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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> KCH/CHdm/ CDS/15	<b>Name:</b> Chemical and Didactical Software
<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 students can gather 60% of the maximum points from the active participation of the course and homeworks, while the remainder 40% of the points can get from project realization and its presentation. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
<b>Results of education:</b> Upon successful completion of the course the students will acquire skill in selected software and aptitude to integrate them into the education process.	
<b>Brief syllabus:</b> 1. Basis of the cheminformatics. 2. Simulation of the physical properties of the molecule. Overview of the quantum-chemistry software. (Gaussian, Abinit, MOLCAS). 3. Vizualization the simulation and the results of the theoretical calculations. (ChemCraft, Molden). 4. Office suite programs to support the theacher professional work (MS-WORD, MS-PowerPoint) 5. Graphical editors in chemistry (ACD/ChemSketch, Avogadro) 6. Simulation and vizualization in virtual chemistry laboratory. (Virtual Lab, Yenka, virtuálny mikroskop NASA) 7. MindMapping software in chemistry conceptual learning (FreeMind, iMindMap) 8. Aplication eduROM – Chémia I.,II. 9. Learning by playing software in chemistry education. (PurposeGame, ThinkLink, prostriedky Discovery Education, interaktívne PT) 10. E-learning a on-line chemistry learning contents (Planéta vedomosti – RealikaEducatio, naučteviac.sk, sulinet.hu) 11. Interactive white board and its tools in chemistry education. 12. Website as a source of chemistry learning contents. Student project. 13. Presentation and defence of the students‘ project. The final evaluation of the course.	
<b>Literature:</b> KALAŠ, Ivan et al. Premeny školy v digitálnom veku. Bratislava: SPN – Mladé letá,s.r.o.,2013. ISBN 978-80-10-02409-4. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-143-8.	

<p>BRESTENSKÁ, Beáta et al. Premena školy s využitím IKT. Využitie IKT v danom predmete: spoločná časť.</p> <p>JAVOROVA, Katarína et al. Využitie informačných a komunikačných technológií v predmete chémia pre základné školy. Učebný materiál – modul3. Košice: pre UIPŠ vydal elfa, s.r.o., 2010. ISBN 978-80-8086-157-5.</p>					
<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: 23					
A	B	C	D	E	FX
52.17	8.7	13.04	13.04	4.35	8.7
<b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Katarína Szarka, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

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

**Literature:**

DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.

KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178

LEVECSENKO, V.V. A kémia tanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897

PACHMANN, E. Formy a metody výuky chemie - Didaktika III. - 1. vyd. - Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 22

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

**Teacher:** Mgr. Katarína Szarka, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

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

11. Didactic analysis and interpretation of topic: „Quality of life and health“ (ISCED 2, ISCED 3A).					
12. Presentation of final projects.					
<b>Literature:</b>					
DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.					
KIRJUSKIN, D.M.A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178					
LEVECSENKO, V.V. A kémiatanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897					
PACHMANN, E. Formy a metody výuky chemie - Didaktika III. - 1. vyd. - Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.					
<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: 21					
A	B	C	D	E	FX
23.81	38.1	23.81	0.0	4.76	9.52
<b>Teacher:</b> Mgr. Andrea Vargová, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Katarína Szarka, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

10. Assessment of student's work in chemical laboratory

11. Final evaluation

**Literature:**

ČUMOVÁ, K. – PROKŠA, M. Chémia pre 8. a 9. ročník základných škôl . Súbor alternatívnych experimentov k učebnému textu - doplnujúci text pre triedy s rozšíreným vyučovaním matematiky a prírodovedných predmetov. Program PHARE „Obnova vzdelávacieho systému " Inovačný fond 1. vyd.: PROJEKT 041, 1997. 71 s.

DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.

KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178

LEVECSENKO, V.V. A kémia tanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897

LÉVAI, J. Kísérletek könyve. Tessloffés Babilon Kiadó, 2001. 130. ISBN 9639182796

PACHMANN, E. Formy a metody výuky chemie. Didaktika III. 1. vyd. Praha : Ústřední ústav pro vzdělávání pedagogických pracovníků, 1976. 137 s.

ROMANOVÁ, D. Chémia pre 7. ročník základných škôl a 2. ročník gymnázií s osemročným štúdiom . 1. vyd. - Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2010. 79 s. ISBN 978-80-8091-218-5

ROMANOVÁ, D. Chémia pre 6. ročník základných škôl a 1. ročník gymnázií s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2009. 79 s. ISBN 978-80-8091-181-2

RÓZSAHEGYI, M. – WAJAND, J. 575 kísérlet a kémia tanításához. 3. vyd. Budapest : Nemzeti Tankönyvkiadó Rt., 1998. 646 s. ISBN 963 18 8512 7

RÓZSAHEGYI, M. – WAJAND, J. Kémia itt, kémia ott, kémia mindenhol! Budapest : Nemzeti Tankönyvkiadó, 1995. 236. ISBN 9631867919

VICENOVÁ, H. Chémia pre 8. ročník základných škôl a 3. ročník gymnázia s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2011. 112 s. ISBN 978-80-8091-223-9

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 24

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

**Teacher:** Mgr. Andrea Vargová, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

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

**Literature:**

ČUMOVÁ, K. – PROKŠA, M. Chémia pre 8. a 9. ročník základných škôl . Súbor alternatívnych experimentov k učebnému textu - doplnujúci text pre triedy s rozšíreným vyučovaním matematiky a prírodovedných predmetov. Program PHARE „Obnova vzdelávacieho systému " Inovačný fond 1. vyd.: PROJEKT 041, 1997. 71 s.

DILLINGER, M. Kapitoly z didaktiky chémie. - 1. vyd. Bratislava : Slovenské pedagogické nakladateľstvo, 1977. 336 s.

KIRJUSKIN, D.M. A kémia tanításának módszertana. Budapest : Tankönyvkiadó, 1963. - 404. - ISBN 0008178

LEVECSENKO, V.V. A kémia tanítása az iskolában. Budapest : Közoktatásügyi Kiadóvállalat, 1951. – 170s. ISBN 0009897

LÉVAI, J. Kísérletek könyve. Tessloffés Babilon Kiadó, 2001. 130. ISBN 9639182796

PACHMANN, E. Formy a metody výuky chemie. Didaktika III. 1. vyd. Praha : Ústřední ústav provzdělávání pedagogických pracovníků, 1976. 137 s.

ROMANOVÁ, D. Chémia pre 7. ročník základných škôl a 2. ročník gymnázií s osemročným štúdiom . 1. vyd. - Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2010. 79 s. ISBN 978-80-8091-218-5

ROMANOVÁ, D. Chémia pre 6. ročník základných škôl a 1. ročník gymnázií s osemročným štúdiom . 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2009. 79 s. ISBN 978-80-8091-181-2

RÓZSAHEGYI, M. – WAJAND, J. 575 kísérlet a kémia tanításához. 3. vyd. Budapest : Nemzeti Tankönyvkiadó Rt., 1998. 646 s. ISBN 963 18 8512 7

RÓZSAHEGYI, M. – WAJAND, J. Kémia itt, kémia ott, kémia mindenhol! Budapest : Nemzeti Tankönyvkiadó, 1995. 236. ISBN 9631867919

VICENOVÁ, H. Chémia pre 8. ročník základných škôl a 3. ročník gymnázia s osemročným štúdiom. 1. vyd. Bratislava: EXPOL PEDAGOGIKA, s.r.o., 2011. 112 s. ISBN 978-80-8091-223-9

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Andrea Vargová, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

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

11. Interactive communication during the learning process – social websites, chat, blogging, vlogging etc.					
12. Presentation of students' homework. The final evaluation of the course.					
<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: 21					
A	B	C	D	E	FX
42.86	19.05	9.52	28.57	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Andrea Vargová, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

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

**Literature:**

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** doc. Ing. Ondrej Hegedús, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ JCH/15	<b>Name:</b> Nuclear Chemistry
<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> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester a writing test is compulsory: the maximum points are 50. Moreover, another 50 points are available from the mid-term and final projects (maximum points 50 + 50 = 100). The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
<b>Results of education:</b> By successfully finishing this course, students will be familiar with the basis of nuclear and radiochemistry, including the usage and handling of radioactive materials	
<b>Brief syllabus:</b> 1. Elementary particles, nucleus, isotopes, isotones, isobars 2. Radioactivity — basic features, kinetics 3. Types of the radioactive radiation: ###-decay 4. Radioactive decay chains 5. Natural and artificial radioactivity 6. Radiometric dating 7. Detection and measuring radioactivity 8. Interactions of the radioactive decay with matter 9. Consequences of the radioactivity. Dosimetry. Limits and quantities 10. Peaceful utilization of the radioactive decay. Nuclear power station, and their risks 11. Nuclear weapons	
<b>Literature:</b> GREENWOOD, N. N., EARNSHAW, A.: Chemie prvku I a II. ISBN 80 85427 38 9 GREENWOOD, N. N., EARNSHAW, A., A.: Az elemek kémiája II. a III.- Budapest : Nemzeti Tankönyvkiadó, 2004. ISBN 963 19 5255 x GREENWOOD, J.: Activity box - A resource book for teachers of young students : Cambridge University Press, 1997. - 120. - ISBN 0521 49870 8	
<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: 21					
A	B	C	D	E	FX
42.86	28.57	14.29	14.29	0.0	0.0
<b>Teacher:</b> Dr. habil. Imre Varga, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					



