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## INFORMATION SHEET

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

| <ol style="list-style-type: none"> <li>1. Introduction to the course (introduction of the writers, as well as main principles and strategies of work with literary texts)</li> <li>2. William Faulkner: A Rose for Emily. Flannery O'Connor: A Good Man Is Hard to Find</li> <li>3. J. D. Salinger: A Perfect Day for Bananafish. For Esmé with Love and Squalor. Mary Eleanor Wilkins Freeman: The Jester</li> <li>4. Thomas Pynchon: Entropy</li> <li>5. Shirley Jackson: The Lottery</li> <li>6. Langston Hughes: The Negro Speaks of Rivers</li> <li>7. O. Henry: The Gift of the Magi</li> <li>8. Megan Abbott: Oxford Girl</li> <li>9. Jack London: The Master of Mystery</li> <li>10. Joyce Carol Oates: The Archivist</li> <li>11. John Scalzi: The President's Brain is Missing</li> <li>12. Rebecca McKanna: Interpreting American Gothic</li> <li>13. Richard Matheson: I am Legend. Amy Tan: Rules of the Game</li> </ol> |     |     |       |     |     |    |       |     |     |       |     |     |
|---|-----|-----|-------|-----|-----|----|-------|-----|-----|-------|-----|-----|
| <p><b>Literature:</b></p> <p>Bercovitch, Sacvan. The Cambridge History of American Literature: Volume 8. Poetry and Criticism, 1940-1995. Cambridge: CUP, 2008.</p> <p>Collier, Peter, and Helga Geyer-Ryan (ed.): Literary Theory Today. Cambridge: Polity Press, 2007.</p> <p>Lauter, Paul. The Heath Anthology of American Literature: Contemporary period 1945 to the present. Volume E. New York: Houghton Mifflin Company, 2006.</p> <p>Marcus, Greil, and Werner Sollors. A New Literary History of America. Cambridge: The Belknap Press of Harvard University Press, 2009.</p>   |     |     |       |     |     |    |       |     |     |       |     |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>English</p>  |     |     |       |     |     |    |       |     |     |       |     |     |
| <p><b>Notes:</b></p>  |     |     |       |     |     |    |       |     |     |       |     |     |
| <p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 3</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>FX</th> </tr> </thead> <tbody> <tr> <td>66.67</td> <td>0.0</td> <td>0.0</td> <td>33.33</td> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>   | A   | B   | C     | D   | E   | FX | 66.67 | 0.0 | 0.0 | 33.33 | 0.0 | 0.0 |
| A   | B   | C   | D     | E   | FX  |    |       |     |     |       |     |     |
| 66.67   | 0.0 | 0.0 | 33.33 | 0.0 | 0.0 |    |       |     |     |       |     |     |
| <p><b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová</p>   |     |     |       |     |     |    |       |     |     |       |     |     |
| <p><b>Date of last update:</b> 17.05.2023</p>   |     |     |       |     |     |    |       |     |     |       |     |     |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>  |     |     |       |     |     |    |       |     |     |       |     |     |

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

List of main topics:

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

**Literature:**

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 9

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

**Teacher:** Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

Rector's directive no. 2/2021 on editing, registration, making available and archiving final, rigorous and habilitation theses at J. Selye University. 2021. Komárno: UJS

- Anderson, Jonathan – Millicent Poole: Assignment and thesis writing. Wiley, 2001.
- Bell, Judith: Doing Your Research Project : A guide for first-time researchers in education, health and social science. England: McGraw-Hill Open University Press, 2010.
- Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006
- Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford: Oxford University Press, 2010.
- Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.
- Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.
- Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.
- Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.
- Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

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

Total number of evaluated students: 2

| A   | B   | C   | D    | E   | FX  |
|---|-----|-----|------|-----|-----|
| 50.0  | 0.0 | 0.0 | 50.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., doc. PaedDr. Andrea Puskás, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová |     |     |      |     |     |
| <b>Date of last update:</b> 17.05.2023  |     |     |      |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.   |     |     |      |     |     |

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KAJ/AJdb/<br>DAL1/22  | <b>Name:</b> The History of English Literature I. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 4  |   |
| <b>Recommended semester/trimester of study:</b> 3.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student load: 100 - 120 hours<br>Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, preparation for exam 33 - 40 hours.<br>The course ends with an exam.<br>During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on a selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the relevant author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Geoffrey Chaucer: Canterbury Tales - The Wife of Bath's Prologue and The Wife of Bath's Tale</li> <li>2. Shakespeare: A Midsummer Night's Dream</li> <li>3. Shakespeare: Macbeth</li> <li>4. Samuel Taylor Coleridge: The Rime of the Ancient Mariner</li> <li>5. Jane Austen: Pride and Prejudice</li> <li>6. Charles Dickens: A Christmas Carol</li> <li>7. Emily Brontë: Wuthering Heights</li> <li>8. George Bernard Shaw: Pygmalion</li> <li>9. Oscar Wilde: The Picture of Dorian Grey</li> <li>10. Oscar Wilde: The Happy Prince and Other Stories (The Selfish Giant, The Happy Prince, The Nightingale and the Rose)</li> </ol> </li> </ul> Successful completion of written tests and presentations is a condition for participation in the oral exam.<br>The grading scale is as follows:<br>A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,<br>D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% |   |

**Results of education:**

## Knowledge:

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

## Skills:

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

## Competencies:

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

**Brief syllabus:**

## Lectures:

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

## Seminars

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

8. Jane Austen: Pride and Prejudice
9. The Victorian Period. Charles Dickens: A Christmas Carol. Oliver Twist
10. The Brontë sisters. Emily Brontë: Wuthering Heights, Charlotte Brontë: Jane Eyre
11. George Bernard Shaw: Pygmalion
12. Oscar Wilde: The Picture of Dorian Grey
13. Oscar Wilde: The Happy Prince and Other Stories

**Literature:**

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

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

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

Bradley, A. C.: Shakespearean Tragedy. New York: Palgrave, 1992.

Day, A.: Romanticism. New York: Routledge, 2004.

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

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

Puskás, Andrea. Biblical Allusions in Shakespeare's King Lear: Echoing the Book of Job. *Eruditio - Educatio*. Vol. 10, no. 3 (2015), p. 77-83. ISSN 1336-8893.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

| A     | B     | C     | D     | E     | FX    |
|-------|-------|-------|-------|-------|-------|
| 17.95 | 20.51 | 23.08 | 10.26 | 17.95 | 10.26 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KAJ/AJdb/<br>DAM1/22  | <b>Name:</b> The History of American Literature I. |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 4  |  |
| <b>Recommended semester/trimester of study:</b> 4.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>Total student load: 100 - 120 hours<br>Out of this, lectures represent 13 hours and seminars 13 hours, preparation for seminars (reading literary works and chapters from literary works, working out tasks and assignments) 25 - 30 hours, preparation for quizzes and mini-tests 10 - 14 hours, presentation preparation 6 - 10 hours, exam preparation 33 - 40 hours.<br>The course ends with an exam.<br>During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- participation in lectures, active participation in seminars</li> <li>- participation in two mini-tests during the semester</li> <li>- short presentation on the selected topic:</li> </ul> It should contain the topic, the author, an analysis of the literary work and the historical, cultural and literary background of the respective author, or literary work. <ul style="list-style-type: none"> <li>- reading selected literary works:               <ol style="list-style-type: none"> <li>1. Washington Irving: Rip Van Winkle; The Legend of the Sleepy Hollow</li> <li>2. James Fennimore Cooper: The Last of the Mohicans</li> <li>3. Nathaniel Hawthorne: The Scarlet Letter</li> <li>4. Edgar Allan Poe: The Black Cat, The Fall of the House of Usher, The Murders in Rue Morgue</li> <li>5. Herman Melville: Billy Budd</li> <li>6. Walt Whitman: Song of Myself, Pioneers! O Pioneers!, I Hear America Singing, O Captain, My Captain!, Beat! Beat! Drums!</li> <li>7. Mark Twain: The Adventures of Huckleberry Finn</li> <li>8. Emily Dickinson: poems 49, 67, 130, 135, 185, 216, 241</li> <li>9. Charlotte Perkins Gilman: The Yellow Wallpaper</li> <li>10. Henry James: The Turn of the Screw</li> <li>11. William Carlos Williams: The Young Housewife, Portrait of a Lady, Queen-Anne's-Lace, The Widow's Lament in Springtime, Spring and All, To Elsie, The Red Wheelbarrow.</li> </ol> </li> </ul> Successful completion of the written tests and presentation is a condition for participation in the written exam.<br>The grading scale is as follows:<br>A - 100% - 90%, B - 89% - 80%, C - 79% - 70%, |  |

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

**Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

**Brief syllabus:**

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

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

**Literature:**

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

|   |     |      |       |       |       |
|---|-----|------|-------|-------|-------|
| <p>D. Hart, James: American Literature. New York : Oxford University Press, 1995.<br/>         Gilbert, S.: The Norton Anthology of Literature by Women. New York: Norton &amp; Company, 2005.<br/>         Ruland R. –Bradbury M.: From Puritanism to Postmodernism – a History of American Literature. London: Penguin, 1991.<br/>         Scofield, M. 2006. The Cambridge Introduction to the American Short Story. Cambridge University Press.<br/>         Crane, G. 2007. The Cambridge Introduction to the Nineteenth-Century American Novel. Cambridge University Press.</p> |     |      |       |       |       |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/>         English</p>  |     |      |       |       |       |
| <p><b>Notes:</b></p>  |     |      |       |       |       |
| <p><b>Evaluation of subjects</b><br/>         Total number of evaluated students: 38</p>  |     |      |       |       |       |
| A   | B   | C    | D     | E     | FX    |
| 18.42   | 0.0 | 5.26 | 39.47 | 18.42 | 18.42 |
| <p><b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.</p>   |     |      |       |       |       |
| <p><b>Date of last update:</b> 17.05.2023</p>   |     |      |       |       |       |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>  |     |      |       |       |       |

## INFORMATION SHEET

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

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

**Skills:**

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 10

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

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

Competencies:

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

### **Brief syllabus:**

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

Phonetics and phonology

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

Listening

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

### **Literature:**

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 33

| A    | B     | C     | D     | E     | FX  |
|------|-------|-------|-------|-------|-----|
| 6.06 | 21.21 | 33.33 | 21.21 | 18.18 | 0.0 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

Main thematic areas:

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

**Literature:**

Paulikova, K. - Kalaziová, I. 2022. Language Skills in Practice. 1. vyd. – Komárno: Univerzita J. Selyeho, 2022. – 104 s. ISBN 978-80-8122-425-6  
 Celce-Murcia, M., & Hilles, S. (1988). Techniques and resources in teaching grammar. Oxford: Oxford University Press. 189 s. ISBN 0 19 434191 7.  
 Greenbaum, S., & Quirk, R. (1990). A student's grammar of the English language. Essex: Longman. 490 s. - ISBN 9780582059712.  
 Murphy, R. (2003). Basic grammar in use with answers: Self-study reference and practice for students of English. Cambridge: Cambridge University Press. 302 s. - ISBN 0521626005.  
 Swan, M., & Walter, C. (2003). How English works: Longman. 360 s. - ISBN 0194314561.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 30

| A     | B     | C    | D    | E     | FX  |
|-------|-------|------|------|-------|-----|
| 23.33 | 13.33 | 30.0 | 6.67 | 26.67 | 0.0 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

List of Topics:

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 93

| A     | B     | C     | D     | E    | FX    |
|-------|-------|-------|-------|------|-------|
| 13.98 | 19.35 | 31.18 | 10.75 | 6.45 | 18.28 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

Competences:

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

**Brief syllabus:**

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

List of Topics:

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

|   |      |       |      |      |       |
|---|------|-------|------|------|-------|
| <b>Language, knowledge of which is necessary to complete a course:</b><br>English   |      |       |      |      |       |
| <b>Notes:</b>   |      |       |      |      |       |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 83   |      |       |      |      |       |
| A   | B    | C     | D    | E    | FX    |
| 25.3  | 24.1 | 16.87 | 9.64 | 6.02 | 18.07 |
| <b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., Mgr. Klaudia Pauliková, PhD., Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Győri, PhD., PaedDr. Cyntia Kálmánová |      |       |      |      |       |
| <b>Date of last update:</b> 17.05.2023  |      |       |      |      |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.   |      |       |      |      |       |

## INFORMATION SHEET

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

**Competencies:**

- The student uses and applies linguistic knowledge and skills associated with the creation of speech at the level of everyday communication in the English language.
- The student has knowledge of the English language at the application-communication level in oral communication and has speech (vocabulary, grammatical accuracy and fluency, pronunciation) at language level C1.

**Brief syllabus:**

1. Learning languages.
2. Communication and the media.
3. Education and the school system.
4. Health and diseases. The healthcare system.
5. Crime and punishment.
6. Fashion and clothing. Fashion trends.
7. People and relationships.
8. Personal matters. Feelings, opinions, duties, character traits.
9. Travel and vacation.
10. Entertainment and art.
11. What if? Hypothetical and imaginary situations.
12. Plans for the future. Predictions.
13. Gossip

**Literature:**

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

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

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

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

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

English

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

Total number of evaluated students: 61

| A     | B     | C   | D   | E   | FX   |
|-------|-------|-----|-----|-----|------|
| 47.54 | 18.03 | 8.2 | 8.2 | 8.2 | 9.84 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

- The student participates in discussions and debates and responds spontaneously at a high linguistic and sociolinguistic level.
- The student uses the English language in various social and cultural contexts, adapting the language to ever-changing conditions.

Competencies:

- The student integrates and applies linguistic and sociolinguistic practices, skills and strategies in everyday communication in English at a high level.
- The student has communication skills and linguistic and sociolinguistic competences in oral communication at language level C1.

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 33

| A     | B     | C     | D    | E   | FX   |
|-------|-------|-------|------|-----|------|
| 51.52 | 27.27 | 12.12 | 3.03 | 0.0 | 6.06 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 26

| A     | B    | C    | D    | E   | FX    |
|-------|------|------|------|-----|-------|
| 65.38 | 7.69 | 7.69 | 3.85 | 0.0 | 15.38 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Skills:**

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

**Competencies:**

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

**Brief syllabus:**

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

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

**Literature:**

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

| A   | B   | C   | D    | E    | FX  |
|---|-----|-----|------|------|-----|
| 0.0   | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 |
| <b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová                |     |     |      |      |     |
| <b>Date of last update:</b> 17.05.2023  |     |     |      |      |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |     |      |      |     |

## INFORMATION SHEET

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

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

**Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

**Brief syllabus:**

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

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

**Literature:**

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

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

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

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

|   |      |      |      |      |     |
|---|------|------|------|------|-----|
| <b>Language, knowledge of which is necessary to complete a course:</b><br>English   |      |      |      |      |     |
| <b>Notes:</b>   |      |      |      |      |     |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 20   |      |      |      |      |     |
| A   | B    | C    | D    | E    | FX  |
| 20.0  | 30.0 | 30.0 | 10.0 | 10.0 | 0.0 |
| <b>Teacher:</b> Mgr. Renáta Lengyel-Marosi, PhD., doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cytia Kálmánová                 |      |      |      |      |     |
| <b>Date of last update:</b> 17.05.2023  |      |      |      |      |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |      |      |      |      |     |

## INFORMATION SHEET

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

• The student formulates, presents and critically revises his own opinions in English in the context of 21st century literature.

Competencies:

• The student masters and utilizes the historical, cultural and social peculiarities of the literary works of the 21st century of Anglophone countries on a practical level while further developing his/her knowledge and skills.

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 4

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

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

Competencies:

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

### **Brief syllabus:**

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

| A     | B    | C    | D     | E    | FX  |
|-------|------|------|-------|------|-----|
| 31.25 | 12.5 | 12.5 | 31.25 | 12.5 | 0.0 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

Puskás, Andrea. English with Laughter. Katedra. Roč. 21, č. 3 (2013), s. 32-33. ISSN 1335-6445.

Thaine, Craig. 2010. Teacher Training Essentials: Workshops for professional development. Cambridge University Press

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 12

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

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

Competencies:

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

**Brief syllabus:**

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

**Literature:**

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

Taylor&Francis Group, 2003.

- Jackson, Howard – Etienne Zé Amvela: Words, Meaning and Vocabulary : An Introduction to modern English lexicology. London: Continuum, 2012.
- Landau, Sidney I.: Dictionaries: The Art and Craft of Lexicography. Cambridge : University Press, 2004.
- Lieber, Rochelle: Introducing Morphology. Cambridge: Cambridge University Press, 2012.
- T. Litovkina, Anna (2016). "Do You Serve Lawyers and Politicians Here?": Stereotyped Lawyers and Politicians in Anglo-American Jokes and Anti-Proverbs, Komárnó: J. Selye University Faculty of Education.
- T. Litovkina, Anna. Incorporating of Anglo-american proverbs and Anti-.proverbs into the Language Classroom. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2017: "Hodnota, kvalita a konkurencieschopnosť - výzvy 21. storočia" - Sekcie humanitných vied. Komárnó: Univerzita J. Selyeho, 2017, CD-ROM, s. 257-273.
- T. Litovkina, Anna: Women through Anti-Proverbs. London: Palgrave Macmillan, 2018.
- T. Litovkina, Anna: The Creative Use of Proverbs in Story-Writing in Teaching English as Foreign Language. In: 11. International Conference of J. Selye University: Section on Language - Culture - Intercultural Relationships: Section on Language - Culture - Intercultural Relationships. Bukor József, Simon Szabolcs. Komárnó: Univerzita J. Selyeho, 2019, online, 133-148.
- T. Litovkina, A., & Mieder, W. Old Proverbs Never Die, They Just Diversify: A Collection of Anti-Proverbs. Burlington: The University of Vermont – Veszprém: The Pannonian University of Veszprém, 2006.
- Svensén, Bo: A Handbook of Lexicography: The Theory and Practice of Dictionary-Making. New York: Cambridge University Press, 2009.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 30

| A     | B     | C     | D    | E     | FX  |
|-------|-------|-------|------|-------|-----|
| 16.67 | 16.67 | 23.33 | 20.0 | 23.33 | 0.0 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

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

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

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

4. The conclusions and proposals drawn by the student.

A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.

The final thesis is available to the committee before and during thesis defence.

**Literature:**

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.

Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <https://www.ujs.sk/documents/>

Smernica\_c.2-2021o\_zaverecnych\_pracach\_.pdf

Bond, Alan: Your Master's Thesis: How to plan, draft, write and revise. Abergele: Studymates, 2006

Brown, James Dean – Theodore S. Rodgers: Doing Second Language Research. Oxford : Oxford University Press, 2010.

Bui, Yvonne N.: How to Write a Master's Thesis. Thousand Oaks: SAGE Publications, 2014.

Dörnyei, Zoltán: Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies. OUP, 2011.

Kennedy, X. J, Dorothy M. Kennedy, Marcia F. Muth: Writing and Revising: A Portable Guide, Boston - New York: Bedford /St. Martin's, 2007.

Murray, Rowena: How to Write a Thesis. England: McGraw-Hill Open University Press, 2011.

Nunan, D.: Research Methods in Language Learning. New York: CUP, 1992.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

**Teacher:**

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

Competencies:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

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| <b>Language, knowledge of which is necessary to complete a course:</b><br>English   |     |     |     |     |     |
| <b>Notes:</b>   |     |     |     |     |     |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 0  |     |     |     |     |     |
| A   | B   | C   | D   | E   | FX  |
| 0.0   | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> doc. PaedDr. Andrea Puskás, PhD., PaedDr. Cyntia Kálmánová, Mgr. Klaudia Pauliková, PhD.                    |     |     |     |     |     |
| <b>Date of last update:</b> 17.05.2023  |     |     |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |     |     |     |     |

## INFORMATION SHEET

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

- The student constructs a well-structured, coherent and comprehensible written text in various genres in the form of formal or informal letters, biographies, reports, essays and others.

Competencies:

- The student has mastered the procedures, skills and strategies of writing in the English language and knows how to use them practically in ordinary written communication.

**Brief syllabus:**

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

**Literature:**

Anderson Jonathan, and Millicent Poole. Assignment and Thesis Writing. Wiley, 2001.

Csölle, Anita, and Kormos Judit. A Brief Guide to Academic Writing. Budapest: Műszaki Könyvkiadó, 2002.

O'Connell, Sue. Focus on Proficiency. London: Longman, 2001.

Osmond, Alex. Academic Writing and Grammar for Students. London: SAGE Publications, 2013.

Thomson, A.J. – Martinet, A.V.: A Practical English Grammar. Oxford: OUP, 2003.

Swan, Michael. Practical English Usage. Oxford: OUP, 2002.

Zemach, Dororthy E., and Rumisek, Lisa. Academic Writing from paragraph to essay. London: Macmillan, 2005.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 16

| A     | B    | C    | D     | E     | FX  |
|-------|------|------|-------|-------|-----|
| 18.75 | 6.25 | 37.5 | 18.75 | 18.75 | 0.0 |

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

The grading scale is as follows:

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

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

**Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

**Brief syllabus:**

The course covers the following topics:

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

- 10. Presidents of the United States
- 11. Elections of government and presidents
- 12 The US flag and anthem
- 13. Multiculturalism in the USA (emigration)

**Literature:**

Lengyel-Marosi, Renáta. 2022. The Culture and History of the United States. A Workbook for university students of English language and literature. J. Selye University, Komárno.  
 Brown, K. Oxford Guide to British and American Culture. Oxford: OUP, 2005.  
 Campbell, N. Kean, A. American Cultural Studies: An Introduction to American Culture. Abingdon: Routledge, 2012.  
 Farmer, Alan, and Vivienne Sanders. An Introduction to American History: 1860- 1990. Boston: Hodder Murray, 2007.  
 Fiedler, Eckhard (et.al.): America in Close-Up. London: Longman, 2000.  
 Guyatt, N. Another American Century: The United States and the World Since 9/11. New York: Zed Books, 2003.  
 O'Callaghan. Bryn. An Illustrated History of the USA. Essex, England: Longman, 2004.

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 63

| A    | B     | C     | D     | E    | FX   |
|------|-------|-------|-------|------|------|
| 25.4 | 26.98 | 20.63 | 14.29 | 4.76 | 7.94 |

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., Dr. habil. Anna Tóthné Litovkina, PhD.

