the special psychological discipline, basic terms. Representants and their theories: Hippocrates, Pavlov, Jung, Eysenck. Rogers, Gordon. Structure of personality. Gardner: multifactor intelligence, Emotional intelligence and its development in the school. Psycho-pathology. Coping and healthy personality.	
<b>Literature:</b> Calvin S. Hall, Gardner Lindzey, John C. Loehlin, Martin Manosevitz: Psychológia osobnosti : Úvod do teórie osobnosti. 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1997. 510 s. ISBN 8008009942 Jung C. G.: A személyiség fejlődése : C. G. Jung összegyűjtött munkái tizenhetedik kötet. 1. vyd. Budapest : Scolar Kiadó, 2008. 208 s. ISBN 9789632440026 Ranschburg Jenő: Az érzelem és a jellem lélektanából. Budapest : Okker Kiadó, 2003. 304. ISBN 9637315780. Ranschburg Jenő: Pszichológiai rendellenességek gyermekkorban. Budapest : Nemzeti Tankönyvkiadó, 1998. 200 s. ISBN 9631927008	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 233	

A	B	C	D	E	FX
35.19	35.19	27.04	2.58	0.0	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ PSV/15	<b>Name:</b> Personal and social education in lifelong learning
<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> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The class is finished by an exam. The exam has to be passed at the end of the term in written form, as a knowledge test. At least 50% of the test has to be successful to pass the class. A mark – 90 -100%, B mark – 80 -89%, C mark – 70 -79%, D mark – 60 - 69%, E mark – 50 -59%	
<b>Results of education:</b> Students will acquire the fundamentals of lifelong learning and also the personal and social competences to perform as an educational professional	
<b>Brief syllabus:</b> The positions of the subject in the system of educational sciences. The beginnings, development and tasks of personal and social education. Competences of a teacher. Guidelines for creative and practical solutions during and educational process. Practical solutions to the issues in connection to the family, school and non-educational facilities during the personal development of pupils. individual approach of teacher to the pupil	
<b>Literature:</b> Albert Alexander, Turek Ivan: O zblížovaní vzdelávania v Slovenskej republike v Európskej únii. Košice : Technická univerzita, 2000. - 152 s. - ISBN 80-7099-525-4. Nagy József: Kompetencia alapú kritériumorientált PEDAGÓGIA. Szeged : Mozaik Kiadó, 2007. 383 s. ISBN 978 963 697 5418 Nagy József: XXI. század és nevelés. Budapest : Osiris Kiadó, 2002. 350 s. ISBN 963 379 769 1 Pukánszky Béla, Zsolnai Anikó: Pedagógiák az ezredfordulón : Szöveggyűjtemény. Budapest : Eötvös József Könyvkiadó, 1998. 246 s. ISBN 963 9024 38 4 Zelina Miron: Stratégie a metódy rozvoja osobnosti : Metódy výchovy. Bratislava : Iris, 1996. 234 s. ISBN 8096701347	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language	
<b>Notes:</b>	
<b>Evaluation of subjects</b> Total number of evaluated students: 302	

A	B	C	D	E	FX
53.31	21.19	17.88	4.3	3.31	0.0
<b>Teacher:</b> prof. Dr. Béla István Pukánszky, DSc.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ RAS/15	<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> One written test during a term for 60 points, another 60 points could be earned for continuous in-class activities (essay). At least 40 points – 50% of all possible points - has to be earned to pass the class. A mark - 90-100%; B mark 80-89%; C mark 70-79%; D mark 60-69%, E mark 50-59%	
<b>Results of education:</b> Passing this subject students will get wide knowledge and informations about family and school, as the basic institutions of education and their responsibilities during the personal development of children, also during education, socialisation, preventive educational and consulting activities. Students will be able to provide basic cooperation between the school and family, to integrate parents to the school-life and to communicate with them as with the partners of the school, also will understand the interactive relationship between family, school and other environment of children	
<b>Brief syllabus:</b> Family and school as basic educational institutions. Environment and education of people. Functions of the family. Educations within the family as a part of a historical development. Functions of the school. Cooperation between school and family. Family and their cooperation with school. Forms and levels of cooperation between family and school. Interpersonal teacher competences and relationships with the parents. Communications between school and family, cooperation possibilities	
<b>Literature:</b> Andorka Rudolf: Gyermek, család, történelem. Budapest: ARTT, 2001. 338. ISBN 9639211249 Gordon Thomas: A tanári hatékonyság fejlesztése. A T.E.T.-módszer. Budapest : Gondolat, 1991. 343 s. ISBN 963 282 600 0 Hernádi Miklós: Családbomlás az ezredfordulón. Budapest : Akadémiai, 2003. 172. ISBN 9630578190 Petró András: Szülőknek az iskoláról. Budapest : Nemzeti Tankönyvkiadó, 1997. 208. ISBN 9631882993 Rozinajová Helena: Pedagogika rodinného života pre učiteľov. Bratislava : Slovenské Pedagogické Nakladateľstvo, 1988. 267s.	