## INFORMATION SHEET

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

<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: 21					
A	B	C	D	E	FX
85.71	14.29	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. RNDr. Róbert Gyepes, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

Yechezkel, W.: Hogyan használjuk a kémia irodalmat : Gyakorlati útmutató. ISBN 963 10 6735 1 Chemical Information Sources ( <a href="http://en.wikibooks.org/wiki/Chemical_Information_Sources">http://en.wikibooks.org/wiki/Chemical_Information_Sources</a> )					
<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: 21					
A	B	C	D	E	FX
95.24	0.0	0.0	0.0	0.0	4.76
<b>Teacher:</b> Gábor Dibó, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

12. The 2nd writing test.

**Literature:**

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

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

**Teacher:** Mgr. Katarína Szarka, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

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

MAKÁDI, M. A kompetencia alapú pedagógia : lehetőségei a tanítási-tanulási folyamatban. 1. vyd. Szeged : MozaikKiadó, 2009. - 136 s. - ISBN 978 963 697 614 9

MUNDSACK, A. Hogyan tanuljunk? : Kulcs a sikeres tanuláshoz. 1. vyd.: Panem, 2006. 228 s. ISBN 963 545 4309

RADNÓTI, K. A projekt pedagógia, mint az integrált nevelés egy lehetséges eszköze. 1. vyd. Budapest: Educatio Társadalmi Szolgáltató Közhasznú Társaság, 2008. - 330 s. - ISBN 978-963-9795-13-6

RÉTHY, E. Motiváció a tanításiórán. 1. vyd. Budapest : Tankönyvkiadó, 1978. 103 s. ISBN 963 17 3677 6

TOMKOVÁ, Anna et al. Učíme v projektech - 1. vyd. - Praha : Portál, 2009. - 173 s. - ISBN 978-80-7367-527-1

TUREK, I. Zvyšovanie efektívnosti vyučovania. Bratislava : Metodické centrum, 1997. 316s. ISBN 8088796490

ZELINA, M. Aktivizácia a motivácia žiakov na vyučovaní. Prešov: Krajský pedagogický ústav v Prešove, 1991. 73s. ISBN 0006427

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Katarína Szarka, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

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

<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: 21					
A	B	C	D	E	FX
95.24	0.0	0.0	0.0	0.0	4.76
<b>Teacher:</b> doc. RNDr. Róbert Gyepes, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ PPX2/15	<b>Name:</b> Pedagogical Practice II.
<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. 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>	
<b>Notes:</b>	

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

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ PPX3/15	<b>Name:</b> Pedagogical Practice III.
<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>• 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>	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 11					
A	B	C	D	E	FX
63.64	18.18	18.18	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Katarína Szarka, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ PPX4/15	<b>Name:</b> Pedagogical Practice IV.
<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>• 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>	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 19					
A	B	C	D	E	FX
84.21	10.53	5.26	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Katarína Szarka, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ SAM/15	<b>Name:</b> Spectral Methods
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the students will be delivered two written tests each of maximum 25 points. To be allowed for the oral part of the examination, the students will have to gather at least 25 points from both tests (i.e. 50% of the total possible count). The maximum number of points obtainable at the oral part of the exam is 50. The final classification is obtained from the sum of both parts of the examination – written and oral. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
<b>Results of education:</b> Upon successful completion of the course the students will acquire knowledge about the most common spectral methods used in current research and will get familiar with employing individual methods for selected chemical problems	
<b>Brief syllabus:</b> 1. Introduction to methods for determining the structure of compounds. Qualitative and quantitative analysis. 2. The Electromagnetic field. Electromagnetic radiation and its generation. The spectrum of electromagnetic radiation. 3. Interaction of atoms and molecules with external fields (electric, magnetic and electromagnetic). 4. Emission methods and analysis. 5. Absorption methods and analysis. 6. Thermoanalytical methods. 7. The Zeeman effect. Magnetic resonances. 8. Nuclear spin. Nuclear magnetic resonance. Application of NMR in chemistry and medical practice. 9. Electron spin. Chemistry of radicals. Electron paramagnetic resonance. 10. Electron microscopy. 11. Diffraction methods. Electron and X-ray diffraction. Sources of radiation. Particle accelerators. 12. Single-crystal and powder diffraction.	
<b>Literature:</b>	

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 22

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

**Teacher:** doc. Ing. Ondrej Hegedűs, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KCH/CHdm/SSM/15		<b>Name:</b> Chemistry Teaching Theory and Practice			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present					
<b>Number of credits:</b> 2					
<b>Recommended semester/trimester of study:</b>					
<b>Level of study:</b> II.					
<b>Prerequisites:</b> KCH/CHdm/DTK/15 and KCH/CHdm/DC1/15 and KCH/CHdm/JCH/15 and KCH/CHdm/TCV/15 and KCH/CHdm/MAM/15 and KCH/CHdm/CDS/15 and KCH/CHdm/DC2/15 and KCH/CHdm/DP1/15 and KCH/CHdm/KCH/15 and KCH/CHdm/SAM/15 and KCH/CHdm/DC3/15 and KCH/CHdm/DEK/15 and KCH/CHdm/DP2/15 and KCH/CHdm/KIK/15 and KCH/CHdm/OPC/15 and KCH/CHdm/PPX4/15					
<b>Conditions for passing the subject:</b> Oral answer of student evaluated by the Commission for state exams. Final evaluation: A - 100-90% B - 89 - 80%, C - 79-70%, D - 69-60%, E - 59 - 50%. Credits are not awarded to student, who do not achieve 50%.					
<b>Results of education:</b> Through the subjects of the specialization, the graduate of the study programme Teacher Training in Chemistry (combined) masters the basic content of the disciplines of the specialization. The graduate is able to deal with this content as the product of human (scientific) activity and is able to design didactic intents and purposes in this context. In addition to managing teaching competences the graduate is able to participate in the development of methodological materials for teaching chemistry.					
<b>Brief syllabus:</b> Selected chapters from Chemistry Disciplines. General and Special methodology of teaching chemistry.					
<b>Literature:</b> The suggested literatures available within information paper of the obligatory subjects.					
<b>Language, knowledge of which is necessary to complete a course:</b> Slovak and Hungarian language					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 19					
A	B	C	D	E	FX
42.11	26.32	10.53	10.53	5.26	5.26

<b>Teacher:</b>
<b>Date of last update:</b> 02.05.2022
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ TCV/15	<b>Name:</b> Chemical Structures and Theory of Chemical Bond
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 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> During the semester, the students will be delivered two written tests each of maximum 25 points. To be allowed for the oral part of the examination, the students will have to gather at least 25 points from both tests (i.e. 50% of the total possible count). The maximum number of points obtainable at the oral part of the exam is 50. The final classification is obtained from the sum of both parts of the examination – written and oral. For the final classification to be A one has to obtain 90-100% of the total points, for B 80-89%, for C 70-79%, for D 60-69% and for E 50-59%.	
<b>Results of education:</b> Upon successful completion of the course the students will acquire knowledge about the electron structure of atoms and molecules and about the quantum-chemical description of chemical bonds. Students will also be familiar with the role of symmetry in chemistry and basic of group theory	
<b>Brief syllabus:</b> 1. Axioms of Quantum Theory. 2. Quantum numbers. The Pauli Exclusion Principle. 3. Time-independent and time-dependent Schrödinger equation. 4. The Born-Oppenheimer approximation. The Variational Principle. 5. Valence-Bond Theory. 6. MO LCAO. SCF. 7. Delocalized and localized Orbitals. Bonding, non-bonding and antibonding Molecular Orbitals. Hypo- and hypervalent molecules. Multicentre bonds. Classification of MO's — $\sigma$ -, $\pi$ - a $\delta$ -MO. 8. Methods of DFT. 9. Hypersurface of Potential Energy and its Role in Chemistry. Transition States. Excited States of Molecules. 10. Multiconfigurational Methods in Theoretical Chemistry. 11. Relativistic Effects in their Importance in Chemistry. 12. Symmetry in Chemistry. Symmetry Elements and Operations. Axioms of Group Theory. Reducible and Irreducible Representations. 13. Point Groups. Space Groups. Group Notations — Schönflies and Hermann-Mauguin. 14. Direct Product of Representations. Selection Rules in Spectroscopy.	