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KAJ/AJdb/<br>RDVB/22  | <b>Name:</b> The Culture and History of Great Britain |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload: 75 - 90 hours<br>Out of this, seminars represent 26 hours, preparation for seminars 14-24 hours (includes presentation preparation), preparation for two written tests 35-40 hours.<br>The course ends with evaluation.<br>During the semester, students fulfil the following requirements:<br>- active participation in seminars<br>- presentation on a predetermined topic (20 points):<br>The presentation evaluation criteria are: relevance of information, use of literature and visualisation; at least 2 special sources and a minimum number of slides of 20.<br>Presentation topics: <ol style="list-style-type: none"> <li>1. Historical figures (Robin Hood, Joan of Arc, Henry VIII and his wives, Oliver Cromwell, Queen Victoria, etc.)</li> <li>2. National symbols of the United Kingdom</li> <li>3. Capitals or other well-known cities</li> <li>4. Multiculturalism, religion (ethnic groups, migration, terrorism, etc.)</li> <li>5. Traditions, superstitions (King Arthur, Loch Ness monster, Stonehenge, etc.)</li> <li>6. Education (e.g. famous universities)</li> <li>7. Health</li> <li>8. Monarchy (royalty, British Empire, etc.)</li> <li>9. Economics</li> <li>10. Energy and environment (e.g. national parks)</li> <li>11. Science and technology</li> <li>12. Transport</li> <li>13. Everyday life (family, housing, employment and pay)</li> <li>14. Festivals, holidays</li> <li>15. Music and dance</li> <li>16. Arts (visual arts, fine arts, sculpture, etc.)</li> <li>17. Contemporary cinema/theatre</li> <li>18. British celebrities (musician, actor/actress etc.)</li> <li>19. Fashion,</li> </ol> |   |

- 20. British cuisine,
- 21. Media (television or radio programmes, newspapers)
- 22. Sport

- taking two written tests (each for 40 points, total 80 points)

The grading scale is as follows:

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

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

**Results of education:**

Knowledge:

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

Skills:

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

Competencies:

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

**Brief syllabus:**

The subject covers the following thematic areas:

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

**Literature:**

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 72

| A     | B    | C     | D     | E    | FX    |
|-------|------|-------|-------|------|-------|
| 13.89 | 25.0 | 13.89 | 13.89 | 12.5 | 20.83 |

**Teacher:** Mgr. Renáta Lengyel-Marosi, PhD., PaedDr. Cyntia Kálmánová

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

**Literature:**

Recommended literature indicated in the information sheets of the study programme

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

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

**Teacher:**

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

### **Brief syllabus:**

Main topics:

Lectures

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

Seminars

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

### **Literature:**

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

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

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

English

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 12

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

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

**Date of last update:** 17.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Brief syllabus:**

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

Lectures:

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

Seminars:

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

**Literature:**

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

English

**Notes:**

| <b>Evaluation of subjects</b>   |      |       |       |       |      |
|---|------|-------|-------|-------|------|
| Total number of evaluated students: 77  |      |       |       |       |      |
| A   | B    | C     | D     | E     | FX   |
| 9.09  | 5.19 | 19.48 | 18.18 | 41.56 | 6.49 |
| <b>Teacher:</b> Dr. habil. Anna Tóthné Litovkina, PhD., Dr. habil. Gábor Vilmos Györi, PhD.                                 |      |       |       |       |      |
| <b>Date of last update:</b> 17.05.2023  |      |       |       |       |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |      |       |       |       |      |

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KAJ/AJdb/<br>ULIT/22  | <b>Name:</b> Introduction to Literature |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 2 <b>For the study period:</b> 13 / 26<br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 4  |   |
| <b>Recommended semester/trimester of study:</b> 2.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student load: 100 - 120 hours<br>Out of this, lectures represent 13 hours and seminars 26 hours, preparation for seminars (reading assigned literary works, working out tasks and assignments) 33 - 41 hours, preparation for quizzes and mini-tests 6 - 10 hours, preparation for the exam 22 - 30 hours.<br>The course ends with a written exam.<br>During the semester, students fulfil the following requirements: <ul style="list-style-type: none"> <li>- mandatory attendance at lectures</li> <li>- active participation in seminars (analysis of works and worksheets connected with them, discussions)</li> <li>- participation in mini-tests and quizzes during the semester</li> <li>- weekly preparation in the form of reading the following short literary works:               <ol style="list-style-type: none"> <li>1. Roald Dahl: The Hitchhiker</li> <li>2. Edgar Allan Poe: The Tell-Tale Heart</li> <li>3. Charles Dickens: The Signal-Man</li> <li>4. Ernest Hemingway: The Old Man at the Bridge.</li> <li>5. Mark Twain: Extracts From Adam's Diary</li> <li>6. James Joyce: Araby</li> <li>7. George Bernard Shaw: How He Lied to Her Husband</li> <li>8. Robert Frost: The Road Not Taken</li> <li>9. Ted Hughes: The Shot</li> <li>10. Ray Bradbury: A Sound of Thunder</li> <li>11. Neil Gaiman: The Graveyard Book</li> </ol> </li> </ul> After fulfilling the above requirements, students take the written exam.<br>The grading scale is as follows:<br>A - 100% - 90%, B - 89% - 80%, C - 79% - 70%,<br>D - 69% - 60%, E - 59% - 50%, FX - 49% - 0% |   |
| <b>Results of education:</b><br>Knowledge: <ul style="list-style-type: none"> <li>• The student knows the characteristic features of individual literary genres (lyrics, epics and dramas).</li> </ul>   |   |

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

Skills:

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

Competencies:

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

**Brief syllabus:**

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

Lectures:

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

Seminars:

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

**Literature:**

- Puskás, Andrea. 2019. An Introduction to Literature. Žihárec: Bymoon.
- Meyer, Michael. 2008. The Bedford Introduction to Literature: Reading, Thinking, Writing. 9. vyd. Boston: Bedford.
- Duff, Alan – Maley, Alan. 2007. Literature. New York: Oxford University Press.
- Head, Dominic. 2006. The Cambridge Guide to Literature in English : The definitive guide: completely revised and updated. 3. vyd. Cambridge: Cambridge University Press.
- Wellek, René – Warren, Austin. 2000. Theory of Literature. Harper Paperbacks.
- Berensmeyer, Ingo. 2009. Literary Theory: An Introduction to Approaches, Methods and Terms. Stuttgart: Klett.
- Collier, Peter. 2007. Literary Theory Today. Cambridge: Polity Press.
- Cuddon, J. A. 1998. The Penguin Dictionary of Literary Terms and Literary Theory. London: Penguin Books.
- Puskás, Andrea. Narrative Constructions of Victimization in I stand here ironing by Tillie Olsen. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie teologických vied a humanitných vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, p. 308-316. ISBN 978-80-8122-104-0.
- Puskás, Andrea. 2014. Female Identity in Feminist Adaptations of Shakespeare. 1. vyd. Budapest: Tinta.

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

English

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

Total number of evaluated students: 78

| A    | B    | C     | D     | E     | FX    |
|------|------|-------|-------|-------|-------|
| 5.13 | 14.1 | 12.82 | 24.36 | 17.95 | 25.64 |

**Teacher:** doc. PaedDr. Andrea Puskás, PhD., Mgr. Renáta Lengyel-Marosi, PhD.**Date of last update:** 17.05.2023**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

#### Skills:

The student is able to:

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

**Competences:**

The student

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

**Brief syllabus:**

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

**Literature:**

A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó. 12. kiadás. ISBN 978 963 05 9631 2

Madarásová, J. (red.) 2000. Pravidlá slovenského pravopisu. Bratislava: VEDA. ISBN 8022406554

Smernica rektora č. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných, rigorózných a habilitačných prác na Univerzite J. Selyeho. 2021. Komárno: UJS

Ecco, U.: Hogyan írjunk szakdolgozatot? Kairosz, 1987. - 255. - ISBN 9639137537

Chajdiak, J.: Štatistika jednoducho v Exceli. - 1. vyd. - Bratislava : Statis, 2013. - 340 s. - ISBN 978-80-85659-74-0.

Katuščák, D.: Ako písať záverečné a kvalifikačné práce. 5. vyd. - Nitra : Enigma, 2007. - 164 s. - ISBN 978-80-89132-45-4

Nagy-György, J.: Valószínűségszámítás és statisztika példatár : POLYGON Jegyzettár - 1.vyd. - Szeged : Szegedi Egyetemi Kiadó POLYGON, 2010. - 111 s.

Silverman, D.: Ako robiť kvalitatívny výskum /. - Bratislava : Ikar a.s., 2005. - 328 s. – ISBN 80-551-0904-4.

Marko J.: Ako písať záverečnú prácu. - 1. vyd. - Zvolen : TU, 2010. - 66 s. - ISBN 978-80-228-2112-4.

Murray R.: How to Write a Thesis - 3. vyd. - England : McGraw-Hill Open University Press, 2011. - 326 s. - ISBN 978-0-33-524428-7.

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

Hungarian or Slovak

**Notes:**

| <b>Evaluation of subjects</b>  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| Total number of evaluated students: 0  |     |     |     |     |     |
| A  | B   | C   | D   | E   | FX  |
| 0.0  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> doc. RNDr. Róbert Gyepes, PhD., prof. Róbert Mészáros, DSc., Dr. habil. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD., Attila Kardos, PhD., Dr. habil. Imre Varga, PhD., Mgr. Alexandra Hengerics Szabó, PhD. |     |     |     |     |     |
| <b>Date of last update:</b> 26.06.2023   |     |     |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |     |     |     |     |     |

## INFORMATION SHEET

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|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KCH/CHdb/<br>CCL/22  | <b>Name:</b> Chemistry of foreign substances |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 2   |  |
| <b>Recommended semester/trimester of study:</b> 6.  |  |
| <b>Level of study:</b> I.   |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the tasks submitted by the student are evaluated. In addition to solving the tasks (max. 8 points), the submission of the tasks on time (max. 2 points) is also assessed. At the end of the course, the student must achieve a score of at least 50% on the written examination. The final evaluation of the course is calculated on the basis of the assignments submitted by the student and the results obtained in the written examination. The final grade is calculated based on the scores of the written examination and the assigned tasks as follows: $(1 \times \text{the average percentage of the submitted tasks} + 2 \times \text{the percentage of the written examination}) / 3$ .<br>Total student load: 2 credits = 50-60 hours<br>- 26 hours of participation in contact classes; 13 hours to solve the tasks; 11 to 21 hours of independent study and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum possible score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• able to identify the basic conceptual and categorical apparatus of the given chemical field;</li> <li>• has basic knowledge of the selected chemical discipline;</li> <li>• able to describe and characterize basic chemical phenomena based on specific aspects;</li> <li>• can establish connections between chemical substances and their transformations;</li> <li>• mastered the basic concepts of environmental science and environmental chemistry;</li> <li>• acquired theoretical foundations for understanding the relationship between chemistry and the environment in solving practical problems;</li> <li>• has basic knowledge of food chemistry, which is related to knowledge of inorganic chemistry, organic chemistry and biochemistry, with particular regard to the chemical mechanisms of foreign substances in the food chain;</li> <li>• knows the basic requirements of a healthy diet and the risk of foreign substances in the food chain;</li> </ul>  |  |

- becomes able to analyze and evaluate the relationships between pollutants and additives;
- understand the purpose of monitoring natural ingredients that are generally used positively in nutrition and food technology.

Skills:

- can comprehensively analyze basic chemical phenomena in the field of environmental chemistry;
- can combine the knowledge acquired from the studied chemistry subjects to understand the theoretical foundations of the subject;
- able to apply the acquired theoretical knowledge and use it comprehensively when choosing the right lifestyle and healthy diet;
- acquires the ability to analyze and evaluate the relationships between food production and the presence of foreign substances in the final product;
- can find out about additives used in food industry production, realistically assess the necessity and possibility of their use, and adequately explain the benefits and risks in his future pedagogical practice;
- can understand and explain the process and results of the official inspection;

Competencies:

- has creative thinking and independence in solving professional problems related to chemistry, as well as planning his own education, and is capable of autonomous and responsible decisions within the given field;
- is able to present his own opinion properly and professionally;
- understands the ethical, social, legal, security and economic contexts of the given area;
- able to comprehensively analyze basic chemical phenomena and interpret them in the field of food quality.

**Brief syllabus:**

1. Introduction to environmental chemistry.
2. Renewable and non-renewable energy sources.
3. The air and its pollution. Protection of the air.
4. Water and water pollution. Protection of groundwater, surface water and drinking water.
5. Soil and its protection. Illegal and organized landfills.
6. Municipal waste - recycling of solid waste.
7. Concept of food safety, history, food chain, consumer protection in the EU.
8. Health protection - concept of health, basic determinants of health, food and health damage.
9. Food - definition, basic components of food, energy value of food, calculation of energy value, energy needs in the stages of human development. Food composition: water-solids, proteins, fats, carbohydrates, fibers, vitamins.
10. Proper nutrition, the pyramid of healthy nutrition. Alternative eating habits.
11. Free radicals and antioxidants. Occurrence of free radicals, properties, role of antioxidants, occurrence of antioxidants.
12. Foreign substances in food. Additives, technological aids - their role and occurrence in foods. Pollutants – chemical, biological, physical. Occurrence and health risks.
13. Official control of foodstuffs in the Slovak Republic. Exercise control and competence. Legal basis for food inspection. National and international regulation. An overview for the practice of future chemistry teachers.

**Literature:**

Klinda J., Lieskovská Z. a kol.: Správa o stave životného prostredia Slovenskej republiky v roku 2010 - 1. vyd. - Bratislava - Banská Bystrica : Ministerstvo ŽP SR - Slovenská agentúra

životného prostredia - 192 s. - ISBN 978-80-89503-19-3, dostupné na internete: <https://www.enviroportal.sk/spravy/detail/3424>  
 Bihariné Krekó I., Kanczler Gy.: Természettvédelem és környezetvédelem az ELTE TÓK hallgatóinak, Szerkesztette: Dr. Vitályos Gábor Áron, ELTE Tanító- és Óvóképző Kar, Természettudományi Tanszék, Budapest, 2019, ISBN 978-963-489-073-7, dostupné na internete: [https://www.eltereader.hu/media/2019/03/Termeszettvedelem\\_es\\_kornyezetvedelem\\_WEB.pdf](https://www.eltereader.hu/media/2019/03/Termeszettvedelem_es_kornyezetvedelem_WEB.pdf)  
 Angyal Zs. et al.: A környezetvédelem alapjai, Typotex Kiadó, 2012, ISBN 978-963-279-547-8, dostupné na internete: [https://tk.elte.hu/dstore/document/1134/EJ-A\\_kornyezetvedelem\\_alapjai\\_OK.pdf](https://tk.elte.hu/dstore/document/1134/EJ-A_kornyezetvedelem_alapjai_OK.pdf)  
 Hoffmann D.J. et al: Handbook of ecotoxicology, 2nd edition, CRC Press LLC, Boca Raton Florida, 2003, ISBN 1-56670-546-0, dostupné na internete: <http://www.jlakes.org/ch/book/Handbook.of.Ecotoxicology.2nd.ed.2003.pdf>

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                                |
|--|--------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                |
| <b>Name of the faculty:</b> Faculty of Education   |                                |
| <b>Code:</b> KCH/CHdb/<br>CH1/22   | <b>Name:</b> General Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present  |                                |
| <b>Number of credits:</b> 5  |                                |
| <b>Recommended semester/trimester of study:</b> 1.   |                                |
| <b>Level of study:</b> I.  |                                |
| <b>Prerequisites:</b>  |                                |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 5 credits = 125-150 hours<br>- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• get to know the structure and basic laws of the world around us;</li> <li>• understands the structure of atoms and molecules, as well as the creation of matter from molecules;</li> <li>• get to know the states of matter and their properties, as well as the laws of the periodic system of the elements;</li> <li>• can interpret the course of chemical reactions by knowing the structure of atoms and molecules.</li> </ul>  |                                |

• within the framework of knowledge of chemical reactions, the student learns about the laws of equilibrium reactions and becomes familiar with acid-base reactions important in everyday life, as well as their practical applications;

Skills:

- using the knowledge acquired during the course, the graduate is able to understand the more complex laws of chemistry;
- able to understand the complex relationships between different areas of chemistry (organic, inorganic, analytical and physical chemistry);
- able to use the periodic table of elements independently;
- able to organize simple chemical reactions;
- is able to routinely and professionally use concepts relevant to everyday life (e.g. acidity, alkalinity);

Competencies:

- seeks to understand basic chemical and physical relationships;
- strives to use chemical terms accurately and professionally;
- able to independently interpret basic natural phenomena.

### **Brief syllabus:**

1. Development of atomic theory.
2. Modern atomic theory - the quantum mechanical model of the atom.
3. Classical theories of chemical bonding (ionic, covalent and coordination bonding).
4. Hydrogen molecule. Quantum mechanical foundations of chemical bond theory.
5. The electronic structure of diatomic molecules. Electronic structure of polyatomic molecules (fundamentals of hybridization, delocalization of  $\pi$ -bonds).
6. Electronic structure of polyatomic molecules (metals, semiconductors and insulators). Internal movements of molecules.
7. Geometry of molecules (VSEPR theory). Secondary intermolecular interactions (van der Waals interactions, hydrogen bonding).
8. Single-component, single-phase systems: gases and their properties. Gas laws and ideal gas equation of state.
9. Single-component, single-phase systems: liquids and their properties (surface tension, viscosity and evaporation). Solid materials and their properties (crystal structure, amorphous materials).
10. Chemical energetics: heat of reaction and Hess's law.
11. Chemical kinetics: chemical transformations leading to equilibrium, chemical equilibrium. Redox reactions. Acid-base balances.
12. The most important types of chemical reactions.

### **Literature:**

Kotočová A., (1993): Všeobecná chémia: Návody na laboratórne cvičenia. Bratislava, Slovenská technická univerzita, 209 s., ISBN 80 227 0560 8  
Gyorbíró K., (1994): Általános kémia. Budapest, Műszaki Könyvkiadó, 155 s., ISBN 00 0255 3  
Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7  
Rózsahegy M.,(1996): Érettségi felvételi feladatok. Mozaik Oktatási Stúdió, ISBN 963 697 017 3

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

Hungarian or Slovak

### **Notes:**

### **Evaluation of subjects**

|   |     |     |       |     |       |
|---|-----|-----|-------|-----|-------|
| Total number of evaluated students: 6   |     |     |       |     |       |
| A   | B   | C   | D     | E   | FX    |
| 0.0   | 0.0 | 0.0 | 33.33 | 0.0 | 66.67 |
| <b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD., Attila Kardos, PhD.   |     |     |       |     |       |
| <b>Date of last update:</b> 12.05.2023  |     |     |       |     |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |     |       |     |       |

## INFORMATION SHEET

|   |                                  |
|---|----------------------------------|
| <b>Name of the university:</b> J. Selye University  |                                  |
| <b>Name of the faculty:</b> Faculty of Education  |                                  |
| <b>Code:</b> KCH/CHdb/<br>CH2/22  | <b>Name:</b> Inorganic Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present   |                                  |
| <b>Number of credits:</b> 5   |                                  |
| <b>Recommended semester/trimester of study:</b> 2.  |                                  |
| <b>Level of study:</b> I.   |                                  |
| <b>Prerequisites:</b>   |                                  |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 5 credits = 125-150 hours<br>- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks;<br>47-72 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                  |
| <b>Results of education:</b><br>After successfully completing the course, the student will be able to:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• successfully classifies chemical compounds and changes, is able to determine the internal structure of substances, explain their structure and chemical properties;</li> <li>• successfully defines the conceptual, grouping and instrumental structure of inorganic chemistry;</li> <li>• is able to relate chemical substances and their changes, and is able to deduce the end products expected during chemical reactions;</li> <li>• has knowledge of the concepts of classical and modern inorganic chemistry, such as the periodicity of the properties of the elements, changes in their physical and chemical properties,</li> </ul>   |                                  |

acidic and alkaline properties, and changes in reactivity depending on the location of the elements in the periodic table;

- has in-depth knowledge of binary and more complex compounds;
- has theoretical knowledge of the chemistry of elements and inorganic compounds.

Skills:

- able to comprehensively analyze basic chemical phenomena within the scope of inorganic chemistry;
- determine the binary and more complex inorganic compounds formed from the most important elements;
- able to determine simple coordinative compounds in the case of elements prone to this;
- define stoichiometric and non-stoichiometric binary compounds;
- names inorganic compounds correctly according to the currently accepted nomenclature, and successfully derives the structural formula of basic inorganic compounds;
- acquires proficiency in the application of nomenclature for stoichiometric and non-stoichiometric compounds, including compounds containing solvent molecules.

Competencies:

- has creative thinking, is independent within his own educational process, is capable of autonomous and responsible decisions within the framework of the study major of chemistry;
- capable of independent and efficient activity.

#### **Brief syllabus:**

The periodic system of the elements, the structure of the valence shell. Basic chemistry of non-transitional and transition elements.

1. The periodic system of the elements, the structure of their valence shell, the periodic table.
2. Types of chemical bonds, characterization of inorganic compounds - hydrides, halides, oxides, peroxides, superoxides, oxoacids, sulfides, nitrides, phosphides, carbides, silicides, borides, cyanides. Hybridization of atomic orbitals.
3. Hydrogen, bond types, occurrence, production, compounds, isotopes.
4. General properties of non-transition and transition metals.
5. Alkali metals - elements of group I of the periodic system, bond types, compounds. A subgroup of copper.
6. Alkaline earth metals - the periodic table II. group elements, bond types, compounds. A subgroup of zinc.
7. Hybridization.
8. The elements of the III. group, bond types, compounds. A subgroup of scandium.
9. The elements of the IV. group, bond types, compounds. A subgroup of titanium.
10. The elements of the V. group, bond types, compounds. A subgroup of vanadium.
11. The elements of the VI. group, bond types, compounds. A subgroup of chromium.
12. The elements of the VII. group, bond types, compounds. A subgroup of manganese.
13. The elements of the VIII. group and compounds.

#### **Literature:**

Krätšmár - Šmogrovič J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8

Greenwood N. N., Earnshaw A., (2004): Az elemek kémiája I, II, III.

ISBN: 963195255X

Fajnor V., (1992) : Laboratórna technika, názvoslovie a chemické výpočty: Vysokoškolské skriptá. - Bratislava, Univerzita Komenského - 100 s. - ISBN 80 223 0436 0

Lukeš I., (2009): Systematická anorganická chémia. - 1. vyd. – Praha, Nakladatelství Karolinum - 230 s. ISBN 978-80-246-1614-8.

Bánhidi L., (1989): Szervetlen kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2192 7  
 Fehér D., (1987): Szervetlen kémia. Budapest, Tankönyvkiadó, ISBN 96 318 0282 5  
 Sunlight Photolysis of Decamethyltitanocene Dihydrosulfide Affords the Titanium Sulfide Cage Clusters (Cp\*Ti)6S8 and (Cp\*Ti)4S6 / Gyepes Róbert, Cisařová Ivana, Pinkas Jiří, Kubiřta Jiří, Horáček Michal, Mach Karel, 2013. In: European Journal of Inorganic Chemistry. - ISSN 1434-1948. - Vol. 2013, no. 19 (2013), pp. 3316-3322.  
 Experimental and computational evidence of solid-state anion- $\pi$  and  $\pi$ - $\pi$  Interactions in [VO(O2)(L)(pa)] $\cdot$ xH2O complexes (L = picolinate, pyrazinate or quinolate; Pa = picolinamide) / GYEPES Róbert, PACIGOVÁ Silvia, SIVÁK Michal, TATIERSKY Jozef, 2009. DOI 10.1039/B819875F In: New Journal of Chemistry. - ISSN 1144-0546, Vol. 33, no. 7 (2009), pp. 1515-1522., IF (2019): 3,288, Q WoS=Q2

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 6

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

**Teacher:** doc. RNDr. Róbert Gyepes, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                                   |
|--|-----------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                   |
| <b>Name of the faculty:</b> Faculty of Education   |                                   |
| <b>Code:</b> KCH/CHdb/<br>CH3/22   | <b>Name:</b> Analytical Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present  |                                   |
| <b>Number of credits:</b> 5  |                                   |
| <b>Recommended semester/trimester of study:</b> 3.   |                                   |
| <b>Level of study:</b> I.  |                                   |
| <b>Prerequisites:</b>  |                                   |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 5 credits = 125-150 hours<br>- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                   |
| <b>Results of education:</b><br>After successfully completing the course, the student will be able to:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• identify the basic conceptual and categorical apparatus of analytical chemistry, knows the basic equipment, laboratory aids and other laboratory supplies that can be used in analytical laboratory practice;</li> <li>• masters the basic analytical methods, their theoretical foundations and practical applicability from sampling to sample preparation, performing actual measurement and evaluating of measurement results.</li> </ul>  |                                   |

• can use the knowledge of the chemistry subjects which has already been completed to understand the theoretical foundations of qualitative and quantitative analysis;

Skills:

- utilize the theoretical knowledge acquired in the field of analytical chemistry in practical laboratory activities;
- correctly plan, independently search and evaluate appropriate analytical methods and their application in future practice;
- identify the professional problems that occur, examine and formulate the theoretical and practical starting points necessary for their solution, and solve them in practice;

Competencies:

- has creative thinking, independence to solve the professional chemistry problems in our changing environment, as well as to plan one's own education, and is capable of autonomous and responsible decisions within the given field;
- apply the quality requirements and the basics of current quality management methods during your work, including ensuring cleanliness and accuracy;
- is able to present his own opinion properly and professionally;
- understands the ethical, social, legal, security and economic contexts of the discipline;
- find solutions to professional problems arising in the field of analytical, critical and conceptual thinking;
- create an atmosphere of reliability, helpfulness, encouragement, attention, accepting behavior, openness, recognize and control the work style of others.

#### **Brief syllabus:**

1. Introduction - tasks and methods of analytical chemistry, basic concepts, quality of chemicals and water, basic methods of sample processing.
2. Qualitative analysis - proof, identification, methods of qualitative analysis, preliminary testing, flame tests, solubility tests, separation and detection of anions, qualitative organic analysis.
3. Qualitative analysis - division and proof of cations, class reactions of cations, selective reactions of cations and anions.
4. Gravimetry - principle, chemical equilibrium, solubility product, heterogeneous system, precipitation reactions, gravimetric factor, practical examples.
5. Titration methods - Acidimetric, alkalimetric and precipitation titrations - their principles, basic concepts, equivalent point, indicators, primary raw materials and their role in titrimetry, determination of exact concentration, practical examples
6. Titration methods - redox titrations: reactions, standard redox potential, indicators, permanganometry, bichromatometry, primary raw materials, determination of the exact concentration, practical examples.
7. Titration methods - redox titrations: iodometry and reductometry, reactions, indicators, primary raw materials, determination of the exact concentration, practical examples.
8. Chelatometry - complex compounds, buffers, primary raw materials, indicators, determination of the exact concentration, practical examples.
9. Instrumental analytical methods - spectral methods in general (the nature and properties of electromagnetic radiation, the interaction of radiation with matter). The most common spectral methods in laboratories (spectrophotometry, atomic absorption spectrometry, ICP).
10. Instrumental analytical methods - liquid chromatography, gas chromatography, principles of methods, principle of equipment, injection, separation, detection, evaluation of the chromatogram, ways of evaluating the results, practical use.
11. Instrumental analytical methods - electrochemical methods: electrode, half-cell - cell, standard electrode potential, Nernst equation, potentiometry and conductometry, voltammetry.