Spéder Zsolt: Család és népesség-itthon és Európában. Budapest : Sajtóház Kiadó, 2003. 562. ISBN 9639211613

Szretykó György: Globalizáció és család : A családszociológia új kihívásai. Pécs : Comenius Bt., 2002. - 160 s. ISBN 963 204 376 6

Trencsényi László: Hetedik nekifutás az értékek útvesztőjében. Budapesti Nevelő, 2009/2. [http://preview.fppti.hu/data/cms54391/2009\\_2.szam\\_teljes%29.pdf](http://preview.fppti.hu/data/cms54391/2009_2.szam_teljes%29.pdf)

Satirová, V.: Kniha o rodine, SVAN Praha, 2006

SZÉKELY, Levente a Ádám István NAGY. Online youth work and eYouth - A guide to the world of the digital natives. Children and Youth Services Review. Vol. 33, no. 11 (2011), p. 2186-2197. ISSN 0190-7409. WoS, SCOPUS. IF (2011): 1,269. SNIP (2013): 0,932.

NAGY, Ádám István. Comparative Analysis of the National Civil Fund and the National Cooperation Fund. Civil Szemle. Vol. 11, no. 3 (2014), p. 47-69. ISSN 1786-3341. WoS. IF (2013): 0,039.

NAGY, Ádám István a Tímea TIBORI. Narratívák hálójában: az ifjúság megismerési és értelmezési kísérletei a rendszerváltástól napjainkig. In: Negyedszázad Magyar Ifjúság 2012. Budapest: Iuvenis Ifjúság szakmai Műhely, 2016, P. 400-431. ISBN 978-963-89861-6-0.

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

Hungarian and Slovak Language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 119

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

**Teacher:** Gyöngyi Gál, PhD.

**Date of last update:** 02.05.2022

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ SCV/15	<b>Name:</b> Sociology of 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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The class is finished by an exam. The exam has to be passed at the end of the term in written form, as a knowledge test. At least 50% of the test has to be successful to pass the class. A mark – 90 -100%, B mark – 80 -89%, C mark – 70 -79%, D mark – 60 - 69%, E mark – 50 -59%	
<b>Results of education:</b> Student acquires determinants of educational sociology with effect pupil's school success.	
<b>Brief syllabus:</b> Socializing layers and elements. Family as primer socialization. School as secondary socialization. Freetime as tertiary socialization. Media as fourth-order socialization. Socializing elements: civil sector, church, political socialization and other. Characteristics and changes in youth's life. Youth and their problems in the millennium III. The institutionalized education. Educational styles and their forming effects. Social disadvantage and school success.	
<b>Literature:</b> Bagdy Emőke: A pedagógus hivatásszemélyisége : Egy pályaszocializációs kísérlet tanulságai. 1. vyd. Debrecen : KLTE Pszichológiai Intézet, 1996. 261 s. ISBN 963 472 220 2 Bagdy Emőke: Családi szocializáció és személyiségzavarok. Budapest : Nemzeti Tankönyvkiadó, 2002. 138 s. ISBN 963 19 2415 7 Balvín Jaroslav: Filozofie výchovy a metody výuky romského žáka.1. vyd. - Praha : RADIX s.r.o., 2008. 256 s. ISBN 9788086031835 Gábor Kálmán: Társadalmi átalakulás és ifjúság. Szeged : Belvedere Meridionale, 2000. 293. ISBN 9630395983 Kozma Tamás: Bevezetés a nevelésszociológiába. Budapest : Nemzeti Tankönyvkiadó, 2001. 489 s. ISBN 963 19 5512 5 Ondrejkovič Peter: Socializácia mládeže ako východisková kategória sociológie výchovy a sociológie mládeže : Príspevok k riešeniu problémov sociológie výchovy a mládeže. 1. vyd. Bratislava : VEDA, 1997. 204 s. ISBN 8022404764 Palkovičová Eva: Pohľady na občiansku kultúru. Bratislava : Kalligram, 2000. 127 s. ISBN 8071493597 Rapoš Ivan: Výchova k ľudským právam = Príručka pre učiteľov.1. vyd. Bratislava : PHARE Democracy Programme, 1994. 112 s. ISBN 8096716905	