**Literature:**

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

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

Total number of evaluated students: 21

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

**Teacher:** doc. RNDr. Róbert Gyepes, PhD.**Date of last update:** 02.05.2022**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

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

**Teacher:** Mgr. Andrea Vargová, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

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

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

**Literature:**

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

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

**Teacher:** Mgr. Alexandra Hengerics Szabó, PhD.

**Date of last update:** 02.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KCH/CHdm/ VFK/15	<b>Name:</b> Selected Chapters from Chemistry
<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> During the semester a writing test is compulsory: the maximum points are 50. Further 50 points can be collected from project work. The minimum requirement for the successful accomplishment of the course is overall 50 points, i.e. 50% of 100 points. Grading system: grade A (90–100%), grade B (80–89%), grade C (70–79%), grade D (60–69%), grade E (50–59%), and grade F (49% and below).	
<b>Results of education:</b> By absolving this course, students will become familiar with the basics of macromolecular chemistry and bioinorganic chemistry and this knowledge can be utilized for practical aspects as well.	
<b>Brief syllabus:</b> 1. The basics of macromolecular chemistry 2. The nomenclature of polymers 3. The tacticity of polymers 4. Basic reactions of the macrocyclic compounds 5. Characterization of the polymers, molecular weight distribution 6. Utilization of the polymers 7. Inorganic polymers 8. Basics of bioinorganic chemistry 9. Enzymology. Biocatalysis 10. Biogenic elements. The role of special metals in living systems 11. Toxicity of the heavy metals, the mechanism of their action 12. The cisplatin and its application as a drug. The complexes of gold 13. Contrast materials for MRI	
<b>Literature:</b> ZSUGA M.: Makromolekuláris kémia. Debrecen, Kossuth Egyetemi Kiadó, 2003. - 130 s. ISBN 0013778 GREENWOOD, N. N., EARNSHAW, A.: Chemie prvků I a II. ISBN 80 85427 38 9 GREENWOOD, N. N., EARNSHAW, A., A.: Az elemek kémiája II. a III.- Budapest : Nemzeti Tankönyvkiadó, 2004. ISBN 963 19 5255 x	

GREENWOOD, J.: Activity box - A resource book for teachers of young students : Cambridge University Press, 1997. - 120. - ISBN 0521 49870 8					
<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: 20					
A	B	C	D	E	FX
30.0	60.0	5.0	0.0	0.0	5.0
<b>Teacher:</b> Mgr. Andrea Vargová, PhD.					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DEI/15	<b>Name:</b> History of the European integration
<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> Regular participation in seminars (30 points). Successful completion of the final written test (with a total score of 30 points). Successful completion of the oral examination (with a total score of 40 points). The condition for successful completion of the course is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> The students will learn about the relevant phenomena and problems of the historical process of European integration from 1945 up to the present, i.e. of European integration, both in the context of the cold war and of the period following it. Particular emphasis is placed on the international and supranational institutions in the European and the Euro-Atlantic area.	
<b>Brief syllabus:</b> The historical dimension of European integration; The Paneuropean idea after 1945; Rebuilding Europe after 1945; Military questions of European integration; The Montagne Union and the Treaty of Rome; Integration of (West) Germany in the European society, Ostpolitik; European integration after 1973, The détente and Helsinki I.; The institutions and the decision-making mechanism in the European Union; The process of integration of the Slovak Republic and other Eastern European states into the EU; The EU's influence on the daily lives of European citizens (the Schengen Agreement, the Monetary Union).	
<b>Literature:</b> Az európai egység gondolat fejlődéstörténete / Bóka Éva. - 1. vyd. - Budapest : Napvilág Kiadó, 2001. - 304 s. - ISBN 963 908285 6. Az európai integráció : Elméletek történelmi perspektívában / Bóka Éva. - 1. vyd. - Budapest : Corvina, 2008. - 157 s. - ISBN 978 963 13 5719 6. A kétpólusú világ 1945-1989 / Fischer Ferenc. - Budapest : Dialóg Campus Kiadó, 2005. - 400. - ISBN 963 9542 85 7. Világpolitikai lexikon (1945-2005) / Horváth Jenő. - 1. vyd. - Budapest : Osiris Kiadó, 2005. - 671 s. - ISBN 963 389 783 1. Az európai integráció története / Jenő Horváth. - Budapest : Osiris, 2003. - 272. - ISBN 9633892031.	

Az európai integráció politikai története / J.Nagy László. - 1. vyd. - Szeged : Szegedi Tudományegyetem, 2003. - 160 s. - ISBN 963 86130 3 3.  
 Európska Únia : Vybrané kapitoly z medzinárodných vzťahov a bezpečnosti 4. / 2001. - 1. vyd. - Nové Zámky : Crocus - Štátny Pedagogický Ústav, 2001. - 60 s. - ISBN 80-85756-49-8.  
 20. századi egyetemes történet 1890-1945 - I. kötet / Diószegi István, Harsányi Iván, Krausz Tamás, Németh István ; István Németh. - 1. vyd. - Budapest : Korona Kiadó, 1999. - 586 s. - ISBN 963 903 627-7.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 281

A	B	C	D	E	FX
17.08	32.38	26.69	14.59	2.85	6.41

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

**Date of last update:** 26.04.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DID/15	<b>Name:</b> History didactics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars (30 points). Successful completion of the final written test (with a total score of 30 points). Successful completion of an oral exam (with a total score of 40 points). The condition for successful completion of the course is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> The students acquire theoretical knowledge of didactics of history, and they thoroughly prepare for their future profession as history teachers in primary and secondary schools. The subject is based on theoretical knowledge, but the seminars have a strong practical character.	
<b>Brief syllabus:</b> The difference between didactics and methodology; Basic teaching methods; Optimal types of history teaching; How to use modern approaches in history teaching?; The difference between historical science and history as a school subject; The difference between the past and history; Special knowledge and skills for history studies; Classification of skills; A set of tasks and the workbook; Use of sources in history teaching; Didactic apparatus of history textbooks; Questions and exercises in history teaching.	
<b>Literature:</b> Modely na rozvíjanie kompetencií žiakov : K transformácii vzťahu histórie a školského dejepisu / Kratochvíl Viliam. - 1. vyd. - Bratislava : Stimul, 2004. - 119 s. - ISBN 80-88982-94-4. A történelem tanítása = Tantárgy-pedagógiai összefoglaló / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X. A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv / Csepela Jánosné, Horváth Péter, Katona András, Nagyajtai Anna. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. - ISBN 963 19 4622 3. Bevezetés a történelemdidaktikába és a történelemmetodikába / Vajda Barnabás. - 1. vyd. - Komárom : Selye János Egyetem, 2009. - 202s. - ISBN 978-80-89234-86-8.	
<b>Language, knowledge of which is necessary to complete a course:</b>	
<b>Notes:</b>	

**Evaluation of subjects**

Total number of evaluated students: 289

A	B	C	D	E	FX
24.22	32.53	21.11	6.92	1.38	13.84

**Teacher:** Dr. habil. Mgr. Barnabás Vajda, PhD.**Date of last update:** 04.05.2022**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DIK/15	<b>Name:</b> Dictatorships of the 20th century
<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> Regular participation in seminars. Elaboration of a seminar paper in the extent of 9–10 pages and its presentation, preferably in a PowerPoint presentation format. Successful completion of a continuous written test and oral examination. The condition for successful completion of the test and the exam is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> The students will learn the basic facts on the interwar and postwar dictatorships, they will understand the causes of the emergence of totalitarian dictatorships and the difference between dictatorship and democracy.	
<b>Brief syllabus:</b> Various theories of dictatorships and their common features. The characteristics of Italian fascism and the foreign policy of the fascist Italy. Characteristics of the German National Socialism and the foreign policy of the Nazi Germany. Civil war and the Francoism in Spain. The emergence of the Bolshevik dictatorship in the Soviet Union and the basic features of Stalinism. Post-war dictatorships in Eastern Europe. Non-European dictatorships in the second half of the 20th century.	
<b>Literature:</b> - 20. századi egyetemes történet I. : E / István Németh. - Budapest : Osiris Kiadó, 2005. - 530. - ISBN 9633897602. - Nácizmus-fasizmus / Mária Ormos. - Budapest : Magveto, 1987. - 578. - ISBN 9631410900. - Európa története 1900-1973 : Az új barbárság kora? / Martin Roberts. - Budapest : Akadémiai Kiadó, 1992. - 410. - ISBN 9630562464. - Hitler - Sztálin / Ormos Mária , Krausz Tamás : Pannonica, 2003. - 330. - ISBN 9638469943. - Mussolini - Franco / Mária Ormos, Iván Harsányi : Pannonica, 2003. - 394. - ISBN 9639252352.	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 270					
A	B	C	D	E	FX
27.04	21.85	20.0	19.26	9.63	2.22
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 26.04.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DMM/15	<b>Name:</b> History of Hungary and the Hungarians after 1918
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars. Successful completion of the final written test with a total score of 100 points. For credits, it is required to obtain at least 50 points, the assessment grading scale is: A 90–100 points, B 89–80 points, C 79–70 points, D 69–60 points, E 59–50 points.	
<b>Results of education:</b> The students will acquire a basic overview of the history of Hungary and Hungarians from 1918 to the nineties of the 20th century.	
<b>Brief syllabus:</b> The First World War, the civil-democratic revolution and the Hungarian Soviet Republic. The Peace Treaty of Trianon and the Hungarian minorities in the neighbouring countries. Hungary in the interwar period. The policy of revision and Hungary in World War II. The sovietization of Hungary, the Rákosi era and the revolution in 1956. The Kádár era, attempts at reform and the victory of democracy.	
<b>Literature:</b> - Magyarország története a XX. században / Ignác Romsics. - Budapest : Osiris Kiadó, 2005. - 670. - ISBN 963389719X. - Magyar történeti szöveggyűjtemény I. : 1 / Ignác Romsics. - Budapest : Aula, 1995. - 132. - ISBN 9633798191. - Magyar történeti szöveggyűjtemény II. : 1 / Ignác Romsics. - Budapest : Aula, 1995. - 132. - ISBN 9633798205. - A trianoni Magyarország : 1918-1945 / Gergely Jenő, Pritz Pál. - Budapest : Aquila, 2000. - 410. - ISBN 963 9069 93 0. - Rendszerváltástól rendszerváltásig : Magyarország története 1944-1990 / Izsák Lajos. - Budapest : Kulturtrade Kiadó, 2002. - 210. - ISBN 963 9069 71 X. - A trianoni békeszerződés / Ignác Romsics. - Budapest : Osiris Kiadó, 2005. - 220. - ISBN 9633896967. - Az 1947-es párizsi békeszerződés / Ignác Romsics. - Budapest : Osiris Kiadó, 2006. - 280. - ISBN 963 389 867 6. - Kisebbségi magyar közösségek a 20.századba / Bárdi Nándor. - 1. vyd. - Budapest : Gondolat, 2008. - 508 s. - ISBN 978 963 693 082 0.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 284					
A	B	C	D	E	FX
17.61	15.49	20.77	16.55	20.77	8.8
<b>Teacher:</b> Dr. habil. Attila Simon, PhD., Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DMS1/15	<b>Name:</b> History of the Hungarians living in Slovakia 1.
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 2 / 1 <b>For the study period:</b> 26 / 13 <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars. Oral examination on the contents enacted in the curriculum. The condition for participation in the oral examination is successful completion of a written test with a result of at least 50% of the total assessment score.	
<b>Results of education:</b> The students will acquire a basic overview of the history of the Hungarian community in Slovakia in the interwar period and during World War II, and of the ethnic policy of the first Czechoslovak Republic and the Slovak State.	
<b>Brief syllabus:</b> Establishment of Czechoslovakia, and the position of Hungarians. The Hungarian minority at the time of the Czechoslovak national revolutionary dictatorship. The ethnic policy of the Czechoslovak Republic. Demographic development of the Hungarian minority in the postwar period. Social and economic history of Hungarians in Slovakia. The Land Reform and the Hungarian minority. Political parties of the Hungarian minority. The Hungarian minority in 1938. The First Vienna Award. The Hungarian minority in the Slovak State. The territory falling under arbitration in 1938–1945.	
<b>Literature:</b> - Az elfeledett aktivisták : Kormánypárti magyar politika az első Csehszlovák Köztársaságban : NOSTRA TEMPORA,19. / Simon Attila. - 1. vyd. - Šamorín : Fórum Kisebbségkutató Intézet, 2013. - 220 s. - ISBN 978-80-89249-66-4. - Egy rövid esztendő krónikája: A szlovákiai magyarok 1938-ban / Simon Attila. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2010. - 320 s. - ISBN 978-80-89249-42-8. - Érdekvédelem és önszerveződés : Fejezetek a csehszlovákiai magyar pártpolitika történetéből 1918-1938 / Angyal Béla. - 1. vyd. - Galánta - Dunaszerdahely : Lilium Aurum Könyvkiadó, 2002. - 347 s. - ISBN 80-8062-117-9. - A (cseh)szlovákiai magyar művelődés története 1918-1998 I. : Történelem - demográfia és szociológia - nyelvhasználat és nyelvfejlődés - a mindennapok kultúrája - vallás és egyház / Tóth László. - 1. vyd. - Budapest : Ister Kiadó, 1998. - 263 s. - ISBN 963 85870 1 6.	