12. Evaluation of analytical results, parallel analyses, certified reference materials, laboratory round tests, proficiency tests, interpretation of results.
13. Basic chemometric calculations - validation of analytical methods (accuracy, precision, LOD, LOQ, measurement uncertainty).

**Literature:**

- Karlíček R., a kol. (2009): Analytická chemie pro farmaceuty. Karolinum, ISBN 97 8802 46 1453 3
- Barcza L., (2006): A mennyiségi kémiai analízis gyakorlati kézikönyve. Medicina Kiadó, ISBN: 963 2429 61 3
- Barcza L., (2007): Kvantitatív analitikai kémia. Budapest, Semmelweis Kiadó, ISBN 978 963 9656 73 4.
- Barcza L., Buvári Á., (2009): A minőségi kémiai analízis. Medicina Könyvkiadó, ISBN 978 9 6 322 6186 7
- Pokol Gy., a kol. (2011): Analitikai kémia: Egyetemi tananyag. Typotex Kiadó, ISBN 978-963-279-466-2, dostupné na internete: [http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai\\_kemia.pdf](http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai_kemia.pdf)
- Paveleková I. (2010): Analytická chémia pre študentov pedagogických fakúlt. ISBN 978-80-8082-388-7, dostupné na internete: <https://pdf.truni.sk/download?e-skripta/analchem.pdf>
- Křížek M., Šíma J. (2015): Analytická chemie. Katedra analytické chemie Přírodovědecká fakulta Univerzity Karlovy Praha, ISBN: 978-80-7394-486-5, dostupné na internete: [http://kch.zf.jcu.cz/vyuka/download/Analyticka\\_chemie\\_komplet.pdf](http://kch.zf.jcu.cz/vyuka/download/Analyticka_chemie_komplet.pdf)

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** doc. RNDr. Róbert Gyepes, PhD., Mgr. Alexandra Hengerics Szabó, PhD., Attila Kardos, PhD.

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                                |
|--|--------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                |
| <b>Name of the faculty:</b> Faculty of Education   |                                |
| <b>Code:</b> KCH/CHdb/<br>CH4/22   | <b>Name:</b> Organic Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present  |                                |
| <b>Number of credits:</b> 5  |                                |
| <b>Recommended semester/trimester of study:</b> 4.   |                                |
| <b>Level of study:</b> I.  |                                |
| <b>Prerequisites:</b>  |                                |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 5 credits = 125-150 hours<br>- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• can classify chemical compounds and transformations, can identify the chemical composition of organic compounds, can explain their structure and chemical properties,</li> <li>• can identify the basic conceptual, categorical and methodological apparatus of organic chemistry,</li> <li>• is able to derive the connections between compounds and their transformations, and can draw conclusions regarding the expected products of chemical reactions,</li> </ul>  |                                |

- acquires the basic knowledge of organic chemistry, including the division of organic compounds based on structure and the most important functional groups,
- able to solve theoretical and practical problems that arise during their work,
- knows and can apply the nomenclature of organic compounds,
- knows the basic structure and reactions of organic compounds,
- • knows the physical and chemical properties of organic compounds, as well as their effects on health and the environment,
- • learns the basic principles of organic chemistry,
- • recognize the different types of isomers: constitutional, geometric (cis-, trans) and stereo- (R/S) isomerism,
- • acquires the theoretical knowledge necessary to study and understand the subject of biochemistry;

#### Skills:

- can comprehensively analyze basic organic chemical processes,
- knows the nomenclature of organic compounds and based on this is be able to correctly writes the structural formula of the compounds,
- can explain the variety of structures and stereochemistry of organic compounds and knows their chemical reactions,
- able to solve constitutional, geometric (cis- and trans) and stereo- (R/S) isomerism tasks,
- understands the basic principles and mechanisms of chemical reactions of organic compounds,
- can plan the synthesis of a specific organic compound,
- able to design a chemical method to prove the structure of a given compound;

#### Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is committed to applying the chemical way of thinking,
- open to learning higher-level organochemical knowledge,
- understand the interactions between different groups of organic compounds,
- can explain everyday chemical problems, can assess the course of a chemical reaction, its control, and act proactively in the event of possible occupational health and safety hazards.

#### **Brief syllabus:**

1. Introduction to the subject. The History of Organic Chemistry. Types of organic compounds. Hybrid states of the carbon atoms. Stereochemistry, basic concepts of stereochemistry: configuration, conformation, chirality, geometric isomerism, optical isomerism.
2. Alkanes, cycloalkanes - the structure, nomenclature, physical and chemical properties and typical reactions of saturated hydrocarbons.
3. Alkenes, cycloalkenes - the structure, nomenclature, physical and chemical properties and typical reactions of unsaturated hydrocarbons.
4. Alkadienes, alkynes - structure, nomenclature, physical and chemical properties, typical reactions, amphoteric nature of alkynes.
5. Aromatic hydrocarbons - the structure and aromatic character of arenes. The Hückel rule. Nomenclature, physical and chemical properties and typical reactions of aromatic hydrocarbons.
6. Halogen derivatives - nomenclature, polarity of the C-X bond, dipole moment, polarizability of molecules. Physical and chemical properties and typical reactions of halogen derivatives.
7. Hydroxy derivatives of hydrocarbons - alcohols and phenols. Nomenclature and division. Physical and chemical properties. Typical reactions of alcohols and phenols.
8. Ethers, thiols - nomenclature, physical and chemical properties. Nucleophilic substitution and elimination reactions of hydroxy derivatives. Tautomerism.

9. Carbonyl compounds - aldehydes and ketones. Nomenclature, physical and chemical properties. Structure of the carbonyl group (spatial and electronic structure). Reactions of oxo compounds.
10. Carboxyl compounds - nomenclature, spatial and electronic structure of the carboxyl group, physical and chemical properties. Reactions of carboxylic acids, decarboxylation, esterification.
11. Carboxylic acid derivatives. Functional derivatives: acyl halides, anhydrides, esters, amides. Substitution derivatives of carboxylic acids: halogen carboxylic acids, hydroxy carboxylic acids, amino acids,  $\beta$ -dicarbonyl compounds.
12. Nitrogen-containing organic compounds - nitro compounds and amines. Electronic structure and spatial arrangement of functional groups. Physical and chemical properties. Basic nature and reactions of amines.
13. Heterocyclic compounds, their structure, nomenclature, physical and chemical properties. Acidic and basic character of heterocyclic compounds.

**Literature:**

- Devínsky F., a kol.(2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
- Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
- Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
- Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9
- Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789 6328 4113 7
- McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
- Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

**Teacher:** Dr. habil. PaedDr. György Juhász, PhD., Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                           |
|--|---------------------------|
| <b>Name of the university:</b> J. Selye University   |                           |
| <b>Name of the faculty:</b> Faculty of Education   |                           |
| <b>Code:</b> KCH/CHdb/<br>CH5/22   | <b>Name:</b> Biochemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present  |                           |
| <b>Number of credits:</b> 5  |                           |
| <b>Recommended semester/trimester of study:</b> 5.   |                           |
| <b>Level of study:</b> I.  |                           |
| <b>Prerequisites:</b>  |                           |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 5 credits = 125-150 hours<br>- 52 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 47-72 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                           |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• can classify chemical compounds and chemical transformations, can identify the chemical structure of natural macromolecular substances, can explain their structure and chemical properties;</li> <li>• able to identify the basic conceptual, categorical and methodological apparatus of biochemistry,</li> <li>• knows and can apply the nomenclature of biologically important compounds;</li> <li>• knows the basic principles of the primary, secondary, tertiary and quaternary structure of hydrocarbons, peptides and proteins;</li> </ul>  |                           |

- can explain the connections between biological function and the chemical structure of the cell membrane;
- knows the role of organic molecules in biological processes, from their entry into the body to their removal from the body;
- acquires knowledge of the basic biochemical processes taking place in living organisms and gets a comprehensive picture of the chemical laws of living organisms;
- able to create interdisciplinary connections between chemistry and biology;

**Skills:**

- capable of comprehensive analysis of basic chemical phenomena in the field of biochemistry;
- able to describe the structure of macromolecular organic substances;
- can explain the variety of their structures, their stereochemistry and know their chemical reactions;
- able to explain the biological function of macromolecular substances based on their structure;
- understand the basic principles and mechanisms of chemical reactions of biochemical compounds;
- able to propose a chemical method to prove the chemical structure of a given compound

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- apply chemical thinking in biological systems;
- able to understand the principle of the structure of organic macromolecules and explain their biological function;
- open to learning higher level organochemical knowledge;
- understand the interactions between different groups of organic compounds;
- able to explain everyday biochemical problems

**Brief syllabus:**

1. Introduction to the subject. The subject of biochemistry. Biochemistry as an interdisciplinary science.
2. Carbohydrates, their biological importance and division. Monosaccharides - Fischer, Tollens, Haworth formulas. Oligosaccharides, polysaccharides - chemical structure.
3. Simple lipids - chemical structure, biological importance. Comparison of fats, oils and waxes. Complex lipids.
4. Composition of biological membranes. Material transport processes through the membrane.
5. Amino acids, the structure and general properties of amino acids, optical activity, isoelectric point. The division of amino acids. Essential amino acids.
6. Peptides. Peptide bond formation and structure. Biologically significant peptides. Proteins - their structure and distribution.
7. Enzymes. The composition of enzymes, the active center of the enzyme. Specificity of enzymes. Mechanism of action of enzymes. Michaelis - Menten equation. Michaelis constant. Inhibitors and their types.
8. Chemical processes in living organisms. Characteristics, nature and importance of redox reactions.
9. Krebs cycle - citric acid cycle. The respiratory chain. Oxidative phosphorylation.
10. Carbohydrate metabolism. Anabolism of carbohydrates - photosynthesis, phases of photosynthesis. Carbohydrate catabolism - glycolysis under aerobic and anaerobic conditions.
11. Lipid metabolism. Hydrolysis of lipids. Breakdown of fatty acids. Biosynthesis of fatty acids. Lipid biosynthesis.
12. The nitrogen cycle in nature. Protein metabolism - anabolism and catabolism of proteins. Urea cycle (ornithine cycle).

**Literature:**

Vodrážka Z. a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4

Šajter V., (2006) : Biofizika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3

Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7

Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x

Mandl J., Hrabák A., Mészáros Gy., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6

Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2

Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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

Hungarian or Slovak

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

Total number of evaluated students: 0

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

**Teacher:** prof. Róbert Mészáros, DSc., Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                                 |
|--|---------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                 |
| <b>Name of the faculty:</b> Faculty of Education   |                                 |
| <b>Code:</b> KCH/CHdb/<br>CH6/22   | <b>Name:</b> Physical Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 2 / 2 <b>For the study period:</b> 26 / 26<br><b>Methods of study:</b> present  |                                 |
| <b>Number of credits:</b> 3  |                                 |
| <b>Recommended semester/trimester of study:</b> 6.   |                                 |
| <b>Level of study:</b> I.  |                                 |
| <b>Prerequisites:</b>  |                                 |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam of the course consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 3 credits = 75-90 hours<br>- 52 hours of participation in contact classes; 5 hours of preparing and solving seminar tasks;<br>18-33 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                 |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• is able to identify the basic conceptual, categorical and methodological apparatus of physical chemistry;</li> <li>• is able to analyze basic chemical phenomena based on selected aspects;</li> <li>• is able to establish relationships between chemical substances and their transformations, and is able to draw conclusions regarding the expected products of chemical reactions;</li> <li>• knows the concept of real and ideal gases and knows the laws applicable to them;</li> <li>• understands the concept of thermodynamic system, state variables and state functions;</li> </ul>  |                                 |

- understands the axiomatic structure of equilibrium thermodynamics and its consequences;
- knows the concepts of internal energy, work, heat and enthalpy;
- knows and understands the statistical and thermodynamic definition of entropy;
- understands the concept of Gibbs and Helmholtz free energy;
- knows the conditions for the phase equilibrium of single-component systems, as well as the Gibbs phase law;
- knows the concepts of partial molar quantities and chemical potential;
- knows the differences between real and ideal mixtures;
- understands the thermodynamic bases of chemical balances;
- knows the basics of electrochemistry; knows the types of electrode processes and their practical applications;

Skills:

- can creatively use the methods and techniques of mathematics or logic, is able to define a specific theoretical and practical problem, and provide typical basic arguments and solutions;
- is able to apply the ideal and real gas laws during the calculations required in practice and research;
- is able to apply the acquired theoretical knowledge in practical tasks of physical chemistry;
- is able to perform basic thermochemical calculations;
- is able to distinguish between equilibrium and non-equilibrium systems;
- can judge whether a chemical process can occur spontaneously;
- is able to perform basic reaction kinetic calculations by solving rate equations;
- is able to perform calculations regarding the chemical equilibrium and the equilibrium state of the solution;
- is able to solve tasks related to electrochemical and redox processes;

Competencies:

- able to use analytical, critical and conceptual thinking when solving basic chemical problems and specific professional problems;
- strives to work professionally and using the latest knowledge;
- willing to accept new results and recognize the limitations of existing theories;
- is characterized by creative thinking and independence, while deepening his knowledge and being able to perform effective work independently;
- his approach to solving practical problems of physical chemistry is active and responsible.

**Brief syllabus:**

1. The kinetic gas theory, the pressure of ideal gases, internal energy of ideal gases, equipartition theorem, velocity distribution of gas molecules. Theory of real gases.
2. Absolute temperature scale. The zeroth law of thermodynamics.
3. Basics of chemical thermodynamics: system, state indicators, state functions. Energy, internal energy, work and heat.
4. The first law of thermodynamics and its applications: volumetric work, heat and enthalpy. Heat capacity/specific heat.
5. Thermochemistry: the standard enthalpy change and its more important types, Hess' theorem.
6. Spontaneous processes, statistical and thermodynamic definition of entropy. The second law of thermodynamics. The efficiency of heat engines.
7. Direction of spontaneous processes in non-isolated systems: Gibbs and Helmholtz free energy.
8. Molar free enthalpy. Phase equilibria in single-component systems, phase diagrams and their significant points. Gibbs' phase law.
9. Partial molar quantities, chemical potential. Chemical potential of ideal gases, mixtures of ideal gases. Chemical potential of ideal mixtures.
10. Spontaneous chemical reactions, chemical equilibrium, solubility equilibrium.

11. Colligative properties of multicomponent systems: ebullioscopy, cryoscopy, osmosis.  
 12. Electrode processes, types of electrodes. Galvanic elements: batteries, fuel cells. Electrolysis.  
 13. Boundary surface phenomena. Colloids and nanosystems.

**Literature:**

- Atkins P.W., (1991) : Fizikai kémia I-III. a tankönyvi feladatok megoldására. Tankönyvkiadó, ISBN 96 318 4350 5  
 Atkins P. W., (2002): Fizikai kémia I. Egyensúly. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 3314 8  
 Atkins P. W.,(2002): Fizikai kémia II. Szerkezet. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 2145 X  
 Atkins P.W.,(2013): Fyzikální chemie, - 1. vyd. - Praha : Vysoká škola chemicko-technologická, 2013. - 915 s. - ISBN 978-80-7080-830-6.  
 Čipera J., (1990): Fyzikálna chémia. Bratislava: Osveta, ISBN 80 217 0134 x  
 Ulický L., a kol. (1972) : Štruktúra tuhej fázy. - 1. vyd. – Bratislava, SVŠT v Bratislave- 130 s.  
 László K., a kol. (2012): Fizikai kémia I. Kémiai termodinamika - 2. vyd. - Typotex Kiadó, ISBN 978-963-279-473-0, dostupné na internete: [https://oszkdk.oszk.hu/storage/00/00/59/78/dd/1/Fizikai\\_K\\_mia\\_I\\_anim\\_ci\\_k\\_n\\_lk\\_l\\_V2.pdf](https://oszkdk.oszk.hu/storage/00/00/59/78/dd/1/Fizikai_K_mia_I_anim_ci_k_n_lk_l_V2.pdf)  
 Zrínyi M. (2015): A fizikai kémia alapjai. Budapest: Semmelweis Kiadó, ISBN: 978-963-331-367-1, dostupné na internete: [http://real.mtak.hu/30641/1/Fizikai\\_kemia\\_e-book.pdf](http://real.mtak.hu/30641/1/Fizikai_kemia_e-book.pdf)  
 Malijevský A. (2005): Physical chemistry in brief, Institute of Chemical Technology, Prague Faculty of Chemical Engineering, dostupné na internete: <https://old.vscht.cz/fch/en/tools/breviary-online.pdf>

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. Róbert Mészáros, DSc., Attila Kardos, PhD., Dr. habil. PaedDr. György Juhász, PhD., Dr. habil. Imre Varga, PhD.

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                                    |
|--|------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                    |
| <b>Name of the faculty:</b> Faculty of Education   |                                    |
| <b>Code:</b> KCH/CHdb/<br>CHV/22   | <b>Name:</b> Chemical calculations |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |                                    |
| <b>Number of credits:</b> 3  |                                    |
| <b>Recommended semester/trimester of study:</b> 3.   |                                    |
| <b>Level of study:</b> I.  |                                    |
| <b>Prerequisites:</b>  |                                    |
| <b>Conditions for passing the subject:</b><br>The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achievable points.<br>During the evaluation of the semester, the grade includes the followings: <ul style="list-style-type: none"> <li>● the student's performance on the written test</li> <li>● the results of the assignments.</li> </ul> Final grade will be calculated on the following basis: $(1 \times \text{the \% expression of the performance achieved on the assignments} + 2 \times \text{the \% expression of the performance achieved in the written test}) / 3$ .<br>Total student load: 3 credits = 75-90 hours, of which:<br>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |                                    |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has practical knowledge of basic chemical calculations, which serve as a basis for future practical and research work as well;</li> <li>● has special knowledge of mathematics and other natural science disciplines, which are necessary for the application of this knowledge;</li> <li>● knows the concepts related to the formulas of chemical substances;</li> <li>● understands the nature of the interpretation of chemical equations;</li> <li>● knows the basic laws of balancing chemical equations;</li> <li>● knows and able to characterize the gas laws;</li> </ul>  |                                    |

- knows and able to characterize electrochemical processes;
- knows and able to describe the following concepts: heat of formation, heat of reaction;
- knows thermochemical laws;
- knows and is able to characterize the concept of electrolytic dissociation.

Skills:

- can creatively use the schemes, models, methods and tools of chemistry;
- is able to use basic chemical calculations to calculate the amount of material;
- actively apply the laws when balancing chemical equations;
- actively apply the laws during stoichiometric calculations;
- actively apply the gas laws during chemical calculations;
- actively applies Faraday's laws during chemical calculations;
- calculates the heat of formation, reaction enthalpy and reaction enthalpies of thermochemical reactions;
- actively applies thermochemical laws during chemical calculations;
- able to perform basic chemical calculations in the field of protolytic equilibria;

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- capable of independent and efficient activity.
- takes an active and responsible approach to the completion of course tasks.

**Brief syllabus:**

1. Basic stoichiometric calculations
2. Composition of solutions – stoichiometric calculations.
3. Calculations for the amount of reaction products in case of an excess of reactants.
4. Calculation of the purity of the product and the yield of the chemical reaction.
5. Thermochemistry – formation and reaction heat;
6. Thermochemistry - thermochemical laws.
7. The gas laws. Ideal gases.
8. Equilibria in aqueous solutions - degree of dissociation of weak electrolytes.
9. Equilibrium of protolytic reactions - pH, characteristics of acidity and basicity of solutions.
10. Equilibrium of proton transfer reactions - pH of solutions of acids, bases and salts.
11. Redox balances - the dependence of the electrode potential on the concentration.
12. Electrochemical calculations - Faraday's laws.

**Literature:**

- Krätzmár-Šmogrovič, J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8
- Fajnor V.,(1992) Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
- Kotočová A, Valigura D.(1993): Všeobecná chémia- Návody na laboratórne cvičenia. Bratislava: STU, ISBN 80 227 0560 8
- Csányi C., (2002): Kémiai példatár és tesztyűjtemény megoldásokkal. Budapest, ISBN 96 31 6211 2 X
- Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
- Mayer J., (2002): Módszertani stratégiák 4. Országos Közoktatási Intézet, ISBN 9636825033
- Borissza, E., Villányi, A. & Zentai, G. (2006). Ötösöm lesz genetikából . - 5. vyd. - Budapest: Műszaki Könyvkiadó Kft., 2006. - 319 s. - ISBN 963 16 2836 1.

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

|   |     |       |     |     |     |
|---|-----|-------|-----|-----|-----|
| Hungarian or Slovak   |     |       |     |     |     |
| <b>Notes:</b>   |     |       |     |     |     |
| <b>Evaluation of subjects</b>   |     |       |     |     |     |
| Total number of evaluated students: 1   |     |       |     |     |     |
| A   | B   | C     | D   | E   | FX  |
| 0.0   | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.  |     |       |     |     |     |
| <b>Date of last update:</b> 12.05.2023  |     |       |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |       |     |     |     |

## INFORMATION SHEET

|  |                                       |
|--|---------------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                       |
| <b>Name of the faculty:</b> Faculty of Education   |                                       |
| <b>Code:</b> KCH/CHdb/<br>DCH/22   | <b>Name:</b> The history of chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |                                       |
| <b>Number of credits:</b> 1  |                                       |
| <b>Recommended semester/trimester of study:</b> 6.   |                                       |
| <b>Level of study:</b> I.  |                                       |
| <b>Prerequisites:</b>  |                                       |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the assignments, in addition to the right solutions, the content and form requirements, as well as compliance with the submission deadline, are also taken into account.<br>Total student load: 1 credit = 25-30 hours, of which<br>- participation in 13 hours of classroom teaching; 12-14 hours of preparation of assignments, seminar work and presentation,<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.   |                                       |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● knows the historical and theoretical foundations of the given discipline, as well as its interdisciplinary overlaps and connections;</li> <li>● knows the chronological overview in the development of chemistry as a science;</li> <li>● learn about the basic laws of chemistry and the milestones of its development through the history of chemistry;</li> <li>● gets to know the history of the development of chemistry;</li> <li>● knows the significant figures and results of the development of chemistry;</li> <li>● recognizes and understands the beginnings and foundations of scientific investigation;</li> <li>● knows the most important discoveries and basic laws that advance chemistry.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● is able to adapt his knowledge to the planning a chemistry class;</li> <li>● is able to interpret chemistry in the context of interdisciplinary relations with history;</li> <li>● usefully applies the acquired knowledge during his future career.</li> <li>● is able to make responsible decisions, and reports facts and misconceptions about the history of chemistry.</li> </ul> <b>Competencies:</b> |                                       |

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- seeks to understand the basic relationships of chemistry;
- is able to understand and communicate the acquired knowledge professionally and comprehensibly.

**Brief syllabus:**

1. Chemistry in early communities (early metallurgy, Bronze Age and Iron Age), "chemistry" in ancient Egypt.
2. Chemistry in the Middle Ages: The Persian-Arabic foundations of alchemy, alchemy in Europe.
3. Chemistry in 17th and 18th century Europe. The phlogiston theory.
4. Outstanding chemists and their contribution to the development of chemistry: Lavoisier, Proust, Dalton, Berzelius.
5. The foundations of modern chemistry in the 19th century, the discovery of new elements.
6. Birth and development of organic chemistry; the development of the chemical industry.
7. Atomic theories. J.J. Thomson and the discovery of the electron, E. Rutherford and the discovery of the proton, the discovery of the neutron.
8. Chemistry in the 20th century: the development of quantum chemistry.
9. Discovery of radioactivity and its significance for the further development of chemistry.
10. Chemistry Nobel laureates.

**Literature:**

Balázs Lóránt: A kémia története I. / - 1. vyd. - Szekszárd : Nemzeti Tankönyvkiadó RT., 1996. - 567 s. - ISBN 963 18 7183 5.