<p>TRENCSENYI, László a Ádám István NAGY. Tanórán innen, iskolán túl: a szociálpedagógiai gondolat létjogosultsága. In: Tizenkilencre lapot?: Szociálpedagógia a 21. században. Kecskemét: Pallasz Athéné Egyetem, 2017, P. 7-35. ISBN 978-615-5192-54-8.</p> <p>NAGY, Ádám István. Ej, ráérünk arra még?: A szabadidőpedagógia elméleti alapjai. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 209 s. ISBN 978-80-8122-140-8.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 301</p>					
A	B	C	D	E	FX
18.6	20.27	21.26	17.61	21.59	0.66
<p><b>Teacher:</b> Ladislav Ďurdík, PhD.</p>					
<p><b>Date of last update:</b> 02.05.2022</p>					
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ SOZ/15	<b>Name:</b> Social skills 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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Student attends at student experiential activities.	
<b>Results of education:</b> The goal is to motivate and develop self-knowledge and self-reflection students. The student will be able to: - recognize the importance of self-knowledge and personal development in teaching practice - define their strengths and weaknesses - of constructive self-criticism and criticism - to build a positive self-image in the context of the teaching profession. Student through experiential activities acquires experience of active social and experiential learning.	
<b>Brief syllabus:</b> Subject is done through experiential activities and exercises aimed mainly at: 1. The area outside world in the process of self-knowledge - individual membership in different social groups and how these acts on it, 2. internal area of the world in the process of self-knowledge - experiencing, thinking, decision making , the ways we influence our emotions and our physical component, how hidden beliefs influence our thinking and so on. 3. The area of the transition zone - behavior, communication, external physical characteristics. 4. Increasing sensitivity to equity if survival and survival emotions of others.	
<b>Literature:</b> Mareš Jiří. Sociální a pedagogická komunikace ve škole. - 1. vyd. - Praha : Statní Pedagogické Nakladatelství, 1989. - 165s. - ISBN 80-04-21854-7. Buda Béla. Empátia a beleélés lélektana. - Pécs : Lingua Franca Csoport, 1993. - 352. - ISBN 9630432102. Murayné Szy. Éva. Játékos beszédnevelés. - Budapest : Múzsák Közművelődési Kiadó, 1980. - 190 s. - ISBN 9635641915. Hennig Claudius. Antistresový program pro učitele : Projevy, příčiny a způsoby překonání stresu z povolání. - 1. vyd. : Portál, 1996. - 99 s. - ISBN 80-7178-093-6. STRÉDL, Terézia. Dramatoterapia a jej socializačné možnosti. 1. vyd. Komárno: Univerzita J. Selyeho, 2012. 111 s. [6 AH]. ISBN 978-80-8122-033-3. HORVÁTHOVÁ, Kinga a István SZÓKÖL. A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language	
<b>Notes:</b> Block form of education.	
<b>Evaluation of subjects</b> Total number of evaluated students: 151	
a	n
100.0	0.0
<b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD.	
<b>Date of last update:</b> 02.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/TPO/15		<b>Name:</b> Theoretical knowledge of the field of study			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b>					
<b>Level of study:</b> II.					
<b>Prerequisites:</b> KPD/SZdm/PDI/15 and KPD/SZdm/PEP/15 and KPD/SZdm/SCV/15 and KPD/SZdm/VPU/15 and KPD/SZdm/HPP/15 and KPD/SZdm/KSA/15 and KPD/SZdm/PSV/15					
<b>Conditions for passing the subject:</b> Final Examination of the theoretical knowledge of their specialized study, which evaluated the selection board. Evolution: A – 90 -100%, B – 80 -89%, C – 70 -79%, D – 60 - 69%, E – 50 -59%.					
<b>Results of education:</b> Graduate of the Department of Post-Secondary Teaching subjects through common sociálnovedného, pedagogical and psychological basis of teaching disciplines master basic content of their specialization, the principles of its structure, is familiar with the methodology of content production department and its broader cultural and social contexts. With this contains evidence treated as a product of human (scientific) activities, and in this context it is able to design the didactic intents and purposes. In addition to managing the teaching competence (design, implementation and reflection of classroom instruction) it is able to participate in the development of methodological materials for teaching.					
<b>Brief syllabus:</b>					
<b>Literature:</b> The compulsory and elective subjects is given subject data sheets.					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 283					
A	B	C	D	E	FX
32.86	32.86	22.26	7.77	3.89	0.35
<b>Teacher:</b>					
<b>Date of last update:</b> 02.05.2022					