- A (cseh)szlovákiai magyar művelődés története 1918-1998 II. : Oktatásügy - közművelődés - sajtó, rádió, televízió / Tóth László. - 1. vyd. - Budapest : Ister, 1998. - 430 s. - ISBN 963 85870 8 3.
- Magyar mérleg : A szlovákiai magyarság a népszámlálási és a népmozgalmi adatok tükrében / Gyurgyík László. - Pozsony : Kalligram Könyvkiadó, 1994. - 211 s. - ISBN 80-7149-053-9.
- A hagyomány felemelt töre / Tamás Gusztáv Filep. - Budapest : Ister, 2003. - 444 s. - ISBN 963924371x.
- Regionálna a národná identita v maďarskej a slovenskej histórii 18.-20. storočia = Regionális és nemzeti identitásformák a 18 - 20. századi magyar és a szlovák történelemben / Štefan Šutej, László Szarka. - 1. vyd. - Prešov : UNIVERSUM, 2007. - 188 s. - ISBN 978-80-89046-43-0.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 117

A	B	C	D	E	FX
6.84	16.24	22.22	28.21	17.09	9.4

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

**Date of last update:** 04.05.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DMS2/15	<b>Name:</b> History of the Hungarians living in Slovakia 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> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars. Oral examination on the contents enacted in the curriculum. The condition for participation in the oral examination is successful completion of a written test with a result of at least 50% of the total assessment score.	
<b>Results of education:</b> The students will acquire a basic overview of the history of the Hungarian community in Slovakia in the interwar period and during World War II, and of the ethnic policy of the first Czechoslovak Republic and the Slovak State.	
<b>Brief syllabus:</b> Establishment of Czechoslovakia, and the position of Hungarians. The Hungarian minority at the time of the Czechoslovak national revolutionary dictatorship. The ethnic policy of the Czechoslovak Republic. Demographic development of the Hungarian minority in the postwar period. Social and economic history of Hungarians in Slovakia. The Land Reform and the Hungarian minority. Political parties of the Hungarian minority. The Hungarian minority in 1938. The First Vienna Award. The Hungarian minority in the Slovak State. The territory falling under arbitration in 1938–1945.	
<b>Literature:</b> - A kitelepítéstől a reszlovakizációig = Trilógia a csehszlovákiai magyarság 1945-1948 közötti történetéről / Vadkerty Katalin. - 1. vyd. - Pozsony : Kalligram Könyvkiadó, 2007. - 704 s. - ISBN 978-80-7149-956-5. - Nemci a Maďari na Slovensku v rokoch 1945-1953 v dokumentoch I. / Soňa Gabzdilová-Olejníková. - 1. vyd. - Prešov : Universum, 2005. - 262 s. - ISBN 80-89046-33-9. - Beneš-dekrétumok és a magyar kérdés 1945-1948 : Történeti háttér, dokumentumok és jogszabályok / Popély Árpád, Štefan Šutaj, Szarka László. - Máriabesenyő - Gödöllő : Attraktor, 2007. - 362 s. - ISBN 978 963 958 099 2. - A (cseh)szlovákiai magyarság történeti kronológiája 1944-1992 / Popély Árpád. - 1. vyd. - Somorja : Fórum Kisebbségkutató Intézet, 2006. - 708 s. - ISBN 80-89249-03-5. - Iratok a csehszlovákiai magyarság 1948-1956 közötti történetéhez I = Spisy k dejinám Maďarov v Československu v rokoch 1948-1956 I : Válogatás a csehszlovák állami és pártszervek magyar kisebbséggel kapcsolatos dokumentumaiból : Výber z dokumentov československých štátnych	

a stranických orgánov o maďarskej menšine / Popély Árpád. - 1. vyd. - Šamorín : Fórum inštitút pre výskum menšín, 2008. - 427 s. - ISBN 978-80-89249-23-7.  
 - Maďarská revolúcia roku 1956 a Slovensko : Az 1956-os magyar forradalom és Szlovákia / Ivaničková, Edita, Simon, Attila. - 1. vyd. - Šamorín : Fórum Institute, 2006. - 120 s. - ISBN 978-80-89249-08-4.  
 - 1968 és a csehszlovákiai magyarság / Popély Árpád. - 1. vyd. - Šamorín : Fórum Kisebbségkutató Intézet, 2008. - 468s. - ISBN 978 80 89249 20 6.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 275

A	B	C	D	E	FX
8.0	18.18	18.55	21.82	21.09	12.36

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

**Date of last update:** 26.04.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DPO/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> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Draw-up, submission and successful defence of the graduate thesis (at least 1 appraisal by the primary supervisor or the opponent not graded Fx).	
<b>Results of education:</b> The students are capable of processing the results of their own research, and of logical argumentation in a debate. They are able to create a scientific text. They defend their thesis before the State Examination Commission.	
<b>Brief syllabus:</b> The form, structure, and scope of the final thesis are determined by the Rector's relevant directive on the layout, registration, disclosure and archiving of final theses at the University of J. Selye. The authors are obliged to assess the sources and resources related to the topic, to describe the course of their own research and to draw conclusions on the analysis. In the course of the defence, they react on the comments of the primary supervisor and of the opponent, and answer the questions of the members of State Examination Commission.	
<b>Literature:</b> A szükséges szakirodalom a választott téma alapján változhat. Literatúra je zadávaná individuálne podľa spracovanej témy. Hogyan írjunk szakdolgozatot? / Umberto Eco ; Beatrix Klukon : Kairosz, 1987. - 256 s. - ISBN 963 9137 53 7. Ako písať záverečné a kvalifikačné práce : Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty / Dušan Katuščák. - 5. vyd. - Nitra : Enigma, 2007. - 164 s. - ISBN 978-80-89132-45-4. Ako písať záverečné a kvalifikačné práce / Dušan Katuščák. - 3. vyd. - Nitra : Enigma, 2004. - 163 s. - ISBN 80 89132 10 3.	
<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: 48					
A	B	C	D	E	FX
27.08	29.17	25.0	16.67	2.08	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 26.04.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ DSE/15	<b>Name:</b> History of Central and Eastern Europe 1849-1945
<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>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars. Successful completion of a continuous written test, and an oral examination. The condition for successful completion of the test and the exam is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> The students will acquire an overview of the history of Central and Eastern Europe from the revolution in the years 1848–1849 to the end of the Second World War.	
<b>Brief syllabus:</b> Central and Eastern Europe in the post-revolutionary period, the Crimean War, the unification of Italy and Germany, the struggle of the Balkan peoples against the Ottoman rule, the formation of the systems of alliances and the conflicts in Central and Eastern Europe before World War I, World War I and the Versailles peace system, the emergence of nation states and the nationalities in Central Europe after the First World War, internal political development of the individual countries of the region, Central and Eastern Europe in international politics in the interwar period, World War II and the states of Central and Eastern Europe.	
<b>Literature:</b> - 19. századi egyetemes történet 1789-1890 / Vadász Sándor. - 1. vyd. - Budapest : Korona Kiadó, 1998. - 526s. - ISBN 963 903-66-09. - 20. századi egyetemes történet I. : E / István Németh. - Budapest : Osiris Kiadó, 2005. - 530. - ISBN 9633897602. - Európa a nemzetközi küzdőtéren / Mária Ormos, István Majoros. - Budapest : Osiris, 1998. - 502. - ISBN 963 379 444 7. - A két világháború közötti időszak diplomáciatörténete (1919-1939) / István Diószegi. - Budapest : IKVA, 1992. - 175. - ISBN 963 7757 06 6.	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak	
<b>Notes:</b>	