Balázs Lóránt: A kémia története II. / - 1. vyd. - Szekszárd : Nemzeti Tankönyvkiadó RT., 1996. - 1075 s. - ISBN 963 18 7343 9.

Linkešová, M., (2010): Kapitoly z histórie chémie 2. prepracované vydanie. – Trnava, Pedagogická fakulta Trnavskej univerzity v Trnave, 145s. - ISBN 978-80-8082-399-3, dostupné online: <http://katchem.truni.sk/prilohy/Kapitoly%20z%20historie%20chemie.pdf>

Cídlová, H. et al , (2011) : Historie chemie. Studijní materiál je určen pro studenty volitelného předmětu Historie chemie. Je součástí řešení projektu FR VŠ 464/2011. dostupné online: <http://www.ped.muni.cz/wchem/sm/hc/hist/default.htm>

Balázs, L., (1996): A kémia története I-II. Budapest, Nemzeti Tankönyvkiadó, 1075s., - ISBN 963-18-7344-7.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Attila Kardos, PhD., Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KCH/CHdb/<br>MPC/22  | <b>Name:</b> Mathematics for chemistry majors |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 3   |   |
| <b>Recommended semester/trimester of study:</b> 2.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate in the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 3 credits = 75-90 hours<br>- 26 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 23-38 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• • has knowledge of basic high school math calculations at a level that serves as a basis for practice and research;</li> <li>• has the special knowledge of mathematics and other natural science disciplines that are necessary for the application of this knowledge;</li> <li>• knows the basic concepts of algebra;</li> <li>• knows the definition and properties of vectors; can characterize the linear dependence of vectors;</li> </ul>  |   |

- knows and can define matrices; knows equivalent matrix arrangements;
- knows the concept of the determinant of a matrix and can calculate its value;
- knows and can write a system of linear equations;
- knows the methods of solving the system of linear equations;
- knows and can characterize the properties of functions;
- knows the concept of limits and derivatives of functions and their application in chemistry;
- knows the concept and application of primitive function and indefinite integral in chemistry.

Skills:

- knows the method of solving linear differential equations with separable variables;
- applies basic mathematical calculations in the above subjects;
- actively uses mathematical tools when solving chemical problems;
- actively applies the methods of solving algebraic equations in chemistry;
- actively applies the derivation and integration of functions in chemistry;
- is able to perform basic mathematical calculations in reaction kinetics.

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- capable of independent and efficient activity.
- takes an active and responsible approach to the completion of subject tasks.

#### **Brief syllabus:**

1. Introduction to the subject.
2. Introduction to algebra.
3. Vectors, linear dependence of vectors.
4. Matrices and determinants.
5. Systems of linear equations and their application in chemistry.
6. Solving algebraic equations.
7. Introduction to mathematical analysis.
8. Functions - properties of functions and elementary functions.
9. The limit and continuity of the function.
10. Derivation and use of functions in chemistry.
11. The concept of the primitive function and the indefinite integral.
12. Differential equations.

#### **Literature:**

Valo, Dušan: Matematika pre chemikov – pracovné listy z vybraných kapitol, Fakulta prírodných vied, Univerzita Konštantína Filozofa v Nitre, 2006, ISBN 80-8094-049-5, [http://www.km.fpv.ukf.sk/upload\\_publikacie/20110913\\_115157\\_\\_1.pdf](http://www.km.fpv.ukf.sk/upload_publikacie/20110913_115157__1.pdf)

Krajňáková D., Míčka J., Macháčová L., (1988): Zbierka úloh z matematiky. Bratislava, Alfa, 538 s. - ISBN 0002566

Obádovics, J. Gyula: Matematika, Sclar Kiadó Budapest, 1996

Buša J., Schrötter Š. (2015): Stredoškolská matematika pre študentov FEI TU v Košiciach. ISBN 978-80-553-2193-6, dostupné na internete: [http://people.tuke.sk/jan.busa/SM/Busa\\_Schrotter\\_Stredoskolska\\_matematika\\_2015.pdf](http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf)

Turzík D. a kol. (2011): Základy matematiky pro bakaláře. Vysoká škola chemicko-technologická v Praze. ISBN: 978-80-7080-787-3, dostupné na internete: [http://147.33.74.135/knihy/uid\\_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf](http://147.33.74.135/knihy/uid_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf)

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

Hungarian or Slovak

|   |      |      |      |     |      |
|---|------|------|------|-----|------|
| <b>Notes:</b>   |      |      |      |     |      |
| <b>Evaluation of subjects</b>   |      |      |      |     |      |
| Total number of evaluated students: 4   |      |      |      |     |      |
| A   | B    | C    | D    | E   | FX   |
| 0.0   | 25.0 | 25.0 | 25.0 | 0.0 | 25.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD.  |      |      |      |     |      |
| <b>Date of last update:</b> 12.05.2023  |      |      |      |     |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |      |      |      |     |      |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>OB/22  | <b>Name:</b> Bachelor's Thesis and Defense |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 8  |  |
| <b>Recommended semester/trimester of study:</b> 5., 6..  |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br><p>While writing the Bachelor thesis, the student follows the instructions of the supervisor and the Rector's guidelines on the preparation, registration, access and archiving of Bachelor and Master's theses, dissertations and habilitation theses written at Selye János University. The recommended length of the Bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters with spaces). The deadline for submission of the Bachelor thesis is specified in the timetable for the academic year. The Bachelor thesis is checked for authenticity in the central register of final theses. A report is drawn up on the outcome.</p> <p>The examination of authenticity is a prerequisite for the defence. The submission of the Bachelor thesis includes a licence agreement between the student and the Slovak Republic, represented by the University, on the use of digital copies of the Bachelor thesis.</p> <p>The Bachelor thesis is evaluated by the supervisor and the assessor who prepare their evaluation on the basis of the criteria provided.</p> <p>The supervisor mainly assesses the fulfilment of the objective, the student's autonomy and initiative in the development of the topic, the cooperation with the supervisor, the logical structure of the Bachelor thesis, the chosen methods and methodology, the professional quality of the thesis, the depth and quality of the development of the topic, the usefulness of the thesis, the applicability of its results, the work with literature, the relevance of the sources used, as well as the formal features, spelling, style and originality of the thesis.</p> <p>The assessor focuses on the relevance and appropriateness of the topic of the thesis, the aim of the thesis and its fulfilment, the logical structure of the Bachelor thesis, the sequencing and division of chapters, the appropriateness of the methods and methodology used, and the professional quality of the thesis, the depth and quality of the treatment of the topic, the usefulness of the thesis, the applicability of its results, the work with the literature, the relevance of the sources used, and the formal features, spelling, style and originality of the thesis.</p> <p>The examination board will assess the originality of the thesis, the degree of student involvement in the solution of the academic problem, the student's self-reliance and ability to solve the scientific problem - including the search for literature, the formulation of objectives, the choice of method, the selection of research material, the ability to evaluate, the ability to discuss the results, the summary and presentation of the results, and the relevance to the educational process, etc.</p> |  |

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

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

The grading scale is A - 100-90%, B - 89-80%, C - 79-70%, D - 69-60%, E - 59-50%. A student who does not achieve 50% will not receive credit.

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

### **Results of education:**

Knowledge:

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

Skills:

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

Competences:

The student is able to

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

### **Brief syllabus:**

The procedure for defending the Bachelor Thesis is as follows:

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

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

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

|   |     |     |     |     |     |
|---|-----|-----|-----|-----|-----|
| <p>4. The conclusions and proposals drawn by the student.<br/> A copy of the thesis and its electronic presentation are provided to the student during the presentation. The student presents the thesis on his own for a minimum of 10 minutes. He/she may use computing devices.<br/> The final thesis is available to the committee before and during thesis defence.</p>  |     |     |     |     |     |
| <p><b>Literature:</b><br/> Katuščák, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004.<br/> Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na <a href="https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf">https://www.ujs.sk/documents/Smernica_c.2-2021o_zaverecnych_pracach_.pdf</a></p> |     |     |     |     |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/> Hungarian or Slovak</p>  |     |     |     |     |     |
| <p><b>Notes:</b></p>  |     |     |     |     |     |
| <p><b>Evaluation of subjects</b><br/> Total number of evaluated students: 0</p>   |     |     |     |     |     |
| A   | B   | C   | D   | E   | FX  |
| 0.0   | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <p><b>Teacher:</b></p>  |     |     |     |     |     |
| <p><b>Date of last update:</b> 26.06.2023</p>   |     |     |     |     |     |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>  |     |     |     |     |     |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>PC1/22   | <b>Name:</b> The basics of laboratory practice |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 4  |  |
| <b>Recommended semester/trimester of study:</b> 1.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account.<br>At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%.<br>Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly.<br>The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows:<br>$\text{Final grade} = (\text{average \% rating of the lab reports} + 2 \times \text{\% result of the written examination}) / 3.$ Total student load: 4 credits = 100-120 hours<br>- 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has practical knowledge of basic laboratory techniques and safe laboratory work, which serve as the basis for general practice and research work in every laboratories;</li> <li>● can describe basic laboratory equipment;</li> <li>● is able to describe basic laboratory operations;</li> <li>● can describe the basic separation methods;</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● gains the necessary practical skills during mandatory laboratory exercises;</li> </ul>  |  |

- is able to apply solutions to methodological, professional and practical problems of chemistry;
- knows how to work with basic laboratory equipment;
- is able to process notes on laboratory exercises in a protocol;
- handles chemicals effectively and safely;

Competencies:

- develops creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is able to work effectively independently, emphasizing compliance with safety regulations during work in the chemical laboratory;
- takes an active and responsible approach to the completion of subject tasks.

**Brief syllabus:**

1. Introduction to laboratory practice. Laboratory safety specifications. Safety and occupational safety in the laboratory, occupational hygiene in the chemical laboratory, first aid in the event of a workplace accident, fire protection.
2. Materials used in the chemical laboratory - glass, porcelain, rubber, cork, paper, metals, alloys and other materials.
3. Basic laboratory operations - burners and heating devices, heating, temperature measurement, annealing, drying, cooling.
4. Basic laboratory operations - scales and mass measurement.
5. Basic laboratory operations - laboratory volume measurement devices, volume measurement.
6. Basic laboratory operations - density measurement, determination of density with a pycnometer.
7. Preparation of solutions - dissolution, solubility.
8. Purification and separation methods - characteristics of the basic separation methods (decantation, centrifugation, crystallization, sublimation, distillation).
9. Separation by decantation and filtration (classical and reduced pressure). Crystallization.
10. Separation with a separatory funnel.
11. Distillation at atmospheric pressure and vacuum distillation, distillation of a homogeneous mixture.
12. Thin-layer chromatography.

**Literature:**

- Fajnor V., a kol. ( 1992) : Laboratórna technika, názvoslovie a chemické výpočty. UK Bratislava, ISBN 80 223 0436 0
- Hugyivárová, M. & Szarka, K. (2015). Szervetlen kémia praktikum. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 50 s. ISBN 978-80-8122-134-7.
- Gyepes, R., Katarína SZARKA, Ondrej HEGEDŰS & Róbert MÉSZÁROS. A laboratóriumi technika alapjai = Základy laboratórnej techniky Vysokoškolská učebnica pre študentov pedagogických fakúlt zameraním na aprobačný predmet chémia a/alebo biológia s vyučovacím jazykom maďarským: Tankönyv a kémia- és/vagy biológiatest szakos hallgatók részére. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 86 s. ISBN 978-80-8122-402-7
- Kiss Zs., (2004) : Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
- Kotočová A., Valigura D., (1993) : Všeobecná chémia - Návodý na laboratórne cvičenia. Bratislava STU, ISBN 80 227 0560 8
- Sík J., (1992): Kémiai számítások képletgyűjteménye. Budapest, Műszaki Könyvkiadó, ISBN 963 10 9419 7
- Vargová, Z. a kol. (2019). Základné laboratórne cvičenia z anorganickej chémie. Košice: ŠafárikPress, 2019, ISBN 978-80-8152-794-4 (e-publikácia) (dostupné na internete: <https://>

unibook.upjs.sk/img/cms/2019/pf/zakladne-laboratorne-cvicenia-z-anorganickej-chemie-final.pdf )

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 7

| A   | B     | C     | D   | E   | FX    |
|-----|-------|-------|-----|-----|-------|
| 0.0 | 14.29 | 28.57 | 0.0 | 0.0 | 57.14 |

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

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>PC2/22   | <b>Name:</b> Laboratory practices in inorganic chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 4  |  |
| <b>Recommended semester/trimester of study:</b> 2.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account.<br>At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%.<br>Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly.<br>The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows:<br>$\text{Final grade} = (\text{average \% rating of the lab reports} + 2 \times \text{\% result of the written examination}) / 3.$ Total student load: 4 credits = 100-120 hours<br>- 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• has practical knowledge of basic laboratory techniques, safe experimental activities, selected chemical syntheses of inorganic chemistry, which serve as a basis for practice and research;</li> <li>• is able to characterize the inorganic substances of selected chemical syntheses (starting materials, products);</li> <li>• is able to describe the chemical principles of selected chemical syntheses;</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• has the practical skills acquired during mandatory laboratory exercises;</li> </ul>   |  |

- is able to solve the basic methodological work procedure and practical problems of inorganic chemistry;
- can perform basic inorganic syntheses according to a specific procedure;
- knows the stoichiometric calculations required to calculate the amounts of reactants and products;
- knows how to calculate the yield of the product produced during chemical synthesis;
- can summarize the results of his observations from chemical syntheses and record his notes made during laboratory exercises;
- handles chemicals efficiently and safely.

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is able to work effectively independently, emphasizing compliance with safety regulations during work in the chemical laboratory;
- takes an active and responsible approach to the completion of subject tasks.

**Brief syllabus:**

1. Safety and health protection in the chemical laboratory. Laboratory regulations.
2. Production of elements - (under laboratory conditions) in gaseous state.
3. Production of elements - (under laboratory conditions) in solid state.
4. Production of oxides.
5. Production of acids.
6. Production of hydroxides.
7. Preparation of salts - chlorides.
8. Production of salts - carbonates.
9. Determination of the mass ratio of water in carbohydrates.
10. Production of salts - double salts.
11. Production of coordination compounds.

**Literature:**

- Fajnor V., (1992): Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
- Hugyivárová, M. & Szarka, K. (2015). Szervetlen kémia praktikum. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 50 s. ISBN 978-80-8122-134-7.
- Gyepes, R., Katarína SZARKA, Ondrej HEGEDŰS & Róbert MÉSZÁROS. A laboratóriumi technika alapjai = Základy laboratórnej techniky Vysokoškolská učebnica pre študentov pedagogických fakúlt zameraním na aprobačný predmet chémia a/alebo biológia s vyučovacím jazykom maďarským: Tankönyv a kémia- és/vagy biológiatanár szakos hallgatók részére. 1. vyd. Komárno: Univerzita J. Selyeho, 2021. 86 s. ISBN 978-80-8122-402-7
- Kotočová A., Valigura D., (1993): Všeobecná chémia- Návody na laboratórne cvičenia. Bratislava, Slovenská technická univerzita, ISBN 80 227 0560 8
- Sík J., (1992): Kémiai számítások képletgyűjteménye. Budapest, Műszaki Könyvkiadó, ISBN 963 10 9419 7
- Kiss Zs., (2004): Összefoglaló feladatgyűjtemény – Kémiából – Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
- Vargová, Z. a kol. (2019). Základné laboratórne cvičenia z anorganickej chémie. Košice: ŠafárikPress, 2019, ISBN 978-80-8152-794-4 (e-publikácia) (dostupné na internete: <https://unibook.upjs.sk/img/cms/2019/pf/zakladne-laboratorne-cvicenia-z-anorganickej-chemie-final.pdf>)

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

|   |       |       |     |     |      |
|---|-------|-------|-----|-----|------|
| Hungarian or Slovak   |       |       |     |     |      |
| <b>Notes:</b>   |       |       |     |     |      |
| <b>Evaluation of subjects</b>   |       |       |     |     |      |
| Total number of evaluated students: 6   |       |       |     |     |      |
| A   | B     | C     | D   | E   | FX   |
| 0.0   | 33.33 | 16.67 | 0.0 | 0.0 | 50.0 |
| <b>Teacher:</b> Mgr. Katarína Szarka, PhD., Mgr. Alexandra Hengerics Szabó, PhD.  |       |       |     |     |      |
| <b>Date of last update:</b> 12.05.2023  |       |       |     |     |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |       |       |     |     |      |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KCH/CHdb/<br>PC3/22   | <b>Name:</b> Laboratory practices in analytical chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 4  |   |
| <b>Recommended semester/trimester of study:</b> 3.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account.<br>At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%.<br>Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly.<br>The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows:<br>$\text{Final grade} = (\text{average \% rating of the lab reports} + 2 \times \text{\% result of the written examination}) / 3.$ Total student load: 4 credits = 100-120 hours<br>- 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• has practical knowledge of basic laboratory techniques and safe experimental activities in the field of analytical chemistry, which serve as a basis for later laboratory practice and research;</li> <li>• is able to identify the basic conceptual and categorical apparatus of analytical chemistry;</li> <li>• knows how to handle basic equipment, laboratory equipment and other laboratory tools useful in laboratory analytical practice;</li> <li>• is proficient in basic analytical methods and has practical experience in their implementation, as well as in the use of basic laboratory equipment that serves as a basis for practice and research;</li> </ul>  |   |

**Skills:**

- is able to solve the methodological, professional or practical problems of chemistry;
- has the practical skills acquired in the field of laboratory activities in the framework of mandatory laboratory exercises;
- is able to perform basic analytical methods related to the analysis of less complex matrices;
- is able to plan, perform and evaluate basic chemical analysis tasks and results;
- is able to sufficiently and systematically explain and apply the knowledge acquired in the course in his future teaching practice;

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is able to present his own opinion properly and professionally;
- is able to comprehensively analyze basic chemical phenomena in the field of analytical chemistry;
- is able to propose solutions in the field of analytical, critical and conceptual thinking when solving specific professional problems;
- practically and safely applies simple analytical methods to analyze different samples;
- is able to design and manage simple laboratory tests and exercises.

**Brief syllabus:**

1. The classical way of classification of cations and anions. The characteristic reactions of the I., II. and III. group of cations.
2. The characteristic reactions of the IV. and V. group of cations. The classification of the I. and II. group of cations.
3. The differentiation of the III. and IV. group of cations. Characteristic reactions of anions.
4. Application of the classical method of cation separation to separate cations in an unknown sample.
5. Introduction to volumetric analysis. Standardization of measuring solutions in volumetric analysis.
6. Alkalimetric determination of weak acids. Determination of the acetic acid content of vinegar.
7. Acidimetry. Determination of the alkalinity of sodium hydroxide.
8. Complexometry. Chelatometric determination of water hardness.
9. Indirect chelatometric determinations. Indirect determination of sulfates.
10. Back-measurement chelatometric determinations. Determination of aluminum.
11. Precipitation titration. Argentometry. Determination of chlorides according to Mohr.
12. Redox titrations. Manganometry. Determination of the iron content of the sample.
13. Redox titrations. Bromatometry. Determination of arsenic compounds.

**Literature:**

- Orosz Gy.,(1998): Szerves kémiai praktikum. Nemzeti Tankönyvkiadó, ISBN: 96 318 8408 2
- Karlíček R., a kol. (2009): Analytická chemie pro farmaceuty. Karolinum, ISBN 97 8802 46 1453 3
- Barcza L., (2006): A mennyiségi kémiai analízis gyakorlati kézikönyve. Medicina Kiadó, ISBN: 963 2429 61 3
- Barcza L., (2007): Kvantitatív analitikai kémia. Budapest, Semmelweis Kiadó, ISBN 978 963 9656 73 4.
- Barcza L., Buvári Á., (2009): A minőségi kémiai analízis. Medicina Könyvkiadó, ISBN 978 9 6 322 6186 7
- Pokol Gy., a kol. (2011):Analitikai kémia: Egyetemi tananyag. Typotex Kiadó, ISBN 978-963-279-466-2, dostupné na internete: [http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai\\_kemia.pdf](http://oktatas.ch.bme.hu/oktatas/konyvek/anal/AnalKemBSc/Analitikai_kemia.pdf)

Paveleková I. (2010): Analytická chémia pre študentov pedagogických fakúlt. ISBN 978-80-8082-388-7, dostupné na internete: <https://pdf.truni.sk/download?e-skripta/analchem.pdf>  
Křížek M., Šíma J. (2015): Analytická chemie. Katedra analytické chemie Přírodovědecká fakulta Univerzity Karlovy Praha, ISBN: 978-80-7394-486-5, dostupné na internete: [http://kch.zf.jcu.cz/vyuka/download/Analyticka\\_chemie\\_komplet.pdf](http://kch.zf.jcu.cz/vyuka/download/Analyticka_chemie_komplet.pdf)

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>PC4/22   | <b>Name:</b> Laboratory practices in organic chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 4  |  |
| <b>Recommended semester/trimester of study:</b> 4.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account.<br>At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%.<br>Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly.<br>The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows:<br>$\text{Final grade} = (\text{average \% rating of the lab reports} + 2 \times \text{\% result of the written examination}) / 3.$ Total student load: 4 credits = 100-120 hours<br>- 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has practical knowledge of basic laboratory techniques, safe experimental activities, chemical syntheses in the field of organic chemistry, which serve as a basis for practice and research;</li> <li>● is able to characterize the organic substances of selected chemical syntheses (starting materials, products);</li> <li>● is able to describe the chemical principles of selected chemical syntheses;</li> <li>● has comprehensive knowledge of the selection of compounds and the relevant methodology of organic syntheses;</li> </ul>   |  |

- knows the operation of basic equipment, laboratory equipment and other laboratory supplies that can be used in organic chemistry laboratory practice

Skills:

- has the practical skills acquired during mandatory laboratory exercises;
- is able to solve basic methodological, work process and practical problems of organic chemistry;
- can perform basic organic syntheses based on a given session;
- has practical experience in performing organic syntheses and using basic laboratory equipment, which serves as a basis for practice and research;
- is able to sufficiently and systematically explain and apply the knowledge acquired in the course in his future teaching practice;
- is able to record the results of observations of chemical syntheses and notes on laboratory exercises;
- handles chemicals efficiently and safely;

Competencies:

- has creative thinking, is independent within his own educational process, is capable of autonomous and responsible decisions within the framework of the study major of chemistry;
- is able to work effectively independently, with special emphasis on safety regulations during working in chemical laboratory;
- takes an active and responsible approach to the completion of subject tasks.