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ TVZ/15		<b>Name:</b> Education technology			
<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> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Awritten test duringthesemester (50 points), and task-releases (50 points). Evaluation: A - 90 to 100%, B - 80% -89 C - -79% 70, D - 60-69%, E - 50 -59%.					
<b>Results of education:</b> Knowing about the philosophy of informationsociety andcomparison of thetraditional school.					
<b>Brief syllabus:</b> Introduction - Description of thetraditional schooleducation and informationsocietyeducation. Characteristics of theinformationsociety. Glossary: communication, digitization, computerization, globalization, digitalcapabilities, hazards of, propertyrights, thetheory of cognitiveprocessinthedigitalworld, teachingstyles, thepossibilities of ICT, teaching and learningforms and methods of thedigitalworld. E-books, e-learning, m-learning, teaching software. Knowledge Test. thefundamental of Computers. Multimediacomputers, interactivecommunicationineducation - chat, blogging, video conferencing,					
<b>Literature:</b>					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 92					
A	B	C	D	E	FX
36.96	20.65	8.7	13.04	18.48	2.17
<b>Teacher:</b>					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/SZdm/ VPU/15	<b>Name:</b> Developmental learning disorders
<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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> One written test during a term for 50 points, another 50 points could be earned for continuous in-class activities (presentation of casuistics). At least 50 points – 50% of all possible points - has to be earned to pass the class. A mark - 90-100%; B mark 80-89%; C mark 70-79%; D mark 60-69%, E mark 50-59%.	
<b>Results of education:</b> Students will be able to specify various types of educational disorders, to classify them, provide basic corrections, cooperate with supportive professionals and to teach by individual educational plans for pupils with special needs.	
<b>Brief syllabus:</b> 1. Developmental disorders and forms of occurrence 2. Characteristics of performance decrease 3. Dyslexia, dysgrafia, dysorthografia 4. Dyskalkulia, dyspraxia 5. ADD, ADHD 6. Conners' Hyperactivity Scale – screening 7. Methodical guidelines for integration 8. Individual educational plans elaboration 9. Classification and assesment of pupils with special needs 10. Correction and re-education 11. Tasks of a special teacher, school psychologist, educational assistent 12. Cooperation with special centres: CPPPaP, CŠPP	
<b>Literature:</b> . Földi Rita: Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt., 2004. 155 s. ISBN 963 86432 7 7 Porkolábné Balogh Katalin: Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s. Strédl Terézia: Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno : Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890 Vašek Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapientia s.r.o, 2004. 168 s. ISBN 8096911201 Zelinková Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141 www.statpedu.sk	
<b>Language, knowledge of which is necessary to complete a course:</b>	



Hungarian and Slovak Language					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 301					
A	B	C	D	E	FX
61.13	29.9	8.64	0.33	0.0	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1a/CT/17	<b>Name:</b> CARDIO 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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 12	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1a/FI/17	<b>Name:</b> FITNESS
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to know different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 163	
a	n
99.39	0.61
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1a/HI/17	<b>Name:</b> HOT IRON
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to know different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 19	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1b/CT/17	<b>Name:</b> CARDIO 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:</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> 2.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to know different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 17	
a	n
88.24	11.76
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1b/FI/17	<b>Name:</b> FITNESS
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b> Balesetvédelmi tájékoztatás. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 135	