<b>Evaluation of subjects</b>					
Total number of evaluated students: 120					
A	B	C	D	E	FX
20.83	22.5	22.5	20.0	9.17	5.0
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University					
<b>Name of the faculty:</b> Faculty of Education					
<b>Code:</b> KHI/HIdm/ DSH/15		<b>Name:</b> Seminar on Master dissertation			
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week:</b> 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> Active and regular participation in seminars and consultations as instructed by the primary supervisor. Handing in the required part of the magisterial thesis (theoretical and bibliographical introduction, methodology and hypotheses).					
<b>Results of education:</b> The students will be able to write their own magisterial thesis in terms of its structure, timetable and procedural adjustments in the spirit of the applicable standards.					
<b>Brief syllabus:</b> Theoretical training on the Master's Degree thesis, focused on its theme. Joint consultations on particular and problematic parts of the work-in-process final thesis. Work with sources and literature. Compilation of bibliographical references and citations. Formulation of hypotheses. Formal adjustment of the thesis.					
<b>Literature:</b> - Bloch, Marc: A történész mestersége. Történetelméleti írások, Budapest, Osiris, 1996. - Eco, Umberto: Hogyan írjunk szakdolgozatot? Budapest, Kairosz, 1987. - Katuščák, Dušan. Ako píšat' vysokoškolské a kvalifikačné práce. Nitra, Enigma, 2007.					
<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: 149					
A	B	C	D	E	FX
34.9	29.53	23.49	7.38	2.68	2.01
<b>Teacher:</b> Dr. habil. Árpád Popély, PhD., Dr. habil. Attila Simon, PhD., Dr. habil. László Szarka, CSc., Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 26.04.2022					

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr.  
Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ KDS/15	<b>Name:</b> Chapters from social history
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: 2 For the study period: 26</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of a written test with a total score of 60 points, and elaboration of a seminar paper on a predefined theme concerning social history of the Hungarian Kingdom, Czechoslovakia, or Hungary. The assessment grading scale is: A 55–60, B 54–49, C 48–43, D 42–36, E 35–30.	
<b>Results of education:</b> The students will obtain a basic knowledge of the social history of Hungary in the second half of the 19th century, and will learn the basic facts about the development of the nation states' societies in Central Europe in the 20th century.	
<b>Brief syllabus:</b> The subject of social history and its peculiarities. Social classes in the pre-modern capitalist society of Hungary in the second half of the 19th century. The effects of the abolishment of serfdom on the agricultural population. Economic modernization and its impact on restructuring of the Hungarian Kingdom's population. Urbanization, migration, assimilation on the turn of the 19th and 20th centuries. The social impact of constitutional changes in the nation states of Central Europe in 1918–1920. The economic, intellectual and cultural elites of Hungary and Slovakia in the interwar period. Changes in the social structure of the Hungarian minority in Slovakia. The social character of the Czechoslovak and Hungarian "working class" in the period of the Communist States.	
<b>Literature:</b> Magyarország társadalomtörténete a reformkortól a második világháborúig/Kövér György – Gyáni Gábor- Budapest: Osiris - 2004.-2. opravené- 3. vyd.- 395 s.- ISBN: 9633893895 - My a tí druhí v modernej spoločnosti. Konštrukcie a transformácie kolektívnych identít./Kilianová, Gabriela – Kowalská, Eva – Krekovičová, Eva (eds.) - Bratislava:VEDA vydavateľstvo SAV- 2009. -722 s.- ISBN 978 80 224 1025 0 - Lexikón slovenských dejín/Škvarna, Dušan a kol.- Bratislava:SPN - 1997 - 357 s. - ISBN 8010008729 - Regionálna a národná identita v maďarskej a slovenskej histórii 18-20. storočia. - Regionális és nemzeti identitásformák a 18-20. századi magyar és szlovák történelemben/Šutaj, Štefan/Szarka, László (eds.) - Historia Slovaco_Hungaria- Hungarico-Slovaca Prešov : Universum- 2007 - 188 s. - ISBN 978 80 89046 43 0	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 93					
A	B	C	D	E	FX
46.24	23.66	23.66	3.23	1.08	2.15
<b>Teacher:</b> Dr. habil. László Szarka, CSc.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ MSV/15	<b>Name:</b> The history of Slovak-Hungarian relations
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of a written test with a total score of 60 points, and elaboration of a seminar paper on a predefined theme concerning history of the Hungarian–Slovak relations (1780–2004). The written test must be completed with a result of at least 30 points. The assessment grading scale is: A 55–60, B 54–49, C 48–43, D 42–36, E 35–30.	
<b>Results of education:</b> The students will acquire basic knowledge of the methods of comparative historical research and contactology, and will learn the factography of the history of Slovak–Hungarian relations in the 19th and 20th centuries.	
<b>Brief syllabus:</b> Common awareness of patriotism on part of Hungarian estates and intellectuals. Language struggle in the first half of the 19th century. Conflicts of the nation-building nationalisms in the years 1848–1849 and in the period of Dualism. Bilingualism, multiculturalism and assimilation processes in Hungary. Discussions on the causes and effects of the disintegration of Hungary. Nation states and minorities in Central Europe. The Hungarian minority in Czechoslovakia, and the Slovak minority in Hungary in the 20th century. Questions of war and post-war development in Central Europe. Forced migration and forced assimilation in the years 1939–1949. Interstate relations and the ethnic question in 1948–1989, respectively in the years 1989–2004. Disputes over shared history. Initiatives for mutual reconciliation between 1998–2010.	
<b>Literature:</b> Literárne vzťahy slovensko-maďarské. Dokumenty z 19. a zo začiatku 20. storočia. /Chmel, Rudolf- Martin:Oveta - 1973. - 438 s. - ISBN - Maďarsko-slovenská literárna vzájomnosť (Štúdie) - A közös történelem vitás kérdései. Sporné otázky spoločných dejín. Nemzetközi tudományos konferencia, Eger, 2008. november 5-6. Medzinárodná konferencia, Eger 5-6. novembra 2008./Kiss, László/Nagy, Imrich (eds.) - (Az Eszterházy Károly Főiskola Tudományos Közleményei, Új sorozat XXXVI.) -Eger:Eszterházy Károly Főiskola- 2009. 231 s. ISSN 1785-3117- Magyar-szlovák irodalmi kölcsönösség (Tanulmányok)/ Käfer, István - Budapest:Tankönyvkiadó - Vydavatelstvo učebníc - 1984. - 223 s. - ISBN 963 07 7535 - A maďar-szlovák kérdés történeti kontextusban./Boros Ferenc - Budapest:Hantken Kiadó, 2011.- 339 s. - ISBN 9638743670	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 92					
A	B	C	D	E	FX
41.3	34.78	17.39	3.26	0.0	3.26
<b>Teacher:</b> Dr. habil. László Szarka, CSc.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ PPX3/15	<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> The students submit their documentation of teaching practice: the completed observation sheets, the Protocol on Educational Practice, their preparation sheets for lessons, and the assessment of their final educational practice.	
<b>Results of education:</b> In the framework of pedagogic practice, the students observe and analyze the educational process, they learn how to apply the theoretical knowledge acquired during their study of education subjects, general and specific teaching methodologies, and they gradually obtain pedagogical skills necessary for the performance of the teacher's profession.	
<b>Brief syllabus:</b> 1. 5 hours of lesson observation: passive participation in a class conducted by teacher trainer, during which the student teachers observe the lesson, i.e. the educational process, and make records on its required aspects on the observation sheets; 2. 5 hours of preparation: according to the instructions and guidance of the teacher trainer, the student teachers get prepared for their active teaching activities, e.i. for leading the class; 3. 5 hours of active teaching activity: the student teachers perform as teachers, and lead the class selected by the teacher trainer; 4. 5 hours of analysis and evaluation: the teacher trainer and the student teachers analyze together the student teachers' work from the point of view of methods, teaching techniques, and didactics.	
<b>Literature:</b> Modely na rozvíjanie kompetencií žiakov : K transformácii vzťahu histórie a školského dejepisu / Kratochvíl Viliam. - 1. vyd. - Bratislava : Stimul, 2004. - 119 s. - ISBN 80-88982-94-4. A történelem tanítása = Tantárgy-pedagógiai összefoglaló / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X. A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv / Csepela Jánosné, Horváth Péter, Katona András, Nagyajtai Anna. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. - ISBN 963 19 4622 3. Bevezetés a történelemdidaktikába és a történelemmetodikába / Vajda Barnabás. - 1. vyd. - Komárom : Selye János Egyetem, 2009. - 202s. - ISBN 978-80-89234-86-8.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b> 1. 5 hours of lesson observation: passive participation in a class conducted by teacher trainer, during which the student teachers observe the lesson, i.e. the educational process, and make records on its required aspects on the observation sheets; 2. 5 hours of preparation: according to the instructions and guidance of the teacher trainer, the student teachers get prepared for their active teaching activities, e.i. for leading the class; 3. 5 hours of active teaching activity: the student teachers perform as teachers, and lead the class selected by the teacher trainer; 4. 5 hours of analysis and evaluation: the teacher trainer and the student teachers analyze together the student teachers' work from the point of view of methods, teaching techniques, and didactics.					
<b>Evaluation of subjects</b> Total number of evaluated students: 45					
A	B	C	D	E	FX
22.22	53.33	13.33	6.67	0.0	4.44
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 26.04.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ PPX4/15	<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> The students submit their documentation of teaching practice: the completed observation sheets, the Protocol on Educational Practice, their preparation sheets for lessons, and the assessment of their final educational practice.	
<b>Results of education:</b> In the framework of pedagogic practice, the students observe and analyze the educational process, they learn how to apply the theoretical knowledge acquired during their study of education subjects, general and specific teaching methodologies, and they gradually obtain pedagogical skills necessary for the performance of the teacher's profession.	
<b>Brief syllabus:</b> 1. 5 hours of lesson observation: passive participation in a class conducted by teacher trainer, during which the student teachers observe the lesson, i.e. the educational process, and make records on its required aspects on the observation sheets; 2. 5 hours of preparation: according to the instructions and guidance of the teacher trainer, the student teachers get prepared for their active teaching activities, e.i. for leading the class; 3. 5 hours of active teaching activity: the student teachers perform as teachers, and lead the class selected by the teacher trainer; 4. 5 hours of analysis and evaluation: the teacher trainer and the student teachers analyze together the student teachers' work from the point of view of methods, teaching techniques, and didactics.	
<b>Literature:</b> Modely na rozvíjanie kompetencií žiakov : K transformácii vzťahu histórie a školského dejepisu / Kratochvíl Viliam. - 1. vyd. - Bratislava : Stimul, 2004. - 119 s. - ISBN 80-88982-94-4. A történelem tanítása = Tantárgy-pedagógiai összefoglaló / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X. A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv / Csepela Jánosné, Horváth Péter, Katona András, Nagyajtai Anna. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. - ISBN 963 19 4622 3. Bevezetés a történelemdidaktikába és a történelemmetodikába / Vajda Barnabás. - 1. vyd. - Komárom : Selye János Egyetem, 2009. - 202s. - ISBN 978-80-89234-86-8.	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian					
<b>Notes:</b> 1. 5 hours of lesson observation: passive participation in a class conducted by teacher trainer, during which the student teachers observe the lesson, i.e. the educational process, and make records on its required aspects on the observation sheets; 2. 5 hours of preparation: according to the instructions and guidance of the teacher trainer, the student teachers get prepared for their active teaching activities, e.i. for leading the class; 3. 5 hours of active teaching activity: the student teachers perform as teachers, and lead the class selected by the teacher trainer; 4. 5 hours of analysis and evaluation: the teacher trainer and the student teachers analyze together the student teachers' work from the point of view of methods, teaching techniques, and didactics.					
<b>Evaluation of subjects</b> Total number of evaluated students: 75					
A	B	C	D	E	FX
16.0	56.0	14.67	6.67	1.33	5.33
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 26.04.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ SNH/15	<b>Name:</b> History of the Slovak national movement
<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>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the examination, regular participation in seminars, successful completion of the written test with a total score of 60 points, and elaboration of a seminar paper on a predefined theme concerning history of the Slovak national movement (1780–1918). Before the examination, it must be completed a written test with a result of at least 30 points.	
<b>Results of education:</b> The students will acquire basic knowledge about the modern Slovak nation-building nationalism, and they will learn the basic facts on the generations and periods of the Slovak national movement.	
<b>Brief syllabus:</b> The Slovak society in the "long-lasting" 19th century. The generations of Bernolák, Kolár, and Štúr. Language struggles and the first political agendas of the Slovak national movement. The constitutional ideas of the Slovak elite in 1848–1849. The Memorandum Movement, Matica slovenská, the New and Old School. Rejection of the law on nationalities and of the Hungarian governments' ethnic policy. The emergence of Slovak political parties. Differentiation in the national movement. The Slovak–Czech cooperation. Conflicts in the ethnic policy of Hungary: Černová, election fights, press and teaching processes in the late 19th and early 20th centuries. Political programs of American Slovaks. The path to the establishment of the Slovak National Council in 1918, and the Declaration of the Slovak Nation in Martin, on 30 October 1918.	
<b>Literature:</b> Slováci v novom veku národov (1780-1848)/Franková, Libuša - Prešov:Universum - 2006. - 228 s. ISBN 80 89046 39 8 - Slovenské národné obrodenie 1787 - 1847. K vzniku modernej slovenskej identity./Brock, Peter - Bratislava:Kalligram - A szlovák nemzet születése. Ludovít Štúr és a szlovák társadalom a 19. századi Magyarországon/Demmel, József - Pozsony: Kalligram- 2011 - 373 s. - ISBN 978 80 8101 490 1 - Slováci po rakúsko-uhorskem vyrovnání. /Kováč, Dušan (red.) - (Pramene k dejinám Slovenska a Slovákov XI a.) - Bratislava:Literárne informačné centrum- 2012. - 399 s. - 978-ISBN 80-8119-061-2 - A modern szlovák nacionalizmus évszázada 1780-1918. Párhuzamos nemzetépítés a multietnikus Magyar Királyságban/ Szarka László a kol. Budapest: Akadémiai Kiadó - 2011. - 219 s. - ISBN 978-963-05-9075-4	