**Brief syllabus:**

1. Occupational safety training. Fire protection. First aid.
2. Proper handling of laboratory equipment. Handling of organic chemicals. The specificity of organic syntheses.
3. Laboratory work - syntheses focus on the production of organic compounds and different types of chemical reactions:
  - production of hydrocarbons and hydrocarbon derivatives
  - proving reactions of functional groups of organic compounds
  - halogenation, nitration, acylation
  - oxidation, reduction
  - esterification

**Literature:**

- Orosz, Gy.,(1998): Szerves kémiai praktikum. Nemzeti Tankönyvkiadó, ISBN: 96 318 8408 2
- Večeřa, M. a kol. (1975) : Chemické tabulky organických sloučenin. 1. vyd. - Praha : Nakladatelství technické literatury, 888 s.
- Hornyánszky, G. a kol. (2011): Szerves kémiai praktikum. Typotex Kiadó. ISBN 978-963-279-482-2, dostupné na internete: <https://dtk.tankonyvtar.hu/handle/123456789/7659>
- Felföldi, K.: Szerves kémiai laboratóriumi alapszabványok. dostupné na internete: [http://www.staff.u-szeged.hu/~frank/education/Szerves\\_kemiai\\_lab\\_gyak\\_jegyzet.pdf](http://www.staff.u-szeged.hu/~frank/education/Szerves_kemiai_lab_gyak_jegyzet.pdf)
- Miklós, E. (2013): Szerves kémia laboratóriumi gyakorlatok. Sapienia Erdélyi Magyar Tudományegyetem műszaki és Társadalomtudományi kar, Élelmiszer-tudományi Tanszék. dostupné na internete: <http://www.em.sapienia.sicilorum.ro/pdf/oktatasi%20segedanyagok/05%20Szerves%20kemia%20laboratoriumi%20gyakorlatok/01%20szerves%20kemia%20%20laboratoriumi%20gyakorlatok.pdf>
- Antus, S., Mátyus, P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
- Balogh, Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
- Halmos, I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9

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|--|-----|-----|-----|-----|-----|
| <p>Mc Murry, J., (2007) : Organická chemie, ISBN 987-80-7080-637-1<br/> Svoboda, J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.</p> |     |     |     |     |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/> Hungarian or Slovak</p>   |     |     |     |     |     |
| <p><b>Notes:</b></p>   |     |     |     |     |     |
| <p><b>Evaluation of subjects</b><br/> Total number of evaluated students: 1</p>  |     |     |     |     |     |
| A  | B   | C   | D   | E   | FX  |
| 100.0  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <p><b>Teacher:</b> Mgr. Andrea Vargová, PhD., Mgr. Alexandra Hengerics Szabó, PhD.</p>   |     |     |     |     |     |
| <p><b>Date of last update:</b> 12.05.2023</p>  |     |     |     |     |     |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>   |     |     |     |     |     |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>PC5/22   | <b>Name:</b> Laboratory practice in biochemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 4  |  |
| <b>Recommended semester/trimester of study:</b> 5.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the course and prepares a report on the given laboratory practice every week. The student must submit the reports within one week of the practice. During the evaluation of the lab reports, their content, formal execution, and their submission on time are taken into account.<br>At the end of the semester, the student writes a written examination on the topics of the subject, in which he must achieve at least 50%.<br>Participation in lab practices is mandatory, the missed classes can only be made up at the end of the semester if the absence was justified formerly.<br>The final evaluation of the course is based on the results of the assignments, lab reports and the written examination. The final grade is calculated as follows:<br>$\text{Final grade} = (\text{average \% rating of the lab reports} + 2 \times \text{\% result of the written examination}) / 3.$ Total student load: 4 credits = 100-120 hours<br>- 26 hours of participation in contact classes; 26 hours of theoretical preparation for the laboratory practice and the solution of calculation tasks arising from the laboratory practice; 26 hours preparing the reports of the laboratory practice, 22-42 hours of self-training and preparation for the written examination.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has practical knowledge of basic laboratory techniques and safe experimental activities in the field of biochemistry, which serve as a basis for practice and research;</li> <li>● is able to identify the basic conceptual, categorical and methodological apparatus of the laboratory experimental work of biochemical analyses;</li> <li>● acquires the operation of the basic equipment, knows the laboratory aids and other laboratory supplies used in laboratory practice;</li> </ul>   |  |

● has the knowledge of experimental activities acquired in the framework of mandatory laboratory exercises, which serve as the basis for practice and research

Skills:

- is able to solve methodological, professional and practical problems of chemistry;
- has the practical skills acquired in the framework of mandatory laboratory exercises
- is able to apply the theoretical knowledge acquired in the field of biochemistry in practical laboratory activities related to the course;
- is able to sufficiently explain and systematically apply the knowledge acquired in the course in his future teaching practice;
- is able to correctly structure, independently search for and evaluate the appropriate application of experimental methods in his own practice

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is able to work efficiently and independently;
- is able to properly and professionally present his own opinion;
- can comprehensively analyze basic biochemical phenomena during laboratory experiments;
- is able to propose solutions to specific professional problems in the field of analytical, critical and conceptual thinking;
- can apply simple analytical methods practically and safely when analyzing different samples;
- able to plan and manage simple laboratory tests and exercises.

#### **Brief syllabus:**

1. Laboratory safety. Fire protection. First aid in laboratory practice.
2. Determination of water and dry matter content - Gravimetric determination of dry matter and moisture content in biological samples.
3. Carbohydrates - Hydrolysis of carbohydrates.
4. Spectrophotometric determination of reducing sugars.
5. Amino acids - Thin layer chromatographic separation of a mixture of amino acids.
6. Proteins - Determination of the isoelectric point of proteins.
7. Isolation of natural dyes - leaf dyes.
8. Determination of antioxidant activity of fruits and vegetables.
9. Vitamins - semiquantitative determination of ascorbic acid.
10. Qualitative and semiquantitative determination of selected biochemical parameters in urine.
11. Spectrophotometric determination of creatinine in urine.

#### **Literature:**

Görbe A. et al. (2011): Biokémiai gyakorlatok . - 1. vyd. - Budapest : Medicina Könyvkiadó Zrt., - 95 s. - ISBN 978 963 226 320 5.

Sedlák E. a kol. (2020): Praktické cvičenia z biochémie. Univerzita Pavla Jozefa Šafárika v Košiciach, Prírodovedecká fakulta, Katedra biochémie. ISBN: 978-80-8152-902-3 (e-publikácia), dostupné na internete: <https://unibook.upjs.sk/img/cms/2020/pf/prakticke-cvicenia-z-biochemie-.pdf>

Vodrážka Z. a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4

Šajter V., (2006) : Biofyzika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3

Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7

Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x

Mandl J., Hrabák A., Mészáros Gy., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6  
Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2  
Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KCH/CHdb/<br>PC6/22  | <b>Name:</b> Laboratory practices in physical chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 1   |   |
| <b>Recommended semester/trimester of study:</b> 6.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>During the semester, the student solves practical tasks within the subject and prepares a laboratory report on every laboratory practice. The student must submit the reports within one week of the laboratory practice. During the evaluation of the reports, their content, formal execution, and their submission on time are taken into account.<br>Participation in laboratory practices is mandatory, the missed class can only be made up at the end of the semester if the absence is justified formerly.<br>The final evaluation of the course is based on the evaluation of laboratory tasks and reports.<br>Total student load: 1 credit = 25-30 hours<br>- 26 hours of participation in contact classes; which includes the preparation of laboratory reports.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%.   |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has practical knowledge of the basic laboratory techniques and experimental methods of physical chemistry, which serve as the basis for future practice and research work;</li> <li>● is able to measuring the speed of chemical reactions;</li> <li>● knows and can routinely use basic physical and chemical techniques (spectrophotometer, combined pH electrode, conductometer and flame photometer);</li> <li>● knows the experimental methods of characterizing acid-base and dissolution equilibria;</li> <li>● knows the experimental techniques of characterizing the equilibrium state of adsorption and micelle formation;</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>● is able to apply solutions to methodological, professional and practical problems of chemistry;</li> <li>● has the practical skills acquired in the field of laboratory activities in the framework of mandatory laboratory exercises;</li> <li>● is able to independently evaluate experimental results by creating tables and graphs;</li> </ul> |   |

- is able to prepare a plan for conducting an experiment investigating a physical-chemical phenomenon that has not been described so far;
- is able to perform partial tasks and work in a team;

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- capable of independent and efficient activity.
- strives to perform laboratory work safely and warns others to observe the basic rules of safe laboratory work;
- is open to the development of new experimental techniques;
- strives to perform experimental work professionally and reproducibly, and is able to perform laboratory work independently;
- uses an active and responsible approach to practical problem solving in physical chemistry.

### **Brief syllabus:**

1. Getting to know the chemical laboratory safety regulations and general laboratory regulations.
2. Methods of measuring the kinetics of chemical reactions.
3. Measuring conductivity of aqueous solutions. Conductometry.
4. Determination of the critical micellar concentration of ionic surfactants by conductometric titration.
5. Chemical equilibrium - observation of the factors influencing the equilibrium (changes in the concentration of starting materials and products).
6. Determination of dissolution equilibrium, solubility product.
7. Acid-base equilibrium. Determination of the dissociation constant of weak acids with a combined pH electrode.
8. Adsorption equilibrium. Determination of the adsorption isotherm of dyes at the solid/solution interface.
9. Electrochemical experiments and the equilibrium constant of redox processes.

### **Literature:**

Morovská Turoňová a kol. (2020): Praktické cvičenia z fyzikálnej chémie. Ústav chemických vied, Prírodovedecká fakulta UPJŠ v Košiciach. ISBN: 978-80-8152-935-1 (e-publikácia), dostupné na internete: <https://unibook.upjs.sk/img/cms/2020/pf/prakticke-cvicenia-z-fyzikalnej-chemie.pdf>

Reguli J. (2009): Laboratórne cvičenia z fyzikálnej chémie, Pedagogická fakulta Trnavskej univerzity v Trnave. ISBN: 978-80-8082-271-2, dostupné na internete: <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjN2tTYqqr2AhX157sIHa9dBGgQFnoECA0QAQ%3A%2F%2Fpdf.truni.sk%2Fdownload%3Fe-skripta%2F1fcfch.pdf&usg=AOvVaw2CC9cYI3jEjqtOJJGbCnCY>

Ősz K., Bényei A. (2010): Fizikai kémia laboratóriumai gyakorlat II. Debreceni Egyetemi Kiadó. ISBN: 978 963 473 317 1, dostupné na internete: [https://oszkdk.oszk.hu/storage/00/01/61/75/dd/1/fizkemia\\_labgyak\\_2k\\_beliv.pdf](https://oszkdk.oszk.hu/storage/00/01/61/75/dd/1/fizkemia_labgyak_2k_beliv.pdf)

Szilágyi A. a kol. (2011): Fizikai kémia laboratóriumai gyakorlatok. Typotex Kiadó. ISBN: 978-963-279-474-7, dostupné na internete: <http://docplayer.hu/110135650-Fizikai-kemia-laboratoriumai-gyakorlatok.html>

Atkins P.W., (1991) : Fizikai kémia I-III. a tankönyvi feladatok megoldására. Tankönyvkiadó, ISBN 96 318 4350 5

Atkins P. W., (2002): Fizikai kémia I. Egyensúly. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 3314 8

Atkins P. W., (2002): Fizikai kémia I. Egyensúly. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 3314 8

Atkins P. W.,(2002): Fizikai kémia II. Szerkezet. Budapest: Nemzeti Tankönyvkiadó, ISBN: 96 319 2145 X  
 Atkins P.W.,(2013): Fyzikální chemie, - 1. vyd. - Praha : Vysoká škola chemicko-technologická, 2013. - 915 s. - ISBN 978-80-7080-830-6.  
 Čipera J., (1990): Fyzikálna chémia. Bratislava: Osveta, ISBN 80 217 0134 x  
 Ulický L., a kol. (1972) : Štruktúra tuhej fázy. - 1. vyd. – Bratislava, SVŠT v Bratislave- 130 s.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Attila Kardos, PhD.

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|   |   |
|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KCH/CHdb/<br>RCU/22  | <b>Name:</b> Solving chemical exercises |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 3   |   |
| <b>Recommended semester/trimester of study:</b> 3.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.<br>During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:<br>$\text{Final grade} = (1 \times \text{the \% expression of the performance achieved on the submitted assignments} + 2 \times \text{the \% expression of the performance achieved in the written examination}) / 3.$ Total student load: 3 credits = 75-90 hours, of which<br>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination..<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has the basic practical knowledge required for chemical calculations, which serve as the basis for future practical and research work;</li> <li>● has special knowledge of mathematics and other natural science disciplines, which are necessary for the application of this knowledge;</li> <li>● knows the concepts related to the formulas of chemical substances;</li> <li>● understands the nature of the interpretation of chemical equations;</li> <li>● knows the basic laws of balancing chemical equations;</li> <li>● knows and can characterize the gas laws;</li> <li>● knows and can characterize electrochemical processes;</li> </ul>  |   |

- knows and can describe the concepts of heat of formation and heat of reaction;
- knows thermochemical laws;
- knows and can characterize the concept of electrolytic dissociation;

Skills:

- can creatively use the schemes, models, methods and tools of chemistry;
- is able to use basic chemical calculations to determine the quantity of the substance;
- actively applies the laws when balancing chemical equations;
- actively applies the laws during stoichiometric calculations;
- actively applies the gas laws in chemical calculations;
- actively applies Faraday's laws during chemical calculations;
- can calculate the heat of formation and reaction of thermochemical reactions;
- actively applies thermochemical laws during chemical calculations;
- is able to perform basic chemical calculations in the field of proton transfer equilibria;

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is capable of independent and efficient activity;
- takes an active and responsible approach to the completion of subject tasks.

### **Brief syllabus:**

1. Classical problems of stoichiometry.
2. Stoichiometric problems.
3. Exercises for determining the excess reagent
4. Exercises for determining the purity of the product and the yield of the chemical reaction.
5. Solving thermochemical problems.
6. Thermochemistry - thermochemical laws.
7. Solving tasks related to gas laws and equations of state.
8. Solving the problems of proton transfer reactions.
9. Problem tasks - determination of acidity and alkalinity of solutions.
10. Solving problems in the field of proton transfer equilibria.
11. Solving tasks in the field of redox balances.
12. Solving electrochemistry problems.

### **Literature:**

- Krätsmár-Šmogrovič, J. a kol., (2007): Všeobecná a anorganická chémia. Osveta, ISBN 80 806 3245 8
- Fajnor V.,(1992) Laboratórna technika, názvoslovie a chemické výpočty. Vysokoškolské skriptá, UK Bratislava, ISBN 80 223 0436 0
- Kotočová A, Valigura D.(1993): Všeobecná chémia- Návodý na laboratórne cvičenia. Bratislava: STU, ISBN 80 227 0560 8
- Csányi C., (2002): Kémiai példatár és tesztgyűjtemény megoldásokkal. Budapest, ISBN 96 31 6211 2 X
- Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
- Mayer J., (2002): Módszertani stratégiák 4. Országos Közoktatási Intézet, ISBN 9636825033
- Borissza, E., Villányi, A. & Zentai, G. (2006). Ötösöm lesz genetikából . - 5. vyd. - Budapest: Műszaki Könyvkiadó Kft., 2006. - 319 s. - ISBN 963 16 2836 1.

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

Hungarian or Slovak

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|---|-----|-----|-----|-----|-----|
| <b>Notes:</b>   |     |     |     |     |     |
| <b>Evaluation of subjects</b>   |     |     |     |     |     |
| Total number of evaluated students: 1   |     |     |     |     |     |
| A   | B   | C   | D   | E   | FX  |
| 100.0   | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.  |     |     |     |     |     |
| <b>Date of last update:</b> 26.06.2023  |     |     |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |     |     |     |     |

## INFORMATION SHEET

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|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KCH/CHdb/<br>RMO/22  | <b>Name:</b> Reaction Mechanisms in organic chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 3   |   |
| <b>Recommended semester/trimester of study:</b> 4.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.<br>During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:<br>$\text{Final grade} = (1 \times \text{the \% expression of the performance achieved on the submitted assignments} + 2 \times \text{the \% expression of the performance achieved in the written examination}) / 3.$ Total student load: 3 credits = 75-90 hours, of which<br>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination..<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>• can classify chemical compounds and chemical transformations, can identify the chemical composition of organic substances, can explain their structure and chemical properties;</li> <li>• is able to identify the basic conceptual, categorical and methodological apparatus of organic chemistry;</li> <li>• is able to establish relationships between chemical substances and their transformations, and draws conclusions regarding the expected products of chemical reactions;</li> <li>• acquires the basic knowledge of organic chemistry, is able to divide organic compounds based on the most important functional groups;</li> </ul>  |   |

- acquires knowledge of organic chemistry that can be used to solve theoretical and practical problems that arise during their work;
- knows and can apply the nomenclature of organic compounds;
- knows the basic structural principles and reactions of organic compounds;
- knows the physical and chemical properties of organic compounds and their effects on health and the environment;
- gets to know the basic principles of organic chemistry;
- recognizes the different types of isomers: constitutional, geometric (cis- and trans-) and stereo-(R/S) isomerism;
- acquires the theoretical knowledge necessary to study and understand biochemistry;

#### Skills:

- can comprehensively analyze basic chemical phenomena in the field of organic chemistry;
- knows the nomenclature of organic compounds, based on this knowledge the student can correctly describe the structural formula of these substances;
- can explain the structural, stereochemical variety of organic compounds and knows their chemical reactions;
- knows the problems of constitutional, geometric (cis- and trans-) and stereo(R/S) isomerism;
- understands the basic principles and mechanisms of chemical reactions of organic compounds;
- is able to design a synthesis aimed at producing a specific organic compound,
- is able to propose a chemical method to prove the chemical structure of a given compound;

#### Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is committed to applying the chemical way of thinking;
- is open to learning higher level organochemical knowledge;
- understands the interactions of different groups of organic compounds.

#### **Brief syllabus:**

1. Chemical Bonds in organic compounds - bond polarity, dipole moment, inductive and mesomeric effect, conjugated  $\pi$  - systems.
2. Types of chemical reactions in organic chemistry. Reaction notation in organic chemistry.
3. Mechanism of radical substitution.
4. Mechanism of electrophilic substitution.
5. Mechanism of nucleophilic substitution.
6. Mechanism of electrophilic addition.
7. Mechanism of nucleophilic addition.
8. Polymerization reactions.
9. Elimination reactions.
10. Molecular rearrangements.

#### **Literature:**

- Devínsky F., a kol.(2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
- Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
- McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1
- Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
- Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9
- Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789 6328 4113 7

Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KCH/CHdb/<br>RSC/22   | <b>Name:</b> The revision of secondary grammar school chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achievable points.<br>During the evaluation of the semester, the grade includes the followings: <ul style="list-style-type: none"> <li>● the student's performance on the written test</li> <li>● the results of the assignments.</li> </ul> Final grade will be calculated on the following basis: $(1 \times \text{the \% expression of the performance achieved on the assignments} + 2 \times \text{the \% expression of the performance achieved in the written test})/3$ .<br>Total student load: 3 credits = 75-90 hours, of which:<br>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b><br>possesses a comprehensive system of knowledge of secondary grammar school chemistry, which is basic for studying to prepare for the profession of a chemistry teacher, such as: <ul style="list-style-type: none"> <li>• knows how to use chemistry terminology, and nomenclature;</li> <li>• can define terms, physical and chemical laws, and can use the physical and chemical quantity unit system;</li> <li>• can list, give examples, describe the characteristics of chemical substances, phenomena, etc.;</li> </ul> <b>Skills:</b>  |   |

- possesses a comprehensive system of theoretical skills of secondary grammar school chemistry, which is basic for studying to prepare for the profession of a chemistry teacher, such as:
  - o able to compare, classify, assign, classify chemical substances, properties, and phenomena, look for relations and analyze them;
  - o know and explain the principles of chemical events and phenomena and, based on this, conclude about their consequences, assess the relationships between the properties of substances and the chemical phenomena;
  - o apply knowledge in solving chemical tasks and problems;
- can apply and integrate the knowledge of secondary grammar school chemistry into his studies at the bachelor's level of education.

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- capable of independent and efficient activity;
- takes an active and responsible approach to the completion of course tasks.

**Brief syllabus:**

1. Chemical substances - division, characteristics.
2. Structure of atoms and ions.
3. Periodic system of elements.
4. Chemical nomenclature of inorganic substances.
5. Chemical bond and structure of chemical substances.
6. Chemical reactions and chemical equations.
7. Energy and enthalpy in chemical systems.
8. Chemical kinetics.
9. Equilibrium in chemical systems.
10. Types of chemical reactions.
11. Protolytic equilibria reactions.
12. Oxidation-reduction equilibria reactions.

**Literature:**

- Csányi Cs., (2002): Kémiai példatár és tesztgyűjtemény megoldásokkal. Budapest, ISBN 96 316 2112 X
- Gyorbíró K., (1994): Általános kémia. Budapest, Műszaki Könyvkiadó, ISBN 00 0255 3
- Kmeťová, J., Silný, P., Medved', M. & Vydrová, M. (2010): Chémia 1. Expol Pedagogika s.r.o., ISBN 978-80-8091-174-4. (dostupný na internete: <https://www.chemkagymtop.sk/docs/01.pdf>, cit. 31-01-2022)
- Kotočová A., (1993): Všeobecná chémia. Bratislava, Slovenská technická univerzita, ISBN 80 227 0560 8
- Kiss Zs., (2004): Összefoglaló feladatgyűjtemény kémiából - Megoldások. Budapest, Nemzeti Tankönyvkiadó, ISBN 963 19 5394 7
- Rózsahegyi M.,(1996): Érettségi felvételi feladatok. Mozaik Oktatási Stúdió, ISBN 963 697 017 3

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 4

| A   | B   | C    | D    | E    | FX   |
|---|-----|------|------|------|------|
| 0.0   | 0.0 | 25.0 | 25.0 | 25.0 | 25.0 |
| <b>Teacher:</b> Mgr. Katarína Szarka, PhD., Mgr. Andrea Vargová, PhD.   |     |      |      |      |      |
| <b>Date of last update:</b> 12.05.2023  |     |      |      |      |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |      |      |      |      |

## INFORMATION SHEET

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|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KCH/CHdb/<br>RSM/22   | <b>Name:</b> The revision of secondary grammar school mathematics |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 3  |   |
| <b>Recommended semester/trimester of study:</b> 1.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>The assignments submitted by the student will be evaluated during the semester. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The course ends with a written test, on which the student must achieve a minimum of 50% of the maximally achievable points.<br>During the evaluation of the semester, the grade includes the followings: <ul style="list-style-type: none"> <li>● the student's performance on the written test</li> <li>● the results of the assignments.</li> </ul> Final grade will be calculated on the following basis: $(1 \times \text{the \% expression of the performance achieved on the assignments} + 2 \times \text{the \% expression of the performance achieved in the written test}) / 3$ .<br>Total student load: 3 credits = 75-90 hours, of which: <ul style="list-style-type: none"> <li>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written tests.</li> </ul> The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• has basic knowledge regarding mathematical concepts, properties and relationships necessary for studying for the profession of a chemistry teacher.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>• possesses a comprehensive system of high school mathematical skills that are necessary for studying to prepare for the profession of a chemistry teacher, such as:               <ul style="list-style-type: none"> <li>o able to apply mathematical relationships when solving chemical problems;</li> <li>o knows normal form of the number and the scientific notation,</li> <li>o can complete the square of a quadratic trinomial;</li> </ul> </li> </ul>  |   |

o can use the basic mathematical operation of algebraic expressions;  
o can express the unknown from the formula;  
o able to find all solutions of the linear equation  $ax + b = 0$  and the quadratic equation  $ax^2 + bx + c = 0$ ;  
o can solve chemical problems leading to equations and inequalities;  
o can find all solutions on the given interval (if not possible exactly, then approximately using a calculator) of the equation  $f(x) = A$ , where  $A \in \mathbb{R}$  and  $f$  is a function -  $x^a$ ,  $bx$ ,  $\log x$  ( $a \in \mathbb{Q}$ ,  $b$  is a positive number different from 1);  
o can solve the equation system of 2 equations with 2 unknowns;  
o find the set of all solutions of the inequality  $f(x) \# L$ , where  $L$  is a real number,  $\#$  is one of the relation signs  $<, \leq, \geq, >$ ,  $f$  is one of the functions  $(ax + b)^\alpha$ ,  $bx$ ,  $\log_b x$ ,  
 $x - a$   
;  
o able to calculate the approximate values of numerical expressions and function ;  
o can mark the function value on the graph of the function;  
o from the given graph of the function he knows  
# to determine with sufficient accuracy the functional value at a given point,  
# to determine global and local extreme values,  
# to determine the monotonicity of the functions,  
# find out if it is bounded from below (above).  
o can find the value of the dependent variable for the given values of the independent variables, if the relationship between the dependent and one or two independent variables is described by a formula or table;  
o can find the scope of the given function, or decide whether the given number belongs to the definition range of the given function;  
o able to decide whether the given number belongs to the domain of the given function;  
o can find the value of the function at a given point, determine its intersections with coordinate axes;  
o can find intersections of graphs of two functions;  
o able to characterizes the properties of the constant function and functions  $ax + b$ ,  $ax^2 + bx + c$ ,  $x^a$ ,  $ax$ ,  $\log_a x$ ;  
o can sketch the graph of the inverse function  $f^{-1}$  if you know the graph of the simple function  $f$ ;  
o can find inverse functions to the functions  $ax + b$ ,  $ax^2 + bx + c$ ,  $x^a$ ,  $ax$ ,  $\log_a x$

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- capable of independent and efficient activity;

takes an active and responsible approach to the completion of course tasks.

### **Brief syllabus:**

1. Numbers, variables and expressions.
2. Operations with algebraic expressions.
3. Solving equations, inequalities and their systems of the type  $ax + b$ ,  $ax^2 + bx + c$ ,  $x^a$ ,  $ax$ ,  $\log_a x$ .
4. Selected elementary functions and characteristics of their properties.

### **Literature:**

Czondi, J., Kassay, I. & Szabó, B. (1997). Fogalmak, definíciók, tételek középiskolásoknak és főiskolásoknak. Budapest : Nemzeti Tankönyvkiadó, 1997. - 314 s. - ISBN 963 18 7778 7.  
Parížek, B. (1978). Matematické úlohy na prijímacie skúšky na vysoké školy. Debrecen : KLTE BTK H, 1978. - 240 s. - ISBN 0002313.