a	n
93.33	6.67
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL1b/HI/17	<b>Name:</b> HOT IRON
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 22	
a	n
95.45	4.55
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2a/CT/17	<b>Name:</b> CARDIO 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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 4	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2a/FI/17	<b>Name:</b> FITNESS
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b> Balesetvédelmi tájékoztatás. Az alsó végtag izomzatának fejlesztése. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 71	

a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2a/HI/17	<b>Name:</b> HOT IRON
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to know different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 14	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2b/CF/17	<b>Name:</b> CROSS FIT
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 2	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2b/CT/17	<b>Name:</b> CARDIO 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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to know different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 8	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2b/FI/17	<b>Name:</b> FITNESS
<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: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b> Balesvédelmi tájékoztatás. Has- és hát-izomerősítő gyakorlatok. Az alsó végtag izomzatának fejlesztése. A törzs izomzatának fejlesztése. Erősítő hatású gyakorlatok az egész test formálására. Helyes testtartás szabályai elsajátítása az egyes gyakorlatok során. Saját testsúlyú gyakorlatok, gyakorlatok kézi súlyzóval, gyakorlatok gépeken. Lazító hatású gyakorlatok, stretching. Progresszív sorozatok alkalmazása. Gyorsaságfejlesztés. Állóképesség fejlesztés. Erőfejlesztés. A felső végtag izomzatának fejlesztése. Sportág specifikus képességfejlesztés. Egészséges életmód elsajátítása.	
<b>Literature:</b> Sportlexikon A-K / Nádori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Nádori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 69	

a	n
91.3	8.7
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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/ TEL2b/HI/17	<b>Name:</b> HOT IRON
<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> 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> 4.	
<b>Level of study:</b> I., II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in the lesson. a (absolvovanie) 13-11 times in the PE lesson. n (neabsolvovanie) 10-0 times in the PE lesson.	
<b>Results of education:</b> Create a personal need to moving. Basic elements, rule of the game, get to known different exercises. Motor skills development by specific exercises. Use new sport devices. PE moves practice. Use games, solve competition situations.	
<b>Brief syllabus:</b>	
<b>Literature:</b> Sportlexikon A-K / Náadori László. - 1. vyd. : Sport, 1985. - 516 s. - ISBN 963 253 415 8. Sportlexikon L -Z / Náadori László. - Budapest : Sport, 1986. - 1137 s. - ISBN 963 253 441 7. Testnevelés – Dr. Ozsváth Ferenc, Budapest, 1991 Antal Zoltán, Sass Tibor, László István: A magyar sport kézikönyve Sport, Budapest 1972	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak language.	
<b>Notes:</b> Active participation in the lesson.	
<b>Evaluation of subjects</b> Total number of evaluated students: 13	
a	n
100.0	0.0
<b>Teacher:</b> PaedDr. Peter Židek	
<b>Date of last update:</b> 04.05.2022	
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ TEXdm/NJ/15	<b>Name:</b> Textology and Stylistics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student must prepare a presentation for 25 points and submit term papers for 25 points. The evaluation of the final test takes place in accordance to the Study Reglement.	
<b>Results of education:</b> The student has basic knowledge in the field of text linguistics and stylistics . He can apply this knowledge during the analysis and the translation of texts of any kind. He has an overview of the historical development of the discipline.	
<b>Brief syllabus:</b> The text as a unit of communication Text and textuality Criteria of textuality Production and reception of texts Structure of texts Hypertextuality Intertextuality Knowledge transfer in texts Stylistics and style Stylistic devices Methodology of stylistic text analysis	
<b>Literature:</b> ANTOS, G./KRINGS, H. P. (Hrsg.): Textproduktion. Ein interdisziplinärer Forschungsüberblick. Tübingen: Niemeyer, 1989. VATER, Heinz: Einführung in die Textlinguistik. - 3. vyd. - München: Wilhelm Fink Verlag, 2001. - 221 s. - ISBN 3-8252-1660-8. BLÜHDORN, H./BREINDL, E./WABNER, U. H. (Hrsg.): Text - Verstehen. Grammatik und darüber hinaus. IDS-Jahrbuch 2005. Berlin/New York: De Gruyter, 2006. BRINKER, K.: Linguistische Textanalyse. Eine Einführung in Grundbegriffe und Methoden. 6., überarb. und erw. Aufl. Berlin: Erich Schmidt, 2005. VAN DIJK, T. A.: Textwissenschaft. Eine interdisziplinäre Einführung. Tübingen: Niemeyer, 1980.	