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian or Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 273					
A	B	C	D	E	FX
34.07	24.54	19.05	13.19	3.66	5.49
<b>Teacher:</b> Dr. habil. László Szarka, CSc.					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ SPV/15	<b>Name:</b> Seminar on teaching practices
<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> Regular participation in seminars (50 points). Written seminar paper (with a total score of 50 points). The condition for successful completion of the course is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> Within the course, the students will acquire in-depth knowledge of practical teaching methods and educational practices and skills they will need as history teachers in primary and secondary schools.	
<b>Brief syllabus:</b> Methodology and didactics of history teaching; Types of lessons; Basic teaching methods; The difference between knowledge and skills; Increasing the activity of pupils; Careful planning of the lesson; Methodology and didactics of the use of history textbooks; Methodology and didactics of the use of historical school maps; Methodology and didactics of the work with historical sources. The subject is based on theoretical knowledge, but the seminars have a strong practical character.	
<b>Literature:</b> Modely na rozvíjanie kompetencií žiakov : K transformácii vzťahu histórie a školského dejepisu / Kratochvíl Viliam. - 1. vyd. - Bratislava : Stimul, 2004. - 119 s. - ISBN 80-88982-94-4. A történelem tanítása = Tantárgy-pedagógiai összefoglaló / Katona András. - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2002. - 300 s. - ISBN 963 19 3375 X. A történelemtanítás gyakorlata : Tantárgy-pedagógiai tankönyv / Csepela Jánosné, Horváth Péter, Katona András, Nagyajtai Anna. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 480 s. - ISBN 963 19 4622 3. Bevezetés a történelemdidaktikába és a történelemmethodikába / Vajda Barnabás. - 1. vyd. - Komárom : Selye János Egyetem, 2009. - 202s. - ISBN 978-80-89234-86-8.	
<b>Language, knowledge of which is necessary to complete a course:</b>	
<b>Notes:</b>	
<b>Evaluation of subjects</b>	

Total number of evaluated students: 258					
A	B	C	D	E	FX
18.6	39.53	25.58	8.91	3.88	3.49
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD.					
<b>Date of last update:</b> 26.04.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ SSM/15	<b>Name:</b> History – state examination
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3., 4..	
<b>Level of study:</b> II.	
<b>Prerequisites:</b> KHI/HIdm/DMM/15 and KHI/HIdm/SNH/15 and KHI/HIdm/DSE/15 and KHI/HIdm/DID/15 and KHI/HIdm/DMS1/15 and KHI/HIdm/KDS/15 and KHI/HIdm/DEI/15 and KHI/HIdm/DIK/15 and KHI/HIdm/DMS2/15 and KHI/HIdm/PPX4/15	
<b>Conditions for passing the subject:</b> Oral exam in the core of the studied subject, the student's response is assessed by the State Examination Commission. The final assessment score is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> Through the subjects of the specialization, the graduate of the study programme Teacher Training in History (combined) masters the content of the disciplines of the specialization.	
<b>Brief syllabus:</b> Államvizsga témakörök történelemből – 2023 Mgr Az európai integráció története Az Európai Közösségeket alakító gazdasági, politikai és katonai szerződések áttekintése 1945–1954 között: Dunkerque-i, Brüsszeli, ESZAK, EVK, Párizsi szerződések. Az Európai Közösségeket alakító gazdasági, politikai és katonai szerződések áttekintése 1957–1993 között: Római, Elysée, Schengeni, Maastrichti, Koppenhágai szerződések. (Nyugat-)Németország integrációja az európai közösségbe: Németország megítélése, különféle státuszai és válságai 1945 és 1991 között: Washingtoni egyezmények, Bonni szerződés, EVK, Hallstein- doktrína, neue Ostpolitik. Az 1945 utáni európai integráció Kelet-Európa szempontjából. A kommunista országok ún. szisztémaszintű inkompatibilitása. (Cseh-)Szlovákia integrációs folyamata 2004-ig. Az ún. helsinki folyamat (1975) összefüggései az emberi jogokkal és az államhatárok kérdésével, valamint az 1990-es párizsi EBEÉ-csúcs. Az Európai Unió jelenlegi fő működési mechanizmusai (kormányköziség, nemzetekfelettség), valamint az EU fő szervei és azok részletes jellemzése. Diktatúrák története Az olasz fasiszmus (a fasiszta diktatúra kiépülése és a fasiszta Olaszország külpolitikája). A nemzetiszocializmus Németországban (a náciizmus létrejötte, hatalomra jutása és jellege, német külpolitikai és katonai sikerek az 1930-as években és a világháborúban). A spanyol polgárháború és a Franco-rendszer.	