Czeglédy, I. Matematika : Előkészítő feladatok az érettségéhez és az egyetemi-főiskolai felvételihez. - 1. vyd. - 186 s.  
 Blázsovcics, J. (2000). Matematika - Ennyit KELLene tudnod. Akkord, 2000. - 416. - ISBN 963 780 371 8.  
 Hajnal, I. (2004). Matematika 11. a gimnáziumok számára. - 2. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2004. - 224 s. - ISBN 963 19 4884 6.  
 Hajnal, I. et al.(2004). Matematika 12. : a gimnáziumok számára - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2004. - 230 s. - ISBN 963 19 3919 7.  
 Hajnal, I. (2001). Matematika 9. a gimnáziumok számára. Budapest: Nemzeti Tankönyvkiadó, 2001. - 295 s. - ISBN 9631948765.  
 Smida, J. (1985). Matematika a gimnázium 1. osztálya számára. - 1. vyd. - Bratislava : SPN, 1985. - 339 s.  
 Buša,J. – Schrötter, Š. (2015). Stredoškolská matematika. Košice: FEI TU. ISBN 978-80-553-2193-6 (dostupný na internete:  
[http://people.tuke.sk/jan.busa/SM/Busa\\_Schrotter\\_Stredoskolska\\_matematika\\_2015.pdf](http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf), cit.: 31-01-2022)

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Mgr. Katarína Szarka, PhD., Dr. habil. PaedDr. György Juhász, PhD.

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>VKB/22   | <b>Name:</b> Selected chapters of biochemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 2  |  |
| <b>Recommended semester/trimester of study:</b> 5.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.<br>During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:<br>$\text{Final grade} = (1 \times \text{the \% expression of the performance achieved on the submitted assignments} + 2 \times \text{the \% expression of the performance achieved in the written examination}) / 3.$ Total student load: 2 credits = 50-60 hours, of which<br>- participation in 26 hours of face-to-face education; 13 hours of calculation tasks or solving other chemical tasks; 11-21 hours of independent study and preparation for the written examination..<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50% |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• can classify chemical compounds and chemical transformations, can identify the chemical structure of natural macromolecular substances, can explain their structure and chemical properties;</li> <li>• is able to identify the basic conceptual, categorical and methodological apparatus of biochemistry;</li> <li>• knows and can apply the nomenclature of biologically important compounds;</li> <li>• knows the basic principles of the primary, secondary, tertiary and quaternary structure of hydrocarbons, peptides and proteins;</li> </ul>   |  |

- can explain the connections between biological function and the chemical structure of the cell membrane;
- knows the role of organic molecules in biological processes, from their entry into the body to their removal from the body;
- acquires knowledge of the basic biochemical processes taking place in living organisms and gets a comprehensive picture of the chemical laws of living organisms;
- is able to create interdisciplinary connections between chemistry and biology.

**Skills:**

- can comprehensively analyze basic chemical phenomena in the field of biochemistry;
- is able to describe the structure of macromolecular organic substances;
- can explain the variety of their structures, their stereochemistry and knows their chemical reactions;
- is able to explain the biological function of macromolecular substances based on their structure;
- understands the basic principles and mechanisms of chemical reactions of biochemical compounds;
- is able to propose a chemical method to prove the chemical structure of a given compound.

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- applies chemical thinking in biological systems;
- is able to understand the principle of the structure of organic macromolecules and explain their biological function;
- is open to learning higher level organochemical knowledge;
- understands the interactions between different groups of organic compounds;
- is able to explain everyday, common biochemical problems.

**Brief syllabus:**

1. The chemical structure and properties of substances that form the basis of living matter.
2. D/L configurations of monosaccharides. Terms: enantiomer, diastereomer, epimer, anomer.
3. The structure and function of triacylglycerol for the cell.
4. Membrane lipids - phospholipids, glycolipids and cholesterol.
5. Proteinogenic L-amino acids.
6. The importance of different types of bonds in the protein molecule.
7. Vitamins and coenzymes - biological significance and mechanism of action
8. The structure and function of chloroplasts in photosynthesis.
9. Structure and function of mitochondria in the cell. Photochemical system I, II. Cyclic and non-cyclic phosphorylation.
10. CO<sub>2</sub> sequestration. Calvin cycle.
11. The function of carnitine in lipid metabolism.
12. The essence of ammonia decomposition in the urea cycle.

**Literature:**

Vodrážka Z., a kol. (2007) : Biochemie. - 1. vyd. - Praha : Academia, 190 s. - ISBN 978-80-200-0600-4

Šajter V., (2006) : Biofizika, biochémia a radiológia. - 1. vyd. - Martin : OSVETA - 272 s. - ISBN 80-8063-210-3

Lásztity R. (1995): Biokémia. Budapest, Nemzeti Tankönyvkiadó, 127 s. - ISBN 96 318 6565 7

Chikán Á., (2000) : Szegedi biológiai központ : Biofizika, biokémia, enzimológia, genetika, növénybiológia. - Budapest : MTA, - 56 s. - ISBN 963 508 255 x

Mandl J., et al., (2006) : Biokémia. - 1. vyd. - Budapest : Semmelweis Kiadó, - 176 s. - ISBN 963 9656 18 6  
 Gasztonyi K.(1996): Élelmiszerkémia. Budapest. Nemzeti Tankönyvkiadó. ISBN 96 318 7419 2  
 Berg J.M., Tymoczko J.L., Stryer L.(2002): Biochemistry - 5. vyd. - New York, USA : W. H. Freeman - 1100 s. - ISBN 978-0716746843.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KCH/CHdb/<br>VKO/22  | <b>Name:</b> Selected chapters of organic chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 3   |   |
| <b>Recommended semester/trimester of study:</b> 4.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.<br>During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:<br>$\text{Final grade} = (1 \times \text{the \% expression of the performance achieved on the submitted assignments} + 2 \times \text{the \% expression of the performance achieved in the written examination}) / 3.$ Total student load: 3 credits = 75-90 hours, of which<br>- participation in 26 hours of face-to-face education; 20 hours of calculation tasks or solving other chemical tasks; 29-44 hours of independent study and preparation for the written examination..<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |   |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• can classify chemical compounds and chemical transformations, can identify the chemical structure of organic substances, can explain their structure and chemical properties;</li> <li>• is able to identify the basic conceptual, categorical and methodological apparatus of organic chemistry;</li> <li>• can establish relationships between chemical substances and their transformations, and can draw conclusions regarding the expected products of chemical reactions;</li> <li>• acquires the basic knowledge of organic chemistry, within which he/she is able to divide organic compounds based on the most important functional groups;</li> </ul>   |   |

- acquires knowledge of organic chemistry that can be used to solve theoretical and practical problems that arise during work;
- knows and can apply the nomenclature of organic compounds;
- knows the basic structural principles and reactions of organic compounds;
- knows the physical and chemical properties of organic compounds and their effects on health and the environment;
- gets to know the basic principles of organic chemistry;
- recognizes the different types of isomers: constitutional, geometric (cis- and trans-) and stereo-(R/S) isomerism;
- acquires the theoretical knowledge necessary to study and understand biochemistry;

#### Skills:

- can comprehensively analyze basic chemical phenomena in the field of organic chemistry;
- knows the nomenclature of organic compounds, based on this knowledge he/she can write down the structural formulas of these substances correctly;
- can explain the structural, stereochemical variety of organic compounds and knows their chemical reactions;
- knows the problems of constitutional, geometric (cis- and trans-) and stereo(R/S) isomerism;
- understands the basic principles and mechanisms of chemical reactions of organic compounds;
- is able to design a synthesis for the production of a specific organic compound;
- can design a chemical method to prove the chemical structure of a given compound;

#### Competencies:

- • has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is committed to applying the chemical way of thinking;
- is open to learning higher level organochemical knowledge;
- understands the interactions of different groups of organic compounds.

#### **Brief syllabus:**

1. Organic chemistry in everyday life.
2. The main sources of hydrocarbons. The processing of crude oil into primary products.
3. The importance and occurrence of conjugated bonds in organic compounds.
4. Polymers and plastics.
5. Bonds in organic compounds. Electron effects.
6. The effect of organic substances on health and the environment. Freons.
7. Organic compounds as acids and bases, the effect of structure on acidity.
8. Reactivity of organic compounds. The division of chemical reactions according to the method of bond breaking, according to the type of reagent, according to the changes occurring on the substrate.
9. The mechanism of basic types of organic reactions. Marking of reactions using a chemical equation and reaction scheme.
10. Isomerism - isomer types, structural (constitutional), stereoisomers (conformational, configurational), optical isomerism, enantiomers.
11. New trends in organic chemistry. Unconventional reaction conditions in green chemistry.

#### **Literature:**

- Devínsky F., et al. (2001) : Organická chémia pre farmaceutov. 1. vyd. – Bratislava, Osveta, - 750 s. ISBN 80-8063-056-9
- Antus S., Mátyus P., (2010) : Szerves kémia I. Budapest, Nemzeti Tankönyvkiadó, ISBN: 978 963 195 716 7
- Balogh Á., (1990): Szerves kémia. Budapest, Tankönyvkiadó, ISBN 96 318 2741 0
- Halmos I., (1992): Szerves kémia. Budapest, Műszaki Könyvkiadó, ISBN 96 310 9743 9

Kajtár M.: Változatok négy elemre - Szerves kémia 1-2. ELTE Eötvös Kiadó Kft., ISBN: 9789632841137  
McMurry J., (2007) : Organická chemie, ISBN 987-80-7080-637-1  
Svoboda J., (2013) : Organická chemie - 1. vyd. – Praha, Vysoká škola chemicko-technologická - 310 s, ISBN 978-80-7080-561-9.

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 12.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KCH/CHdb/<br>ZMA/22  | <b>Name:</b> The Basics of mathematics |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 3   |  |
| <b>Recommended semester/trimester of study:</b> 2.  |  |
| <b>Level of study:</b> I.   |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>The seminar ends with a written examination, which can be divided into two during the semester if needed. In the case of a division in two, the final evaluation of the seminar is given by the average result of the two written examinations. Only students who have passed the written examination with at least 50% are allowed to participate in the oral examination. During the termtime of the semester, the student can earn additional points by solving and submitting assignments.<br>The exam consists of a written and an oral part. Only those students who have passed the written part with a score of over 50% are allowed to take the oral part, otherwise the exam will be evaluated as insufficient (Fx) at the given time.<br>The final assessment of the course is as follows:<br>$0.15 \times \text{the \% of points awarded for the submitted assignments} + 0.25 \times \text{the \% of points awarded for the evaluation of the seminar's written examinations} + 0.6 \times \text{the \% of points awarded for the exam part}.$<br>Total student load: 3 credits = 75-90 hours<br>- 26 hours of participation in contact classes; 26 hours of preparing and solving seminar tasks; 23-38 hours of self-study, preparation for written and oral exams.<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50%. |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>● has knowledge of basic high school math calculations at a level that serves as a basis for practice and research;</li> <li>● has the special knowledge of mathematics and other natural science disciplines that are necessary for the application of the obtained knowledge;</li> <li>● knows the basic concepts of algebra;</li> <li>● knows the definition and properties of vectors; can characterize the linear dependence of vectors;</li> </ul>  |  |

- knows and can define matrices; know equivalent matrix arrangements;
- knows the concept of the determinant of a matrix and can calculate its value;
- knows and can write a system of linear equations;
- knows the methods of solving the system of linear equations;
- knows and can characterize the properties of functions;
- knows the concept of limits and derivatives of functions and their application in chemistry;
- knows the concept and application of primitive function and indefinite integral in chemistry;

Skills:

- knows the method of solving linear differential equations with separable variables;
- applies basic mathematical calculations in the mentioned subject areas;
- actively uses mathematical tools when solving chemical problems;
- actively applies the methods of solving algebraic equations in chemistry;
- actively applies the derivation and integration of functions in chemistry;
- is able to perform basic mathematical calculations in reaction kinetics;

Competencies:

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- is capable of independent and efficient activity;
- takes an active and responsible approach to completing the course assignments.

#### **Brief syllabus:**

1. Basics of high school mathematics - repetition.
2. Basics of high school mathematics - solving examples.
3. Introduction to algebra.
4. Vectors, linear dependence of vectors - definition of concepts and solution of examples.
5. Matrices and determinants - definition of concepts and solution of examples.
6. Systems of linear equations - definition of concepts and solution of examples.
7. Solving algebraic equations - solving examples.
8. Introduction to mathematical analysis.
9. Functions - properties of functions and elementary functions - definition of concepts and solution of examples.
10. Limit value and continuity of functions - definition of concepts and solution of examples.
11. Derivation of functions and local extreme values of functions - definition of concepts and solution of examples.
12. Primitive function and indefinite integral - definition of concepts and solution of examples.
13. Solving differential equations - examples.

#### **Literature:**

- Valo, Dušan: Matematika pre chemikov – pracovné listy z vybraných kapitol, Fakulta prírodných vied, Univerzita Konštantína Filozofa v Nitre, 2006, ISBN 80-8094-049-5, [http://www.km.fpv.ukf.sk/upload\\_publikacie/20110913\\_115157\\_\\_1.pdf](http://www.km.fpv.ukf.sk/upload_publikacie/20110913_115157__1.pdf)
- Krajňáková D., Míčka J., Macháčová L., (1988): Zbierka úloh z matematiky. Bratislava, Alfa, 538 s. - ISBN 0002566
- Obádovics, J. Gyula: Matematika, Sclar Kiadó Budapest, 1996
- Buša J., Schrötter Š. (2015): Stredoškolská matematika pre študentov FEI TU v Košiciach. ISBN 978-80-553-2193-6, dostupné na internete: [http://people.tuke.sk/jan.busa/SM/Busa\\_Schrotter\\_Stredoskolska\\_matematika\\_2015.pdf](http://people.tuke.sk/jan.busa/SM/Busa_Schrotter_Stredoskolska_matematika_2015.pdf)
- Turzík D. a kol. (2011): Základy matematiky pro bakaláře. Vysoká škola chemicko-technologická v Praze. ISBN: 978-80-7080-787-3, dostupné na internete: [http://147.33.74.135/knihy/uid\\_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf](http://147.33.74.135/knihy/uid_isbn-978-80-7080-787-3/978-80-7080-787-3.pdf)

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|---|-----|-----|-----|-----|-----|
| <b>Language, knowledge of which is necessary to complete a course:</b><br>Hungarian or Slovak                               |     |     |     |     |     |
| <b>Notes:</b>   |     |     |     |     |     |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 0  |     |     |     |     |     |
| A   | B   | C   | D   | E   | FX  |
| 0.0   | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. György Juhász, PhD., Mgr. Katarína Szarka, PhD.  |     |     |     |     |     |
| <b>Date of last update:</b> 26.06.2023  |     |     |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |     |     |     |     |     |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KCH/CHdb/<br>ZMB/22   | <b>Name:</b> The Basics of molecular biology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 2  |  |
| <b>Recommended semester/trimester of study:</b> 5.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>During the semester the assignments submitted by the student will be evaluated. When evaluating the submitted assignments, in addition to the right solutions (for which you can get a maximum of 8 points), the submission of the assignments by the deadline is also taken into account (max. 2 points).<br>The subject ends with a written examination, on which the student must achieve a minimum of 50% of the available score.<br>During the evaluation at the end of the semester, the final grade includes the student's performance on the written examination and on the submitted assignments based on the following relationship:<br>$\text{Final grade} = (1 \times \text{the \% expression of the performance achieved on the submitted assignments} + 2 \times \text{the \% expression of the performance achieved in the written examination}) / 3.$ Total student load: 2 credits = 50-60 hours, of which<br>- participation in 26 hours of face-to-face education; 13 hours of calculation tasks or solving other chemical tasks; 11-21 hours of independent study and preparation for the written examination..<br>The condition for successful completion of the course is to obtain at least 50% of the maximum score.<br>The course is graded on the following grading scale: A – 100–90%, B – 89–80%, C – 79–70%, D – 69–60%, E – 59–50% |  |
| <b>Results of education:</b><br>After successfully completing the course, the student:<br><b>Knowledges:</b> <ul style="list-style-type: none"> <li>• can identify the basic conceptual, categorical and methodological apparatus of the topic;</li> <li>• can classify chemical compounds and chemical transformations;</li> <li>• can identify the structure of nucleic acids, can explain their structure and chemical properties;</li> <li>• has expanding knowledge of related sciences and understands and categorizes the relationships with other disciplines;</li> <li>• knows the basic structural principles of nucleic acids and polypeptides;</li> <li>• knows the role of nucleic acids in genetic and protein formation;</li> <li>• acquires knowledge about the mechanisms of replication, transcription and translation - the molecular basis of inheritance, the transfer of genetic information;</li> </ul>   |  |

**Skills:**

- can comprehensively analyze basic chemical phenomena in the field of molecular biology;
- is able to characterize the alpha-helix structure of nucleic acids in connection with their biological significance, in connection with the understanding and interpretation of their reproductive function;
- is able to create interdisciplinary connections between chemistry and biology;

**Competencies:**

- has creative thinking, is independent within his own educational process, is capable of making autonomous and responsible decisions within the framework of chemistry;
- understands the relationships between proteins and nucleic acids, and thus acquires the basic molecular knowledge necessary to understand genetics;
- in the course of his work, he/she is able to discover and understand the genetic connections between organic chemistry, molecular biology and genetics.

**Brief syllabus:**

1. A brief history of molecular biology. The subject and content of molecular biology.
2. Nucleic acids. Division of nucleic acids. Primary and secondary structure of nucleic acids.
3. Nucleoside and nucleotide.
4. DNA - chemical structure; Watson-Crick's double-stranded DNA model. Physical and chemical properties of DNA.
5. RNA - chemical structure; types of RNA; properties and differences between RNA and DNA.
6. The central dogma of molecular biology.
7. DNA replication. Semi-conservative mechanism.
8. Translation.
9. Transcription. Genetic code.
10. Molecular basis of gene expression regulation.
11. Recombinant DNA. Application of recombinant DNA technology.
12. DNA cloning, DNA sequencing and its importance.

**Literature:**

- Gálová, Z. (2007): Molekulárna biológia, SPU Nitra. 165 s. ISBN 978-80-8069-951-2.
- Erdei, A., ET AL. (1986): Immunológiai gyakorlatok, Tankönyvkiadó, Budapest
- Watson a kol. (1980): A gén molekuláris biológiája. 3. vyd. - Budapest : Medicina Könyvkiadó, 680 s. ISBN 963 240 725 3.
- Watson J.D. (2004): DNS az élet titka. 1. vyd. - Budapest : HVG Könyvek, 446 s. ISBN 963 7525 564.
- Watson J.D. (1972): A kettős spirál : Személyes beszámoló a DNS szerkezetének felfedezéséről. 2. vyd. - Budapest : Gondolat, 177 s.

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

Hungarian or Slovak

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

Total number of evaluated students: 0

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

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

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |                        |
|--|------------------------|
| <b>Name of the university:</b> J. Selye University   |                        |
| <b>Name of the faculty:</b> Faculty of Education   |                        |
| <b>Code:</b> KCH/CHdb/<br>ŠS/22  | <b>Name:</b> Chemistry |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |                        |
| <b>Number of credits:</b> 2  |                        |
| <b>Recommended semester/trimester of study:</b> 5., 6..  |                        |
| <b>Level of study:</b> I.  |                        |
| <b>Prerequisites:</b>  |                        |
| <b>Conditions for passing the subject:</b><br>All students who have met the requirements of the programme of study in the final year of their studies may take the state examination at the regular time according to the study schedule. In the oral state examination, the student gives an account of his/her knowledge and skills in his/her field of specialisation and the interdisciplinary connection with the relevant fields of specialisation. The student demonstrates the ability to communicate information, ideas, problems and solutions to professional and lay audience.<br>The state examination takes the form of a colloquium in which the student's performance is assessed on a scale from A to FX. The grade counts for the overall state examination grade. The oral examination is graded on the following scale: A - 100-90%, B - 89-80%, C - 79-70%, D - 69-60%, E - 59-50%. A student who fails to achieve 50% receives no credit.<br>The results of the state examination and the thesis defence are publicly announced by the chair of the board.   |                        |
| <b>Results of education:</b><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- the student has acquired knowledge in the compulsory and profile subjects of the study programme,</li> <li>- the student is able to define and interpret basic concepts in his/her own words, to explain and describe basic processes, to characterise and to apply academic methods of research in the areas indicated in the subject's thematic plan,</li> <li>- the student is able to analyse and evaluate the knowledge acquired in the subject.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- the student is able to present his/her expertise,</li> <li>- the student is able to hand over his/her knowledge</li> <li>- the student is able to organise and apply the theoretical knowledge acquired,</li> <li>- the student has the ability to organise and apply the knowledge acquired in the course of his (her) studies.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>- the student is able to express his/her linguistic and professional culture in the oral examination,</li> <li>- the student is able to use the knowledge acquired in a wider context,</li> <li>- the student is able to put the knowledge acquired into practice and organise it,</li> </ul> |                        |

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

**Brief syllabus:**

- I. General chemistry and physical chemistry
- II. Inorganic chemistry and analytical chemistry
- III. Organic chemistry and biochemistry

**Literature:**

Literature indicated in the information sheets of the study programme

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

Hungarian or Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:**

**Date of last update:** 26.06.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|---------------------------|
| <b>Name of the university:</b> J. Selye University   |                           |
| <b>Name of the faculty:</b> Faculty of Education   |                           |
| <b>Code:</b> KPD/SPZ-B/22  | <b>Name:</b> Study abroad |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present |                           |
| <b>Number of credits:</b> 1  |                           |
| <b>Recommended semester/trimester of study:</b> 3.   |                           |
| <b>Level of study:</b> I.  |                           |
| <b>Prerequisites:</b>  |                           |
| <b>Conditions for passing the subject:</b><br>The prerequisite for the course is a long-term stay abroad at a foreign university/partner institution.  |                           |
| <b>Results of education:</b><br>Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.   |                           |
| <b>Brief syllabus:</b>   |                           |
| <b>Literature:</b>   |                           |
| <b>Language, knowledge of which is necessary to complete a course:</b><br>hungarian, slovak  |                           |
| <b>Notes:</b><br>Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.                                     |                           |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 5   |                           |
| a  | n                         |
| 100.0  | 0.0                       |
| <b>Teacher:</b>  |                           |
| <b>Date of last update:</b> 18.05.2023   |                           |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |                           |

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

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

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

First aid for burns caused by caustics and chemicals.

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

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

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

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

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

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

**Literature:**

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 158

| A    | B     | C     | D     | E    | FX    |
|------|-------|-------|-------|------|-------|
| 8.86 | 15.19 | 27.85 | 22.78 | 8.23 | 17.09 |

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

The student has specific knowledge of :

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

Skills:

The student is able to:

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

Competences:

Student:

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

**Brief syllabus:**

The concept and place of didactics in pedagogy.

Epistemological aspects of education.

Thought operations.

Education, teaching and learning: theories and models.

Planning the educational process.

The teacher and his strategies. Methods and teaching aids.

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

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

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

### **Literature:**

Compulsory literature:

Az óvodai nevelés állami oktatási programja – magyar nyelvű fordítás. 2019. Markovics, T. (szerk). Komárom : Comenius Pedagógiai Intézet, khsz., 2019. 168 o. ISBN 978-80-969694-2-5.  
HORVÁTHOVÁ, K. Oktatásmenedzsment. 1. vyd. Komárno: Univerzita J. Selyeho, 2015. 200 p. ISBN 978-80-8122-136-1.

TÓTH, P. - HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.

HORVÁTH, K.- NÉMETH, A.- STRÉDL, T. - SZABÓOVÁ, E. - TÓTH BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiaiaa kézikönyv. Slovensko-maďarská pedagogická terminologická príručka. 1. vyd. Komárno : Selye János Egyetem - UJS, 2015, 132 p. ISBN 978-80-8122-160-6.

KOVÁCS, GY.- BAKOSI, É. 2004. Óvodapedagógia. Debrecen, 2004, 1. kötet 226 o. ISBN 963 430 924 0. [online]. Dostupné na internete: [https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE\\_UP\\_0\\_](https://dea.lib.unideb.hu/dea/bitstream/handle/2437/268618/FILE_UP_0_)

Óvodapedagógia.pdf?sequence=1&isAllowed=y

KOVÁCSNÉ BAKOSI, É. 2013. A szabadidő pedagógiai kérdéseihez. [online]. Dostupné na internete: <http://socprof.partium.ro/Documents/Training%20material%201.pdf>

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách.

Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/6317\\_svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf) Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk)

Slovensko-maďarský glosár školskej terminológie. Szlovák- magyar közoktatási szószeret. 2020.

Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)

SZABÓOVÁ, E. 2018. Személyiségfejlesztő nevelő-oktató tevékenységek az óvodában. In: Orsovics, Y., Strédl, T., Szabóová, E., Vass, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : Selye János Egyetem, Tanárképző Kar, 2018. p. 59-105. ISBN 978-80-8122-282-5.

Vyhláška č. 541/2021 Z. z. Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky o materskej škole. [online] Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2021/541/>

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Aktuálne doplnené, novelizované znenie. [online]. Dostupné na internete: [https://www.minedu.sk/data/files/9495\\_final\\_svk\\_mad.pdf](https://www.minedu.sk/data/files/9495_final_svk_mad.pdf)

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

Recommended literature:

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

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

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

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

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

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

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

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

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

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

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

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

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

disszertáció, témavezető: Dr. Kotschy Andrásné. DOI: 10.15773/EKE.2020.001 Dostupné na internete: <http://disszertacio.uni-eszterhazy.hu/74/>

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 147

| A     | B     | C     | D     | E     | FX    |
|-------|-------|-------|-------|-------|-------|
| 16.33 | 10.88 | 10.88 | 12.24 | 25.17 | 24.49 |

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Beáta Kiss, PaedDr. Dávid Szabó L

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

Competences:

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

### **Brief syllabus:**

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

### **Literature:**

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, [https://www.ujs.sk/documents/SHK\\_2017\\_24\\_04\\_18\\_Fin3.doc.pdf](https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf)

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

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

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

Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, [https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg\\_v2.pdf](https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf)

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

Ministerstvo vnútra Slovenskej Republiky - [https://www.minv.sk/?ros\\_dobrovolnictvo](https://www.minv.sk/?ros_dobrovolnictvo)

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

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 7

| a     | n   |
|-------|-----|
| 100.0 | 0.0 |

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Attila Bognár, Csilla Nagyová, ArtD., Luca Tiszai, PhD., PaedDr. Peter Židek

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

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

Competences:

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

can work effectively independently in the online world,

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

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

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

### **Brief syllabus:**

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

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

Online tools to support cooperative learning. Augmented reality options.

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

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

Data protection and online safety.

### **Literature:**

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

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

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

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

[https://www.researchgate.net/publication/338986310\\_FOCUS\\_teszt\\_uj\\_szamitogep-alapu\\_vizsgalati\\_eszkoz\\_3-8\\_eves\\_gyermekek\\_szamara](https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara))

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 64

| A     | B     | C    | D    | E    | FX  |
|-------|-------|------|------|------|-----|
| 54.69 | 29.69 | 7.81 | 4.69 | 3.13 | 0.0 |

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

**Date of last update:** 26.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

Competences:

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

### **Brief syllabus:**

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

School problems: difficulties, disorders, falling behind.

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

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

Options and principles of integration.

Individual educational plan and program - development and implementation.

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

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

### **Literature:**

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

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

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

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

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

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

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

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

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

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

Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 84-89.  
 STRÉDL, T. 2013. Inkluzív pedagogia : avagy a gyógypedagógiáról másképp : Komárno : Univerzita J. Selyeho, 2013. - 148 s.[8 AH]. - (Monographiae Comaromienses 14.). - ISBN 978-80-8122-089-0.

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 18

| A     | B     | C     | D   | E   | FX  |
|-------|-------|-------|-----|-----|-----|
| 72.22 | 11.11 | 16.67 | 0.0 | 0.0 | 0.0 |

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Luca Tiszai, PhD.

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

**Competences:**

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

**Brief syllabus:**

Subject and goals of therapeutic and special pedagogy.

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

Characteristics of children's school developmental period.

School problems: difficulties, disorders, lagging.

Indications for special educational needs of students.

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

Development and development - educational opportunities.

Indicators for inclusion (integration) of children and students.

Options and principles of integration.

Individual educational plan and program - development and implementation.

Cooperation with the inclusive team and counseling centers.

School psychologist and school special educator.

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

**Literature:**

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

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

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

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

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

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

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

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

|   |       |       |     |     |     |
|---|-------|-------|-----|-----|-----|
| <p>VAJDA, ZS., KÓSA, É. 2005. Neveléslélektan. (Psychológia výchovy). Budapest : Osiris Kiadó . 2005.</p> <p>VAŠEK, Š. 1995. Špeciálnopedagogická diagnostika. Bratislava : SPN. ISBN 8008020563</p> <p>ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha : Portál, 2011. ISBN 978802620044.</p> |       |       |     |     |     |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/>hungarian, slovak</p>   |       |       |     |     |     |
| <p><b>Notes:</b></p>  |       |       |     |     |     |
| <p><b>Evaluation of subjects</b><br/>Total number of evaluated students: 6</p>  |       |       |     |     |     |
| A   | B     | C     | D   | E   | FX  |
| 66.67   | 16.67 | 16.67 | 0.0 | 0.0 | 0.0 |
| <p><b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Luca Tiszai, PhD.</p>   |       |       |     |     |     |
| <p><b>Date of last update:</b> 17.08.2023</p>   |       |       |     |     |     |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>  |       |       |     |     |     |

## INFORMATION SHEET

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|--|------|---|-----|-----|------|
| <b>Name of the university:</b> J. Selye University   |      |   |     |     |      |
| <b>Name of the faculty:</b> Faculty of Education   |      |   |     |     |      |
| <b>Code:</b> KPD/UZ/<br>KONAJ/23   |      | <b>Name:</b> Konverzácia v anglickom jazyku |     |     |      |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |      |   |     |     |      |
| <b>Number of credits:</b> 1  |      |   |     |     |      |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |      |   |     |     |      |
| <b>Level of study:</b> I.  |      |   |     |     |      |
| <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><br>Total number of evaluated students: 10  |      |   |     |     |      |
| A  | B    | C   | D   | E   | FX   |
| 40.0   | 10.0 | 30.0  | 0.0 | 0.0 | 20.0 |
| <b>Teacher:</b>  |      |   |     |     |      |
| <b>Date of last update:</b> 15.02.2024   |      |   |     |     |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |      |   |     |     |      |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |       |  |       |       |       |
| <b>Name of the faculty:</b> Faculty of Education   |       |  |       |       |       |
| <b>Code:</b> KPD/UZ/<br>KONFJ/23   |       | <b>Name:</b> Konverzácia vo francúzskom jazyku |       |       |       |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |       |  |       |       |       |
| <b>Number of credits:</b> 1  |       |  |       |       |       |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |       |  |       |       |       |
| <b>Level of study:</b> I.  |       |  |       |       |       |
| <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><br>Total number of evaluated students: 28  |       |  |       |       |       |
| A  | B     | C  | D     | E     | FX    |
| 17.86  | 21.43 | 21.43  | 10.71 | 10.71 | 17.86 |
| <b>Teacher:</b>  |       |  |       |       |       |
| <b>Date of last update:</b> 15.02.2024   |       |  |       |       |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |  |       |       |       |

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| <b>Name of the university:</b> J. Selye University   |       |  |      |      |      |
| <b>Name of the faculty:</b> Faculty of Education   |       |  |      |      |      |
| <b>Code:</b> KPD/UZ/<br>KONNJ/23   |       | <b>Name:</b> Konverzácia v nemeckom jazyku |      |      |      |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |       |  |      |      |      |
| <b>Number of credits:</b> 1  |       |  |      |      |      |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |       |  |      |      |      |
| <b>Level of study:</b> I.  |       |  |      |      |      |
| <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><br>Total number of evaluated students: 15  |       |  |      |      |      |
| A  | B     | C  | D    | E    | FX   |
| 60.0   | 13.33 | 6.67                                       | 6.67 | 6.67 | 6.67 |
| <b>Teacher:</b>  |       |  |      |      |      |
| <b>Date of last update:</b> 15.02.2024   |       |  |      |      |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |  |      |      |      |

## INFORMATION SHEET

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|--|-------|--|-----|-----|-------|
| <b>Name of the university:</b> J. Selye University   |       |  |     |     |       |
| <b>Name of the faculty:</b> Faculty of Education   |       |  |     |     |       |
| <b>Code:</b> KPD/UZ/<br>KONSJ/23   |       | <b>Name:</b> Konverzácia v slovenskom jazyku |     |     |       |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |       |  |     |     |       |
| <b>Number of credits:</b> 1  |       |  |     |     |       |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |       |  |     |     |       |
| <b>Level of study:</b> I.  |       |  |     |     |       |
| <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><br>Total number of evaluated students: 7   |       |  |     |     |       |
| A  | B     | C  | D   | E   | FX    |
| 28.57  | 28.57 | 14.29  | 0.0 | 0.0 | 28.57 |
| <b>Teacher:</b>  |       |  |     |     |       |
| <b>Date of last update:</b> 15.02.2024   |       |  |     |     |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |  |     |     |       |

## INFORMATION SHEET

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

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

**Skills:**

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

**Competencies:**

- The student will be able to design a project of an educational activity in order to develop intercultural and minority competences of the pupil.
- The student will be able to design various didactic games that aim at developing intercultural and minority competences of the pupil.

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity

Theories of identity research.

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

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

Curricular aspects of minority identity.

**Literature:**

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

| A  | B   | C     | D   | E   | FX  |
|--|-----|-------|-----|-----|-----|
| 0.0  | 0.0 | 100.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, Mgr. Tímea Mészáros |     |       |     |     |     |
| <b>Date of last update:</b> 17.08.2023   |     |       |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |     |       |     |     |     |

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

**Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 36

| a     | n   |
|-------|-----|
| 100.0 | 0.0 |

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

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

Familiarity with relationship between learning style, learning environment and learning motivation;  
Familiarity with the basic concepts of learning methodology;  
Familiarity with the main characteristics of measuring instruments (used during data collection),  
Familiarity with the criteria of validity and reliability;  
Familiarity with the requirement of an argumentative interpretation;

Abilities:

The student is able to:

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

Competencies:

The student is capable of:

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

### **Brief syllabus:**

The main characteristics of pedagogical research.  
Quantitative and qualitative methodologies of pedagogical science.  
Formulation of research hypotheses and questions.  
Selection and processing of appropriate scientific literature.  
Data collection methods (questionnaire, interview, observation, tests).  
Case studies, researches on the internet.  
The thesis as a publication.  
System of scientific references.  
Learning styles and learning environment.  
Learning didactics.  
Correlations of learning and teaching styles.

### **Literature:**

Andragógiai interdiszciplináris kutatómódszertan / Kálmán Anikó. - 2. vyd. - Budapest : OKKER Oktatási és Kiadói Rt., 2005. - 148 s. - ISBN 963 9228 97 4.  
Kutatómódszertan = Elmélet, gyakorlat, tanulmányok : Oktatási segédlet / Menyhárt József. - 1. vyd. - Nitra-Nyitra : Nyitrai Konstantin Filozófus Egyetem -Univerzita Konštantína Filozofa v Nitre, 2015. - 167 s. - ISBN 978-80-558-0962-5.  
A társadalomtudományi kutatás gyakorlata / Earl Babbie ; Gábor Kende. - 6. vyd. - Budapest : Balassi Kiadó, 2008. - 600 s. - ISBN 978-963-506-764-0.  
Doing a Successful Research Project : Using Qualitative or Quantitative Methods / Martin Davies, Nathan Hughes. - 2. vyd. - Hampshire : Palgrave Macmillan, 2014. - 278 s. - ISBN 978-1-137-30642-5.  
Doing Your Research Project : A Guide for First-time Researchers / Judith Bell, Stephen Waters. - 7. vyd. - London : McGraw-Hill Education, 2018. - 344 s. - ISBN 978-0-335-24338-9.  
Metody pedagogického výzkumu : Základy kvantitativního výzkumu / Miroslav Chráska. - 2., akt. vyd. - Praha : Grada, 2016. - 254 s. - ISBN 978-80-247-5326-3.  
Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 3

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

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

o suitability of strategies and procedures (20 points).

Optional: written work or lecture/presentation.

- At the end of the semester:

Completed final test (max 50 points)

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

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

- Participation in lectures (13 working hours).

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

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

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

### **Results of education:**

Results of education:

Knowledge

The student...

- on a theoretical level, can identify the developmental and individual characteristics of the child/student/youth, as well as the possibilities of self-evaluation,

- can justify the selection criteria of methods and forms of assessment related to the learning and behaviour of the child/student/youth,

- understands the cultural needs and characteristics of different social groups,

- raises awareness of the importance of pedagogical work depending on the diversity of the population,

- able to define the concept of pedagogical diagnostics, its goals and tasks, types and applied methods,

- familiar with computer-based testing procedures.

Abilities

The student...

- will be able to evaluate the educational process and its results, the learning process and its results: able to reasonably implement the pedagogical evaluation,

- has basic practical experience in assessing the current level of development and developmental characteristics of children/students,

- recognize pathological signs in behaviour; able to implement prevention, recognize and solve sociopathological phenomena,

- supports the formation of self-evaluation processes in their students,

- can modify and thereby make the activities more efficient,

- can apply reasonable and effective methods and forms of evaluation, evaluates the child/student free of prejudices and stereotypes,

- can identify developmental and individual characteristics in practice, recognize specific educational needs,

- takes into account the different levels of development of each child/student resulting from socio-cultural differences,

- has basic knowledge related to developmental differences resulting from the specific educational needs of individuals (health or social disadvantage, talent). Able to effectively cooperate with specialists (special pedagogues, psychologists and other specialists) during the educational process, following the principles of inclusive pedagogy, and to take their instructions

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

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

Competencies

The student...

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

### **Brief syllabus:**

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

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

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

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

Diagnostic competences of pedagogical workers.

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

Methods and tools of pedagogical diagnostics and their practical application.

Documenting the results of pedagogical diagnostics.

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

Integration is inclusion.

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

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

Cooperation with legal representatives, institutions and professionals.

### **Literature:**

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 65

| A     | B     | C     | D     | E    | FX   |
|-------|-------|-------|-------|------|------|
| 16.92 | 15.38 | 12.31 | 32.31 | 20.0 | 3.08 |

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

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

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

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

### **Results of education:**

#### Knowledge

##### The student

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

#### Skills:

##### The student

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

#### Competences:

##### The student

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

#### Topics:

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

7. Principles of constructing and using proficiency tests.
8. Exploring content and requirements, constructing taxonomies.
9. Task pathology, types of tasks for knowledge assessment.
10. Practice in preparing knowledge assessment tasks.
11. Measurement and evaluation guides, revision key.
12. Interpretation of measurement results, use in school.

**Brief syllabus:**

Student assessment. The impact of assessment on student performance and motivation.  
 Types, methods and tools of assessment in the teaching-learning process.  
 Diagnostic, formative and summative tests.  
 Assessment in relation to norms and criteria.  
 Performance indicators of tests, objectivity, reliability, validity. Assessment for learning in the classroom.  
 Skills and ability tests.  
 Principles of constructing and using proficiency tests.  
 Exploring content and requirements, constructing taxonomies.  
 Task pathology, types of tasks for knowledge assessment.  
 Practice in preparing knowledge assessment tasks.  
 Measurement and evaluation guides, revision key.  
 Interpretation of measurement results, use in school.

**Literature:**

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

CSÍKOS, Cs. & B. NÉMETH, M. 1998. A tesztekkel mérhető tudás. In B. Csapó (Ed.), Az iskolai tudás (pp. 83–114). Budapest: Osiris Kiadó. ISBN 963 389 246 5. online. Dostupné na internete: [http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno\\_Iskolai\\_tudas\\_2002.pdf](http://publicatio.bibl.u-szeged.hu/11931/1/CsBeno_Iskolai_tudas_2002.pdf)

CSAPÓ, B. et. al. (szerk.). 2015. A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). 2015. A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Budapest: Oktatókutató és Fejlesztő Intézet, Budapest. online. Dostupné na internete: <http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

D. MOLNÁR, É., MOLNÁR, E. K. & JÓZSA, K. 2012. Az olvasásvizsgálatok eredményei. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Budapest: Nemzeti Tankönyvkiadó. 17–81. online. Dostupné na internete: [http://pedagogus.edia.hu/sites/default/files/merlegen\\_a\\_magyar\\_iskola.pdf](http://pedagogus.edia.hu/sites/default/files/merlegen_a_magyar_iskola.pdf)

JÓZSA, K. 2012. A tanulás affektív tényezői. In: Csapó Benő (szerk.): Mérlegen a magyar iskola. Nemzeti Tankönyvkiadó, Budapest. 367–406. online. Dostupné na internete: [http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes\\_2012\\_Affektiv\\_tenyezok.pdf](http://www.staff.u-szeged.hu/~fejesj/pdf/Jozsa-Fejes_2012_Affektiv_tenyezok.pdf)

JÓZSA, K. 2012. Részletes tartalmi keretek az olvasás diagnosztikus értékeléséhez. In: Csapó Benő és Csépe Valéria (szerk.): Tartalmi keretek az olvasás diagnosztikus értékeléséhez. Budapest: Nemzeti Tankönyvkiadó. 219–308. online. Dostupné na internete: [http://www.edu.u-szeged.hu/~csapo/publ/Olvasas\\_tartalmi\\_keretek.pdf](http://www.edu.u-szeged.hu/~csapo/publ/Olvasas_tartalmi_keretek.pdf)

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

hungarian, slovak

|  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Notes:</b>  |     |     |     |     |     |
| <b>Evaluation of subjects</b>  |     |     |     |     |     |
| Total number of evaluated students: 1  |     |     |     |     |     |
| A  | B   | C   | D   | E   | FX  |
| 100.0  | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| <b>Teacher:</b> prof. Dr. Krisztián Józsa, DSc., Dr. habil. Erika Kopp, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD. |     |     |     |     |     |
| <b>Date of last update:</b> 17.08.2023   |     |     |     |     |     |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.              |     |     |     |     |     |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KPD/UZ/<br>PPX1/22  | <b>Name:</b> Introductory pedagogical practice |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 1  |  |
| <b>Recommended semester/trimester of study:</b> 2.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>The conditions for the completion of the course are defined by the current dean's guideline of the Faculty of Teacher Education of the SJU TKK Komárom: the Principles of Pedagogical Practice of the Selye János University. The student is obliged to follow the instructions for the subject Pedagogical Practice 1 - PPX 1 of this document and to act according to them.<br>The conditions for completing the course:<br>- active participation of the student in the pedagogical practice within the given time interval in accordance with the guidelines,<br>- cooperation of the student in the performance of the tasks, active participation in the analysis and discussion during the pedagogical exercise,<br>- submission of a completed report, stamped and signed by the institution, certifying participation in the pedagogical training (PPX 1),<br>- Completion of a portfolio (reflection on the induction training)<br>- assessment of the quality of the portfolio/reflection (max. 50 points): <ul style="list-style-type: none"> <li>• content: 35 points,</li> <li>• format: 15 points.</li> </ul> Total workload of the student: 1 credit = 30 working hours<br>•5 contact hours in the form of attendance at the institution; 5 hours of analysis; 10 hours preparation of the portfolio/reflection.<br>Successful completion of the course requires:<br>1.) the submission of a completed and signed/ stamped report on the pedagogical practice (PPX 1<br>2.) obtaining at least 50% of the maximum number of points (50 points) for the course.<br>Final assessment:<br>- passed = 50 - 100% (25 - 50 points)<br>- not passed = 49 - 0% (0 - 24 points) |  |
| <b>Results of education:</b><br><b>Knowledge:</b><br>- the student is familiar with the school's legal documents.<br>- The student knows the pedagogical documentation of the school.<br><b>Skills:</b><br>- be able to find their way around school legislation and search for relevant information,  |  |

| <p>- be able to find their way around the school's pedagogical documentation.</p> <p>Competencies:</p> <p>- the student is able to independently observe and analyse the internal and external space of the school in the context of the implementation of educational processes.</p>  |       |   |   |       |       |
|--|-------|---|---|-------|-------|
| <p><b>Brief syllabus:</b></p> <p>The pedagogical practice in the training schools/practice school facilities, within which the student will acquire knowledge on the following topics: school legislation, pedagogical documentation, teaching methods, curricula, curriculum, thematic plans, teaching process, preparation for the classroom, possibilities for active work with students, evaluation criteria.</p> <p>Preparing a portfolio/reflection.</p>   |       |   |   |       |       |
| <p><b>Literature:</b></p> <p>CINDLEROVÁ, I,- CSEHIOVÁ, A. et al. 2021. Mentor Training: Materials and Tasks. 1. vyd. Ostrava: Ostravská univerzita, 268 s. ISBN 978-80-7599-294-9.</p> <p>HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.</p> <p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Štátne vzdelávacie programy</p> <p>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.</p> |       |   |   |       |       |
| <p><b>Language, knowledge of which is necessary to complete a course:</b></p> <p>hungarian , slovak</p>  |       |   |   |       |       |
| <p><b>Notes:</b></p>   |       |   |   |       |       |
| <p><b>Evaluation of subjects</b></p> <p>Total number of evaluated students: 167</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>85.03</td> <td>14.97</td> </tr> </tbody> </table>  |       | a | n | 85.03 | 14.97 |
| a  | n     |   |   |       |       |
| 85.03  | 14.97 |   |   |       |       |
| <p><b>Teacher:</b> PaedDr. Tamás Török, PhD.</p>   |       |   |   |       |       |
| <p><b>Date of last update:</b> 18.05.2023</p>  |       |   |   |       |       |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>   |       |   |   |       |       |

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

**Literature:**

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

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

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

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

|   |      |
|---|------|
| Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.     |      |
| <b>Language, knowledge of which is necessary to complete a course:</b><br>hungarian, slovak                                 |      |
| <b>Notes:</b>   |      |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 66   |      |
| a   | n    |
| 98.48   | 1.52 |
| <b>Teacher:</b> PaedDr. Tamás Török, PhD.   |      |
| <b>Date of last update:</b> 18.05.2023  |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |      |

## INFORMATION SHEET

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

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

**Competencies:**

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

**Brief syllabus:**

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

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

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

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

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

**Literature:**

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

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

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

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

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

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

| a     | n   |
|-------|-----|
| 100.0 | 0.0 |

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

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|   |                                     |
|---|-------------------------------------|
| <b>Name of the university:</b> J. Selye University  |                                     |
| <b>Name of the faculty:</b> Faculty of Education  |                                     |
| <b>Code:</b> KPD/UZ/<br>PRP/22  | <b>Name:</b> Profession of teaching |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |                                     |
| <b>Number of credits:</b> 2   |                                     |
| <b>Recommended semester/trimester of study:</b> 4.  |                                     |
| <b>Level of study:</b> I.   |                                     |
| <b>Prerequisites:</b>   |                                     |
| <b>Conditions for passing the subject:</b><br>The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester and a final didactic test. <ul style="list-style-type: none"> <li>- Student participation in assignments and involvement in analysis and discussions during lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity aimed at developing the pedagogical competences of the teacher (50 points)</li> <li>- a final didactic test (50 points).</li> </ul> Criteria for the evaluation of the essay: <ul style="list-style-type: none"> <li>- presentation of a literature review (10 points),</li> <li>- analysis and evaluation (20 points),</li> <li>- drawing conclusions and formulating proposals (10 points),</li> <li>- elaboration (10 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (20 points)</li> <li>- originality (10 points)</li> <li>- formality (10 points)</li> <li>- presentation of the literature review (10 points)</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 26 hours attendance at lectures (contact hours); 17 hours self-study; 17 hours preparation of term papers.</li> </ul> The maximum number of points is 100. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points. |                                     |
| <b>Results of education:</b><br>Knowledge <ul style="list-style-type: none"> <li>- The student knows the most important exploratory methods to reveal the social situation of groups and students,</li> </ul>   |                                     |

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

#### Skills

The student will be able to:

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

Competencies:

Student:

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

#### **Brief syllabus:**

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

#### **Literature:**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 77

| A     | B     | C    | D    | E     | FX    |
|-------|-------|------|------|-------|-------|
| 51.95 | 14.29 | 5.19 | 6.49 | 10.39 | 11.69 |

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

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

The concept and history of the family.  
Family form and family functions.  
The place, role and absence of members in the family.  
Evolution of family life and changes in family life.  
Paranormal crises and the under-functioning family.  
The family and the school.  
Methods of getting to know the family.  
Opportunities for cooperation.  
Educational methods and teacher communication.  
Social deficiencies and school success.  
Research on family inequalities.  
The education of family life.  
Strengthening the relationship between school and family. Good practices.