<p>ENGEL, U.: Deutsche Grammatik. 2., verb. Aufl. Heidelberg: Julius Groos, 1991.          FIX, U./POETHE, H./YOS, G.: Textlinguistik und Stilistik für Einsteiger. Ein Lehr- und Arbeitsbuch. 3. Aufl. Frankfurt/Main: Peter Lang, 2003.          HEINEMANN, M./HEINEMANN, W.: Grundlagen der Textlinguistik. Interaktion - Text - Diskurs. Tübingen: Niemeyer, 2002.          STROHNER, H.: Textverstehen. Kognitive und kommunikative Grundlagen der Sprachverarbeitung. Opladen: Westdeutscher Verlag, 1990.</p>					
<p><b>Language, knowledge of which is necessary to complete a course:</b>          German</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b>          Total number of evaluated students: 67</p>					
A	B	C	D	E	FX
46.27	34.33	8.96	8.96	1.49	0.0
<p><b>Teacher:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc.</p>					
<p><b>Date of last update:</b> 01.05.2022</p>					
<p><b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ TRANSdm/AJ/15	<b>Name:</b> Translation Studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester the student has to submit two seminar papers, each scoring 50 points. At least 90 points are required for grade A, 80 points for B, 70 points for C, 60 points for D, and a minimum of 50 points for E. Students who score under 50 points will not obtain a credit for this course.	
<b>Results of education:</b> Having successfully accomplished this course, the student will be able to apply basic skills of translation and to apply the theoretical knowledge and competencies required for the evaluation of a translated text.	
<b>Brief syllabus:</b> 1. Basic concepts of literary communication 2. History of translation and translation theories 3. Linguistic and literary communication 4. Reading, writing, translation – mental processes 5. Prototext and metatext 6. Equivalence and shifting expressive features in translating 7. Comparative analysis of source text and target text 8. Theory, linguistics, stylistics and sociology in translation 9. Translating specialized texts 10. Interpreting 11. Translation criticism	
<b>Literature:</b> - Aitchison, J.: Words in the Mind. An Introduction to the Mental Lexicon. Oxford: Blackwell, 1987. - Hall, Christopher J. – Patrick H. Smith – Rachel Wicaksono: Mapping Applied Linguistics : A guide for students and practitioners. London - New York : Routledge - Taylor&Francis Group, 2011. - Groom, Nicholas – Jeannette Littlemore: Doing Applied Linguistics : A Guide for Students. London - New York : Routledge - Taylor&Francis Group, 2011. - McCarthy, M.: Discourse Analysis for Language Teachers. Cambridge: CUP, 1991.	

Thomas, Helen – Molnár Judit: Hungarian into English and back : A book of exercises in translation and style. Budapest : International House, 1986.					
<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: 174					
A	B	C	D	E	FX
49.43	16.67	17.82	9.77	2.87	3.45
<b>Teacher:</b>					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ TYLdm/AJ/15	<b>Name:</b> Teaching Young Learners
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, students need to hand in a seminar work, for which they can collect 50 points, and they need to present two activities demonstrating teaching English in the lower level of primary school - one activity for teaching grammar, one for teaching vocabulary. Each presented activity is worth 25 points, i.e. 50 points altogether. In order to obtain evaluation A, it is necessary to collect at least 90 points, for B at least 80 points, for C at least 70 points, for D at least 60 points, for E at least 50 points. Students with less than 50 points will not be given any credits.	
<b>Results of education:</b> By completing the course, students will be able to teach English in preprimary level and in the lower level of primary school in a playful way. Students will be able to design their own activities and lesson plans for the indicated target group.	
<b>Brief syllabus:</b> During the course, students get acquainted with a number of techniques of teaching English to young learners. The course focuses on teaching language in a playful way, several activities for teaching vocabulary (including topics such as Colours, Family, Animals, Vehicles, etc.) and activities for teaching grammar will be presented.	
<b>Literature:</b> - Hallivell, Susan: Teaching English in the Primary Classroom. England : Longman Group Ltd., 2004. - Harmer, J.: How to Teach English. London: Longman, 1998. - Lightbown, P.M. – Spada, N.: How Languages Are Learned. Oxford: OUP, 1999. - Riddel, David: Teaching English as a foreign language. London : Teach yourself, 2007. - Scott, Walter: Teaching English to Children. England : Longman Group Ltd., 1990.	
<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: 198					
A	B	C	D	E	FX
66.16	21.21	6.06	4.55	1.52	0.51
<b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD.					
<b>Date of last update:</b> 17.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ VDI1dm/NJ/15	<b>Name:</b> Seminar on Didactics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Written test. Evaluation in accordance with the study regulation of JSU.	
<b>Results of education:</b> The students gain overview of the main teaching methods and techniques.	
<b>Brief syllabus:</b> Methods and procedures as Categories Basic questions of didactics and methodology of foreign language teaching The grammar-translation method The direct method. Building a module using the direct method. The audio-lingual method. The audio-visual method. Teaching techniques of audio-visual method. The mediating method The development of communicative didactics. The intercultural approach Universal life experiences as a bridge for intercultural issues planning of GFL teaching. The pragmatic-functional and cross-cultural concept.	
<b>Literature:</b> BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003. DALHAUS, B.: Fertigkeit Hörverstehen. München: Langenscheidt, 1995. HELBIG, G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001. KAST, B.: Fertigkeit Schreiben. München: Langenscheidt, 1995. NEUF-MÜNKEL, G./ROLAND, R.: Fertigkeit Sprechen. München: Langenscheidt, 1994. NEUNER, G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993. WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.	
<b>Language, knowledge of which is necessary to complete a course:</b> German	
<b>Notes:</b>	