Az 1917-es forradalmak és a sztálini Szovjetunió a két világháború között.

A Szovjetunió és a kelet-európai sztálinista diktatúrák a II. világháború után (1945-1953).

Közép-Európa 1849-1945

A dinasztikus politika reneszánsza 1849 után, a krími háború, az egységes Olaszország és Németország létrejötte.

A szövetségi rendszerek kialakulása a 19-20. sz. fordulóján és a balkáni kérdés (német külpolitikai irányváltás, a hármasszövetség és az antant létrejötte, az 1878-as orosz-török háború, valamint az 1. és 2. Balkán-háború).

Az első világháború, a versailles-i békerendszer és Közép-Európa átalakulása a háború után.

Közép-Kelet-Európa államai a két világháború között és a nagyhatalmak vetélkedése a Közép-Kelet-Európa feletti befolyásért.

Közép-Kelet-Európa a második világháború előestéjén (az Anschluss, Csehszlovákia felszámolása, a lengyel kérdés, a Molotov-Ribbentrop paktum).

A második világháború közép-kelet-európai vonatkozásai (Lengyelország felosztása, a Szovjetunió területi nyereségei, német háborús sikerek és olasz törekvések a térségben, a keleti front, a kelet-európai kisállamok és a háború)

A magyarság története 1918 után

Magyarország az első világháború után: az „öszirózsás forradalom” és a Tanácsköztársaság.

A trianoni békeszerződés és következményei.

A bethleni konszolidáció évei (1921-1931)

Magyarország külpolitikája a két világháború között.

Revíziós sikerek 1938 és 1941 között.

Magyarország a második világháborúban.

A koalíciós időszak (1945-1948) és Magyarország szovjetizálása.

A Rákosi-rendszer

Az 1956-os forradalom és a Kádár-korszak

A szlovákiai magyarság története

Csehszlovákia megalakulása és a magyarok. A mai Dél-Szlovákia csehszlovák megszállása, a lakosság magatartása, sztrájkok, sortűzek, a tanácsköztársaság hatása, az államhatárok véglegesítése

A magyar kisebbség társadalmi, népesedési, gazdasági jellemzői az első Csehszlovák Köztársaságban (demográfiai, területi, szociális jellemzők)

A szlovákiai magyar politika az első Csehszlovák Köztársaságban

(pártstruktúra, ellenzéki pártok, aktivizmus, baloldal, fontosabb politikusok)

A magyar kisebbség kulturális, oktatási élete az első köztársaságban,

(művelődés, oktatás, ifjúsági mozgalmak, egyház)

A magyar kisebbség magatartása 1938-ban. Az első bécsi döntés

(Csehszlovákia politikája a kisebbségekkel szemben, a magyarság sérelmei, 1938-ban, a községi választások, a nemzetiségi státútum, magyar lakosság magatartása a bécsi döntés előtt)

A szlovákiai magyarok a háborús szlovák államban 1939–1945

Magyar idők a Felvidéken: az első bécsi döntéssel Magyarországhoz visszacsatolt területek reintegrációja (1938–1945)

A csehszlovák nemzetállam kialakításának kísérlete 1945–1948

(csehszlovák nemzetállami törekvések a második világháború alatt és után, a magyar lakosság kitelepítésének terve, a kassai kormányprogram és a kisebbségellenes jogalkotás, a csehszlovák-magyar lakosságcsere-egyezmény és végrehajtása, a csehországi deportálások, a reszlovakizáció, a népbíráskodás magyarellenes éle, a párizsi békekonferencia, fordulat a magyar kérdés kezelésében)

Magyarok a sztálinista Csehszlovákiában (az 1950-es évek)

(További felemás lépések a magyar kisebbség helyzetének rendezésére, a Megbízottak Testületének határozatai, a csehszlovák alkotmányok, az 1960. évi közigazgatási reform, az 1956-os magyar forradalom és a szlovákiai magyarság)

A szlovákiai magyarok 1968-ban és a normalizáció éveiben

(a Csemadok 1968. márciusi javaslatai és a szlovák társadalom reakciója, a szlovákiai magyar társadalom a prágai tavasz idején, a Csemadok megújulása, önálló magyar társadalmi szervezetek létrehozásának kísérlete, a magyar lakosság reakciója a katonai megszállásra, a nemzetiségi alkotmánytörvény, a nemzetiségi szervek létrehozása, majd leépítése, tisztogatások a Csemadokban, a pártállam nemzetiségi politikája a normalizáció idején, kísérlet a magyar iskolahálózat leépítésére, a CSMKJB tevékenysége, magyar-csehszlovák feszültségforrások a nyolcvanas évek végén, kisebbségi beadványok 1988-1989-ben)

Szlovák nemzeti mozgalom

A szlovák nemzeti mozgalom kialakulása a 18. század második felében: társadalmi bázis, nyelvi, felekezeti sajátosságok és célok.

A bibliai cseh nyelv szerepe. Az önálló szlovák nyelvi norma megteremtése: a Bernolák- és Štúr-féle nyelvi kodifikáció jelentősége.

A szláv kölcsönösség eszméje, a politikai pánszlávizmus jelensége Ján Kollár, Jozef Pavol Šafárik, Ľudovít Štúr munkásságában

A szlovák nemzeti mozgalom 1848–1849-ben. A Szlovák Nemzeti Tanács és a fegyveres szlovák felkelés

A szlovák nemzeti mozgalom 1860-1875 között: az 1861. évi szlovák nemzeti memorandum. A Matica slovenská létrejötte, működése és betiltása.

A Régi Iskola és az Új Iskola létrejötte. A Szlovák Nemzeti Párt kialakulása, programja, működése 1873-1914 között

A szlovák nemzeti mozgalom politikai újraéledése. A Szlovák Nemzeti Párt választási sikerei. A Szlovák Néppárt és a Szociáldemokrata Párt létrejötte a 20. század elején.

A Československá jednota, a cseh-szlovák egységmozgalom története 1896-1918

A szlovák kérdés az első világháború éveiben: az amerikai szlovákok aktivitása és a Masaryk vezette csehszlovák politikai emigráció.

A szlovákság kiválása a Magyar Királyságból. Az 1918. október 30-i turócszentmártoni szlovák nemzeti deklaráció.

Történelemdidaktika

A történelemdidaktika viszonya a történelemmethodikához. A történelemdidaktika és a történelemmethodika fogalmi és tartalmi különbségei. A történelmi tanulás/tanítás optimális típusai. A történelem mint tudomány és mint iskolai tantárgy viszonya. A múlt különböző felfogásainak szerepe az iskolai történelemtanításban. A történelem mint konstrukció: Hogyan konstruálódik a történelem?

Az ismeretek és a képességek fogalma az iskolai történelemtanításban. Az iskolai történelmi ismeretek (adat, tény, fogalom, ítélet) és képességcsoportok osztályozása.

Az értés-megjegyzés-alkalmazás-értelmezés paradigma. A tanulói aktivitás növelésének igénye, technikái, eszközei, nehézségei és korlátai.

Az óratervezés: az iskolai tevékenységek operacionalizációja és taxonomizációja.

A történelemtankönyv célja és típusai. A történelemtankönyv részei, módszertani egységei.

A forrásalapú történelemoktatás. A források didaktikai előkészítése. A tankönyvi források típusai.

A forrásfeldolgozás lépései.

20. századi társadalomtörténet

Magyarország társadalmi rétegződése és demográfiai fejlődése a kiegyezés korában

A középosztály és az elit fogalma, társadalmi bázisa és helye a kiegyezés kori Magyarországon

A birtokos és szegény, illetve föld nélküli parasztság a dualizmus kori Magyarországon

A szlovákiai magyar társadalom demográfiai és társadalomszerkezeti változásai a 20. században  
Alapvető szakirodalom

(csak tájékoztató jelleggel, nem fedi teljesen mértékben a követelményeket)

Az európai integráció története

Horváth Jenő (szerk.): Világpolitikai lexikon 1945-2005. Osiris Kézikönyvek, Bp., 2005.

Vajda Barnabás: Hidegháború és európai integráció. Második, módosított szövegű kiadás. SJE Tanárképző Kar, Komárom, 2020.

Szlovák nemzeti mozgalom

Franková, Libuša – Jurčišinová, Nadežda: Slovenské národné hnutie 1780 –1918. (Kapitoly zo spoločenskopolitického a národného života), Vydavateľstvo Prešovskej univerzity, Prešov, 2008.