<b>Evaluation of subjects</b>					
Total number of evaluated students: 29					
A	B	C	D	E	FX
72.41	17.24	10.34	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 08.06.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ VDI2dm/NJ/15		<b>Name:</b> Seminar on Didactics 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> 2					
<b>Recommended semester/trimester of study:</b> 2.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Presentation + test. Evaluation in accordance with the study regulation of JSU					
<b>Results of education:</b> Students get practical skills that are required in monitoring the teaching process. They acquire techniques and methods for planning the lesson. They get overview of social forms, teaching phases, teacher and learner activities.					
<b>Brief syllabus:</b> Techniques of classroom observation The role of the teacher The role of the learner Media in the classroom Social forms					
<b>Literature:</b> ZIEBELL, B.: Unterrichtsbeobachtung und Lehrerverhalten. München: Goethe Institut, 2002. Unterrichtsbeobachtung und Lehrerverhalten. Videosequenzen. DVD. STORCH, G.: Deutsch als Fremdsprache. Eine Didaktik. Paderborn: W. Fink, 1999. Materiály dostupné na internete					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 31					
A	B	C	D	E	FX
83.87	6.45	6.45	0.0	3.23	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros					
<b>Date of last update:</b> 08.06.2022					

**Approved by:** prof. Dr. Erzsébet Komlósiné Knipf, DSc., 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> KMF/ VDI3dm/NJ/15		<b>Name:</b> Seminar on Didactics 3			
<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> 3.					
<b>Level of study:</b> II.					
<b>Prerequisites:</b>					
<b>Conditions for passing the subject:</b> Presentation + test. Evaluation in accordance with the study regulation of JSU					
<b>Results of education:</b> The students are able to prepare a lesson based on the acquired knowledge.					
<b>Brief syllabus:</b> Methods and Techniques of Teaching GFL Traditional and new methods Basic concepts Media in Teaching GFL Planning of teaching					
<b>Literature:</b> WICKE, Rainer E.: Handeln und Sprechen im Deutschunterricht. Ismaning: Verlag für Deutsch, 1995. - 88. - ISBN 3885326930. NEUNER, Gerhard: Übungstypologie zum kommunikativen Deutschunterricht. - 1. vyd. - Berlin: Langenscheidt, 1981. - 184 s. - ISBN 3468494300.					
<b>Language, knowledge of which is necessary to complete a course:</b> German					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 26					
A	B	C	D	E	FX
84.62	7.69	7.69	0.0	0.0	0.0
<b>Teacher:</b> Dr. phil. Mgr. Attila Mészáros					
<b>Date of last update:</b> 01.05.2022					
<b>Approved by:</b> prof. Dr. Erzsébet Komlósiné Knipf, DSc., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. Anna Tóthné Litovkina, PhD.					