Kiss László: A szlovák nemzeti tudat születése. Acta Academiae Paedagogicae Agriensis Nova Series Tom. XXXII. Redigit: Sándor Gebei. Eger, 2005. Digitális változata: <http://tortenelem.ektf.hu/efolyoirat/Kiss/tartalom.htm>

Dušan Kováč: Slovensko v 20. storočí I. zv. Na začiatku storočia 1900-1914, 2. zv. Prvá svetová vojna 1914-1918, VEDA, Bratislava 2004, 2008.

Mannová, Elena a kol.: Krátke dejiny Slovenska. Academic Electronic Press, Bratislava 2003.

Mrva, Ivan: Slovensko a Slováci v 2. polovici 19. storočia. Perfekt, Bratislava 2010.

Szarka László: Szlovák nemzeti fejlődés – magyar nemzetiségi politika 1867-1918. Kalligram, Pozsony 1999. <https://adatbank.transindex.ro/cedula.php?kod=1823>

Szarka László (szerk.). A modern szlovák nacionalizmus évszázada 1780-1918 - Párhuzamos nemzetépítés a multietnikus Magyar Királyságba. Akadémiai Kiadó, Budapest 2011.

Szarka László: Fejezetek a magyar-szlovák kapcsolatok 19. századi történetéből, SJE, Komárom 2022.

A szlovákiai magyarság története

- Popély Árpád – Simon Attila: Szöveggyűjtemény a szlovákiai magyarok történetéhez. Komárom, SJE, 2021,

- Olvasókönyv a szlovákiai magyarok történetéhez. <http://www.selyetori.sk/download/olvasokonyv-a-szlovakiai-magyarok-tortenetehez/>

Molnár Imre – Szarka László: Otthontalan emlékezet, Budapest, 2007.

Popély Árpád: A (cseh)szlovákiai magyarság történeti kronológiája 1944–1992. Somorja, Fórum Kisebbségkutató Intézet /Nostra Tempora, 13./, 2006.

<http://mek.oszk.hu/08000/08069/08069.pdf>

Popély Árpád: Fél évszázad kisebbségben. Fejezetek a szlovákiai magyarság 1945 utáni történetéből. Somorja, Fórum Kisebbségkutató Intézet /Nostra Tempora, 20./, 2014

Popély Árpád: 1968 és a csehszlovákiai magyarság. Somorja, Fórum Kisebbségkutató Intézet / Fontes Historiae Hungarorum 3./, 2008.

<http://mek.oszk.hu/06700/06723/06723.pdf>

Romsics Ignác: Az 1947-es párizsi békeszerződés. Budapest, Osiris Kiadó, 2006.

Vadkerty Katalin: A kitelepítéstől a reszlovakizációig. Pozsony, Kalligram, 2001

Ivaničková, Edita – Simon Attila (red.-szerk.): Maďarská revolúcia roku 1956 a Slovensko. Az 1956-os magyar forradalom és Szlovákia. Somorja – Pozsony, Fórum Kisebbségkutató Intézet – Szlovák Tudományos Akadémia Történettudományi Intézete, 2006

<http://mek.oszk.hu/04400/04491/04491.pdf>

- Gyurgyík László: A (cseh)szlovákiai magyarság demográfiai, valamint település- és társadalomszerkezetének alakulása 1918–1998. In Tóth László (szerk.): A (cseh)szlovákiai magyar művelődés története 1918–1998. I. Budapest, Ister, 1998. 81–121.

- Simon Attila: Egy rövid esztendő krónikája. A szlovákiai magyarok 1938-ban. Fórum Kisebbségkutató Intézet, Somorja, 2010.

- Simon Attila: Az elfeledett aktivisták. Kormánypárti magyar politika az első csehszlovák Köztársaságban. Fórum Kisebbségkutató Intézet, Somorja, 2013
- Simon Attila: Magyar idők a Felvidéken. Jaffa, Budapest, 2014.

#### Diktatúrák története

Németh István (szerk.): 20. századi egyetemes történet 1. Európa, Bp., Osiris, 2006

- Ormos Mária - Krausz Tamás: Hitler - Sztálin. Bp., Pannonica, 1999.
- Ormos Mária - Harsányi Iván: Mussolini - Franco, Bp., Pannonica, 2001.

#### Közép-Európa 1848-1945

--Vadász Sándor (szerk.): 19. századi egyetemes történelem 1789-1914. Osiris Kiadó, 2011.

- Németh István (szerk.): 20. századi egyetemes történet 1. Európa, Bp., Osiris, 2006
- Diószegi István: A hatalmi politika másfél évszázada 1789-1939. Bp., História – MTA Történettudományi Intézete, 1997
- Ormos Mária – Majoros István: Európa a nemzetközi küzdőtéren. Felemelkedés és hanyatlás, 1814-1945. Bp., Osiris, 2003

#### Magyarország 1918 után

- Romsics Ignác: Magyarország története a XX. században. Budapest, Osiris, 2010
- 20. századi magyar történelem 1900-1994. (szerk. Pölöskei Ferenc-Gergely Jenő-Izsák Lajos), Budapest, Korona kiadó, 1997.
- Gergely Jenő – Pritz Pál: A trianoni Magyarország 1918-1945. Budapest, Vince Kiadó, 1998
- Izsák Lajos: Rendszerváltástól rendszerváltásig 1944-1990. Budapest, Kulturtrade Kiadó, 1998

#### Történelemdidaktika

Vajda Barnabás: Bevezetés a történelemdidaktikába és a történelemmetodikába. SJE, 2018.

Katona, A.– Sallai, J.: A történelem tanítása. Nemzeti Tankönyvkiadó, Budapest, 2002.

#### 19-20. századi társadalomtörténet

Gyáni Gábor – Kövér György: Magyarország társadalomtörténete a reformkortól a második világháborúig. Kivonat, H. n. 2006. 18-27., 135-159. old. (Letölthető az internetről)

Bódy Zsombor Magyarország társadalomtörténete a két világháború között. Egyetemi jegyzet. PPKE BTK, Budapest, 2013. 36–54. Letölthető az internetről

Gyurgyik László: A magyarság demográfiai, település- és társadalomszerkezeti változásai. In: Fazekas József–Hunčík Péter: Magyarok Szlovákiában, 1989-2004. Összefoglaló jelentés. A rendszerváltástól az Európai uniós csatlakozásig. I. köt. Fórum Intézet – Lilium Aurum Könyvkiadó, Somorja –Dunaszerdahely 2004. 141-175. Letölthető az internetről:

#### Literature:

Study literature listed in information sheet of courses

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

#### Notes:

#### Evaluation of subjects

Total number of evaluated students: 251

A	B	C	D	E	FX
15.94	24.3	29.48	14.74	15.14	0.4

#### Teacher:

**Date of last update:** 26.04.2022

**Approved by:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KHI/HIdm/ UCD/15	<b>Name:</b> History of religions - Introduction
<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> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Regular participation in seminars (50 points). A written seminar paper (with a total score of 50 points). The condition for successful completion of the course is to obtain at least 50% of the total assessment score. The assessment grading scale is: A 90–100%, B 80–89%, C 70–79%, D 60–69%, E 50–59%.	
<b>Results of education:</b> The students will acquire knowledge of the relevant problems of Christian and non-Christian religious movements from the 18th century to the present.	
<b>Brief syllabus:</b> Modern political revolutions and Christianity; Liberalism, conservatism and religion; The crisis of Christianity in the 19th and 20th centuries; The Church in the 20th century; Forms of Christianity outside Europe; Faith, religion, cults; The process of secularisation: the Church and the State; The relationships of Social Democracy and Communism to Christianity; The Church under totalitarian regimes; Christianity in modern times and its relationship to other religions.	
<b>Literature:</b> Mi az egyház? / Hans Küng ; Ottó Tekus. - Győr : Tekus Ottó, 2001. - 212 s. - ISBN 963 440 055 8. Világvallások etikája = Projekt Weltethos / Hans Küng ; Magda Szabóné Révész, Erika Gaalné Révész. - 1. vyd. - Budapest : Egyházforum, 1994. - 203 s. Az öt világvallás : Bráhmánizmus - Buddhizmus - Kínai univerzizmus - Kereszténység - Iszlám / Helmut von Glasenapp. - Budapest : Talentum Kft., 1998. - 443 s. - ISBN 963 645 059 5. Egyetemes egyháztörténet / Jos Colijn. - 1. vyd. - Budapest : Iránytű alapítvány, 2001. - 456 s. - ISBN 963 9055 08 5.	
<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: 101	



A	B	C	D	E	FX
26.73	30.69	21.78	12.87	0.99	6.93
<b>Teacher:</b> Dr. habil. Mgr. Barnabás Vajda, PhD., PaedDr. László Dávid Szabó					
<b>Date of last update:</b> 04.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.					

## INFORMATION SHEET

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

<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: 12					
A	B	C	D	E	FX
58.33	25.0	16.67	0.0	0.0	0.0
<b>Teacher:</b>					
<b>Date of last update:</b> 02.05.2022					
<b>Approved by:</b> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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/ 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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. Bertalanné 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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: 1 For the study period: 13</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> 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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:</b> 2 <b>For the study period:</b> 26 <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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: 1 For the study period: 13</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> 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

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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:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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:** Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr.  
Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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 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: 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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:</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> 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: 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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: 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: 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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 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: 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, 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: 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: 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> Dr. habil. László Szarka, CSc., prof. Dr. Béla István Pukánszky, DSc., doc. RNDr. Róbert Gyepes, PhD.	