**Literature:**

Balogh László–Bolló Csaba–Dávid Imre–Tóth László–Tóth Tamás: A pedagógusok, szülők együttműködése és a kollégiumok szerepe a tehetségfejlesztésben. Magyar Tehetségsegítő Szervezetek Szövetsége, 2014. ISSN 2062-5936  
[https://tehetseg.hu/sites/default/files/konyvek/geniusz\\_31\\_net.pdf](https://tehetseg.hu/sites/default/files/konyvek/geniusz_31_net.pdf)  
Cs. F. Nemes Márta: Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.  
Forward, S. (2000): Méregző szülők. Budapest, Háttér Kiadó, 346 p.  
Hegedűs Judit ( szerk.): Család, gyermek, társadalom – A gyakorlati pedagógia néhány alapkérdése sorozat (5. kötet) ELTE, Budapest, 2006.  
<http://gepeskonyv.btk.elte.hu/adatok/Pedagogia/84N%E1dasi/Nyomtat%E1sra/pdf/Csal%E1d,%20gyermek,%20t%E1rsadalom.pdf>  
Kováts-Németh Mária – Muhi Béla – Szijártó István (szerk.) A család és szerepe a tehetséggondozásban. Ziegler-nyomda, Keszthely, 2013.  
Németh András (2004): Az európai család változásai. in: Pukánszky Béla-Németh András: A pedagógia problémátörténete. Gondolat Budapest, 241-259.o ISBN: 963 956 7183  
Podráczky J. szerk. 2012. Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.  
Pukánszky Béla: A gyermekkor története. Műszaki Kiadó, Budapest, 2001.  
Ranschburg Jenő (2004): Gepárd–kölykök. Urbis Kiadó, Budapest, 5–137. ISBN: 963 929 1595  
Szabó Éva (2008). Szeretettel és szigorral. Az iskolai nevelés problémái a szülők és a tanárok szemszögéből. Akadémiai Kiadó. ISBN:9779630583771  
UTASI Ágnes: A bizalom hálójá. Mikro-társadalmi kapcsolatok, szolidaritás. Budapest, 2002. Új Mandátum Kiadó 155 p.  
Vajda Zsuzsa (2005): A család funkciói. in: Vajda Zsuzsanna–Kósa Éva: Neveléslélektan. Osiris Kiadó, Budapest, 171–179. ISBN: 963389 7289

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 96

| A   | B    | C     | D    | E    | FX   |
|---|------|-------|------|------|------|
| 58.33   | 12.5 | 13.54 | 9.38 | 1.04 | 5.21 |
| <b>Teacher:</b> prof. Dr. Béla István Pukánszky, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.            |      |       |      |      |      |
| <b>Date of last update:</b> 18.05.2023  |      |       |      |      |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |      |       |      |      |      |

## INFORMATION SHEET

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|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KPD/UZ/<br>RMK/22   | <b>Name:</b> Regional and minority culture |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 2  |  |
| <b>Recommended semester/trimester of study:</b> 2.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>General conditions for taking the course: <ul style="list-style-type: none"> <li>- Active participation of the student in lectures,</li> <li>- Participation of the student in the assignments and participation in the analysis and discussions during the lectures,</li> <li>- an essay in which the student analyses relevant professional, scientific literature or an article (100 points), or a project proposal for an educational activity aimed at developing the student's intercultural and minority competences (100 points)</li> </ul> Essay evaluation criteria: <ul style="list-style-type: none"> <li>- Presentation of a literature review (20 points),</li> <li>- analysis and evaluation (40 points),</li> <li>- drawing conclusions and formulating suggestions (20 points),</li> <li>- elaboration (20 points).</li> </ul> Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> <li>- Content (40 points),</li> <li>- originality (20 points),</li> <li>- formality (20 points),</li> <li>- presentation of the literature review (20 points).</li> </ul> Total student workload: 2 credit = 60 hours <ul style="list-style-type: none"> <li>- 13 hours of lecture attendance; 20 hours of self-study; 27 hours of term paper preparation.</li> </ul> The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade.           Overall course pass mark: <ul style="list-style-type: none"> <li>- A = 90 - 100% (90 - 100 points)</li> <li>- B = 80 - 89% (80 - 89 points)</li> <li>- C = 70 - 79% (70 - 79 points)</li> <li>- D = 60 - 69% (60 - 69 points)</li> <li>- E = 50 - 59% (50 - 59 points)</li> <li>- FX = 0 - 49% (0 - 49 points)</li> </ul> |  |
| <b>Results of education:</b><br>Knowledge:   |  |

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

**Skills:**

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

**Competencies:**

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

**Brief syllabus:**

Theoretical approaches to identity from a minority identity perspective.

General theoretical foundations of the concept of identity.

Theories of identity research.

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

Cultural and social values with regard to minorities.

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

Curricular aspects of minority identity.

**Literature:**

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

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

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

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

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

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

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

hungarian, slovak

**Notes:**

| <b>Evaluation of subjects</b>  |       |       |       |      |      |
|--|-------|-------|-------|------|------|
| Total number of evaluated students: 121  |       |       |       |      |      |
| A  | B     | C     | D     | E    | FX   |
| 20.66  | 29.75 | 33.06 | 13.22 | 1.65 | 1.65 |
| <b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss, Mgr. Tímea Mészáros |       |       |       |      |      |
| <b>Date of last update:</b> 18.05.2023   |       |       |       |      |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |       |       |      |      |

## INFORMATION SHEET

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

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

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

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

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

### **Results of education:**

Knowledge:

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

Capabilities:

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

Competences:

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

### **Brief syllabus:**

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

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

**Literature:**

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

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

hungarian ,slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 2

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

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

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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

- the student is empathetic towards different social groups,
- the student identifies with the mission of his/her institution,
- the student feels responsibility for effective problem solving.

### **Brief syllabus:**

Problems addressed by the sociology of education. Opinions on the sociology of education.

The development of topics in the sociology of education: socio-historical context.

Scenarios of education, forms of socialization: family, pre-school, school and out-of-school education.

Family research from a sociological perspective: family functions and socialization.

Sociology of the educational system: the continental system. The Atlantic system. Who owns the school?

Theories of capital in educational research: human capital theory.

Cultural capital and the theory of reproduction. Social capital as a compensating factor of disadvantage.

Multi-culturalism, intercultural education: society and historical background. The concept and meaning of multicultural and intercultural education.

Approach to multicultural and intercultural education. Using multicultural and intercultural education to develop skills. Analysis of school performance and student achievement.

Social mobility and school: social structure, inequalities in school. Social mobility and equal opportunities in school.

Equal opportunities and inclusion in school: strategies for social and school coexistence.

Linguistic socialisation and school: School as a test of language ability and higher level language contact. Bernstein's language codes.

Effectiveness, good outcomes and adequacy in public education. Circumstances affecting effectiveness.

Minority education. Demographic trends in the Carpathian Basin.

### **Literature:**

Csepeli Gy. et al. 1987 Modern polgári társadalomelméletek. Budapest: Gondolat Kiadó  
 ĎURDÍK, Ladislav. Asszimilációs folyamatok a szlovákiai magyarság körében. 1. vyd. Pozsony: Kalligram, 2004. 152 s. ISBN 978-80-7149-668-5.

Gál Gyöngyi: Erdélyből áttelepedett pedagógusok otthon- és családképe. Katolikus Pedagógia, VII. ÉVFOLYAM, 2018/1–2. SZÁM. pp.5-16 (2018).

Kováts-Németh Mária: Kultúráközvetítés és pedagógiai értékrendszerek. Komárno: Selye János Egyetem Tanárképző Kara, 2013.

Kozma Tamás: Bevezetés a nevelésszociológiába. Nemzeti Tankönyvkiadó 1994

Lannert Judit (2004): Minőség, hatékonyság, eredményesség. Új Pedagógiai Szemle, <http://epa.oszk.hu/00000/00035/00087/2004-12-ko-Lannert-Hatekonysag.html>

Tóth Péter, Holik Ildikó (szerk.): Új kutatások a neveléstudományokban 2015: Pedagógusok, tanulók, iskolák – az értékformálás, az értéközvetítés és az értékteremtés világa. MTA Pedagógiai Tudományos Bizottság, Budapest, 2016 ISSN 2062-090X.

Varga Aranka (szerk.): A nevelésszociológia alapjai 2015. Pécs. ISBN (epub) 978-963-642-850-1 – DOI 10.15170/BTK.2015.00001. <https://mek.oszk.hu/14500/14566/14566.pdf>

Továbbá a: Képzés és Gyakorlat, a Köznevelés, az Iskolakultúra, a Neveléstudomány, a Nevelésszociológia, a Pedagógusképzés, a Magyar Pedagógia, a Fejlesztő Pedagógia és az Egészségnevelés című folyóiratok tantárgyhoz kapcsolódó további írásai (2015-2021.)

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

hungarian, slovak

|   |       |       |       |     |      |
|---|-------|-------|-------|-----|------|
| <b>Notes:</b>   |       |       |       |     |      |
| <b>Evaluation of subjects</b>   |       |       |       |     |      |
| Total number of evaluated students: 58  |       |       |       |     |      |
| A   | B     | C     | D     | E   | FX   |
| 29.31   | 29.31 | 18.97 | 12.07 | 6.9 | 3.45 |
| <b>Teacher:</b> Dr. habil. Erika Kopp, PhD., PaedDr. Beáta Kiss, Katalin Kanczné Nagy, PhD.                                 |       |       |       |     |      |
| <b>Date of last update:</b> 18.05.2023  |       |       |       |     |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |       |       |       |     |      |

## INFORMATION SHEET

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

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

**Skills:**

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

**Competences:**

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

**Brief syllabus:**

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation

**Literature:**

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

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

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

| <p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty:<br/>Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.<br/>Az iskola, intézmény pedagógiai és egyéb dokumentációja.</p> |     |   |   |       |     |
|--|-----|---|---|-------|-----|
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/>hungarian, slovak</p>  |     |   |   |       |     |
| <p><b>Notes:</b></p>   |     |   |   |       |     |
| <p><b>Evaluation of subjects</b><br/>Total number of evaluated students: 28</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>  |     | a | n | 100.0 | 0.0 |
| a  | n   |   |   |       |     |
| 100.0  | 0.0 |   |   |       |     |
| <p><b>Teacher:</b> Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Csilla Nagyová, ArtD.</p>  |     |   |   |       |     |
| <p><b>Date of last update:</b> 22.08.2023</p>  |     |   |   |       |     |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>   |     |   |   |       |     |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KPD/UZ/<br>TFV/22   | <b>Name:</b> Educational theory and educational philosophy |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture / Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 / 1 <b>For the study period:</b> 13 / 13<br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 3  |  |
| <b>Recommended semester/trimester of study:</b> 3.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>General requirements: <ul style="list-style-type: none"> <li>• active participation,</li> <li>• written exam (50 point),</li> <li>• seminar assignments, groupwork</li> <li>• written essay a written essay on one of the specified topics of the course (min requirements: essay based on min. 5 literature, 15.000 character) (50 points)</li> </ul> Criteria for assessing the written essay: <ul style="list-style-type: none"> <li>- Content 20 points,</li> <li>- Formal structure 10 points,</li> <li>- Literature used 20 points.</li> </ul> Total workload of the student: 3 credits = 90 hours (26 hours lecture and seminar; 32 hours of independent study, preparation for the exam and 32 hours for the essay).<br>To successfully complete the course, at least 50% of the maximum number of points (100 points) must be obtained.<br>Total assesment of the course: <ul style="list-style-type: none"> <li>• A = 90 – 100% (150 – 135 point)</li> <li>• B = 80 – 89% (134 – 120 point)</li> <li>• C = 70 – 79% (119 – 105 point)</li> <li>• D = 60 – 69% (104 – 90 point)</li> <li>• E = 50 – 59% (89 – 75 point)</li> <li>• FX = 0 – 49% (0 – 74 point)</li> </ul> |  |
| <b>Results of education:</b><br>Knowledge: <ul style="list-style-type: none"> <li>- The student knows and can interpret the results of recent research.</li> <li>- The student is able to understand and apply the results of new research in the field of education and pedagogy.</li> <li>- The student knows and be able to interpret the different conceptions of the human person, the related educational approaches, be aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.</li> </ul>  |  |

- The student is familiar with and able to apply different theoretical approaches and interpretations of education and its role.
- The student is able to develop his/her understanding of the person, the child and education in dialogue with other theories in an open-minded way; he/she will seek to develop a coherent approach of his/her own.
- The student is familiar with pedagogical methods that promote community building and development.

**Skills:**

- The student is able to develop an awareness of his/her own conception of man and child, of education, to communicate with others and to understand others' ideas about man;
- The student is able to search, compare and use relevant literature independently,
- The student is able to identify strategies appropriate to educational and pedagogical objectives,
- The student is able to select forms of organisation and to organise an environment conducive to effective learning,
- The student is able to analyse different educational situations independently and professionally,
- The student is able to reflect, analyse and evaluate his/her pedagogical experiences and views.

**Competences:**

- The student is sufficiently prepared and committed to carry out professional and pedagogical work in a responsible manner,
- the student takes responsibility for the mission of his/her institution,
- the student has a sense of responsibility for the effective solution of specific problems,
- the student has a democratic commitment to values and a sense of responsibility, is ready to accept values different from his/her own, and is open to learning about and respecting the opinions of others.

**Brief syllabus:**

Anthropological foundations of education. Culture- education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites and informal education. Basic concepts of education: upbringing, culture - enculturation, socialisation, individualisation, education, learning.

Discipline and education, the purpose of education, the role of ideals and norms in education; the main European value systems (conservative-Christian, liberal, socialist, alternative) and their educational implications, diversity in schools, value pluralism.

Institutional education; school as a social institution: functions of school, mobility, school selection and equal opportunities. The hidden curriculum and school rites.

The relationship between family and school.

The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

Vulnerability of modern mass democracies and the totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

**Literature:**

Bárány Tibor (szerk.): Kiskaté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtei Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről. Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

<https://www.szaktars.hu/attraktor/view/csejtei-dezso-filozofia-a-mindennapokban-gondolatok-emberrol-vilagrol-istenrol-2016/?pg=224&layout=s>

Dietrich, Jürgen – Tenorth, Heiz-Elmar: A modern iskola kialakulása és működése. Műszaki Könyvkiadó, Budapest, 2003. ISBN 963 16 2757 8  
 Donald, Merlin (2002): Az emberi gondolkodás eredete. Osiris, Budapest. ISBN 963 389 085 3  
 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184  
 Németh András: Nevelés – gyermek – iskola. Eötvös Kiadó, Budapest, 1997. ISBN: 9639024198  
 Németh András: Emberi idővilágok – pedagógiai megközelítések. Gondolat Kiadó, Budapest, 2013. ISBN 9789636932688  
 Wulf, Christoph: Az antropológia rövid összefoglalása. Enciklopédia Kiadó, Budapest, 2007. ISBN 963 9655 09 0

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 77

| A     | B     | C     | D    | E   | FX    |
|-------|-------|-------|------|-----|-------|
| 22.08 | 31.17 | 27.27 | 6.49 | 2.6 | 10.39 |

**Teacher:** Dr. habil. Erika Kopp, PhD., prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Katalin Kanczné Nagy, PhD., prof. Dr. András Németh, DSc., PaedDr. Beáta Kiss

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KPD/UZ/<br>TKZ/22   | <b>Name:</b> Movement culture and healthy lifestyle education |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 2  |   |
| <b>Recommended semester/trimester of study:</b> 5.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Active participation in hours, seminars and oral exams.<br>The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility.<br>The definition of the competences of the child/student of the selected school facility type (50 points), the definition of the educational thematic area of the selected school facility type (50 points).<br>Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit.<br>Total student workload: 2 credits = 60 hours, participation in 13 hour lectures (contact); 47 hours self-studying and preparation - half-year work.  |   |
| <b>Results of education:</b><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>• The student is able to work with theoretical knowledge.</li> <li>• The student is able to develop preparedness for child and youth health practices.</li> <li>• The student can develop various tools to improve the mobility of children, young people and the adult population.</li> <li>• The student can set up specific warm-up exercises per age group.</li> </ul> <b>Capabilities:</b> <ul style="list-style-type: none"> <li>• The student will be able to navigate through the AOP Education area of health and physical activity.</li> <li>• The student has the ability to expand his or her knowledge and self-training.</li> <li>• The student is able to develop their own preparedness and health practices for different age groups.</li> <li>• The student is able to apply sentence-related knowledge in practice.</li> </ul> <b>Competences:</b> <ul style="list-style-type: none"> <li>• The student will be able to apply his/her knowledge in the course of his/her future work.</li> <li>• It can make contact not only with children, but also with parents and adults.</li> <li>• The student has the ability to provide professional reasons for his activity.</li> <li>• The student is able to implement a targeted self-training development.</li> </ul> |   |

- The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

**Brief syllabus:**

The theory and basic knowledge of physical culture, physical education and sport education. ( physical culture, kinesthetic games, conditional, coordination, compensatory practices). The physical development of pupils' school age. Healthy lifestyle - elements of a healthy lifestyle for students. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge, practical and recreational use of kinesthetic toys. Various sports activities in school clubs. Knowledge of basic tourism skills and information in nature in summer and winter. Organization of various sporting events under the legislation in force at the Ministry of Education of the Slovak Republic. Knowledge of basic health standards for sports activities in schools.

**Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8

Domonkos Mihály: Testkultúra, Juhász Gyula Pedagógiai Kar – Szeged, ISBN 978-963-306-366-8, <http://www.ofi.hu/tudastar/kultura-testkultura>, <http://www.jgypk.u-szeged.hu/dok/tamopsport/Nadori-Dancs-Retsagi-Ekler-Gaspar%20-%20Sportelmeleti%20ismeretek>

Gaal Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaal Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaal Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004 Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

ZANZA TV – Testkultúra, <https://zanza.tv/fogalom/testkultura>

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

hungarian ,slovak language

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 9

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

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

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KPD/UZ/<br>TPR/22  | <b>Name:</b> Theory and practice of the management of educational institutions |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |  |
| <b>Number of credits:</b> 1   |  |
| <b>Recommended semester/trimester of study:</b> 6.  |  |
| <b>Level of study:</b> I.   |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>General conditions for taking the course:<br>- Active participation of the student in lectures,<br>- Successful completion of a continuous knowledge test,<br>- successful completion of the final examination.<br>The course ends with an examination. The intermediate written knowledge test has a maximum score of 60 points. The final written knowledge test has a maximum score of 40 points. The successful completion of the course is subject to obtaining at least 50 % of the maximum possible grade for the course (100 points). The grade is awarded on the following scale: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E- 50-59%.<br>Total student load: 1 credit = 30 hours<br>- 26 hours lecture attendance (contact hours); 4 hours self-study.   |  |
| <b>Results of education:</b><br><b>Knowledge:</b><br>- The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture<br>- the student is familiar with management styles and can characterise them,<br>- the student knows the structure of the school system of the Slovak Republic,<br>- the student is familiar with school legislative documents,<br>- the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies,<br>- the student knows the forms of cooperation with partners of educational institutions,<br>- the student knows the meaning and methods of evaluation and self-evaluation,<br>- the student is familiar with pedagogical documentation related to the management of educational institutions (school educational and educational programmes),<br>- the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions,<br>- the student knows the background to the development of each programme,<br>- the student knows the procedures for the development of individual programmes. |  |
| <b>Skills:</b>  |  |

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student is able to establish cooperation with school partners and educational institutions,

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of management and cooperation,
- the student is able to conceive his/her own practices in achieving the set objectives in the field of management and cooperation,
- the student is able to apply knowledge about school management in the context of school management in the Slovak Republic in relation to legislation,
- the student will be able to critically evaluate existing legal documents especially in relation to national schools,
- the student will be able to evaluate the ongoing changes in the field of public administration, to express his/her own opinion on the justification of self-governing structures in the process of school management,
- the student will feel responsible for the quality of individual programs for the benefit of an effective educational process.

**Brief syllabus:**

Functions of the school. The nature of school governance in a democratic society. Adaptability of the school management system.

The position and roles of the state administration in school management. The responsibilities of local government, school authorities and other bodies in the management of schools and schools.

The nature and content of management. Concepts and theories of management. Functions of management - basic and general management functions.

School management. Models of school management, their peculiarities. Organisational structure of the school. Comprehensive school management in the implementation of the school educational programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal standards of the school as regulators of optimal functioning.

Management styles. Personality and communication skills of the school manager. School marketing from the point of view of contemporary school needs.

School climate and culture in terms of the development and implementation of the school educational programme.

Kindergarten and school education partners and their cooperation.

Evaluation and self-evaluation methods in management.

Legislative basis for the development of the school educational programme of kindergarten and educational programme of school educational establishments.

Principles of development and structure of the school educational program of kindergarten and educational program of school educational facilities.

Analysis of local conditions and possibilities of kindergarten and school educational facilities prior to the development of the educational and school educational program - SWOT analysis.

Stages of creation of school educational and educational programs.

**Literature:**

HORVÁTHOVÁ, K. Oštatásmenedzsmnt. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

HORVÁTHOVÁ, K., OBDRŽÁLEK, Z. Organizácia a manažment školstva: Terminologický a výkladový slovník. Bratislava : SPN, 2004. 419 s. ISBN 80-10-00022-1.

HORVÁTHOVÁ, K. a kol. Otázky koncepcie prípravy riadiacich zamestnancov škôl. Nitra : UKF, 2011. 344 s. ISBN 978-80-558-0001-1.

HORVÁTHOVÁ, K. Školský manažment v nových spoločenských podmienkach (pre riadiacich pedagogických zamestnancov). Bratislava : UK, 2008. 181 s. ISBN 978-80-969178-8-4.

HORVÁTHOVÁ, K, MANNIOVÁ, J. Úvod do školského manažmentu. Ivanka pri Dunaji : AXIMA, 2008. 179 s. ISBN 978-80-969178-6-0.

KETS DE VRIES, M. The leadership mystique: Leading behavior in human enterprises. Great Britain : Pearson Education, 2006. 279 s. ISBN 978-1-4058-4019-4.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.

ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2016. Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách [online]. Bratislava : ŠPÚ, 2016. 112 s. Dostupné na internete <[https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Zákon č. 138/2019 o pedagogických zamestnancoch a odborných zamestnancoch a o zmene a doplnení niektorých zákonov.

Zásady tvorby školských vzdelávacích programov a výchovných programov – [www.statpedu.sk](http://www.statpedu.sk), [www.minedu.sk](http://www.minedu.sk).

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 19

| A     | B     | C     | D     | E    | FX  |
|-------|-------|-------|-------|------|-----|
| 36.84 | 31.58 | 15.79 | 10.53 | 5.26 | 0.0 |

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD., PaedDr. Beáta Kiss

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|--------------------------------|
| <b>Name of the university:</b> J. Selye University   |                                |
| <b>Name of the faculty:</b> Faculty of Education   |                                |
| <b>Code:</b> KPD/UZ/<br>TVD/22   | <b>Name:</b> Creative workshop |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present   |                                |
| <b>Number of credits:</b> 1  |                                |
| <b>Recommended semester/trimester of study:</b> 1.   |                                |
| <b>Level of study:</b> I.  |                                |
| <b>Prerequisites:</b>  |                                |
| <b>Conditions for passing the subject:</b><br>- active participation of the student in the exercises<br>- participation of the student in the assignments and participation in the discussions during the exercises<br>- submission of term papers in physical and digital form and its presentation<br>- Evaluation of the success of the semester work - max. 50 points:<br>- quality - 20 points,<br>- originality - 10 points,<br>- formal aspect - 10 points,<br>- a short oral explanation of the concept and content of the works<br>the contents and the content of the submitted works - 10 points.<br>- The successful completion of the course includes the submission of term papers in digitised form as a pdf document, with the quality and content of this document being assessed separately according to the following criteria - max. 30 points:<br>- formal aspect - 10 points<br>- quality of reproductions of the theses - 10 points<br>- skills in the use of digital media<br>(working with hardware and software) -10 points<br>Evaluation - max. 80 points:<br>A : 72 - 80 points (90 - 100%)<br>B: 64 - 71 points (80 - 89%)<br>C: 56-63 points (70-79%)<br>D: 48 - 55 points (60 - 69%)<br>E: 40 - 47 points (50 - 59%)<br>Fx: 0-39 points (0-49%)<br>Total student load: 1 credit = 30 hours<br>- 13 hours of participation in exercises (contact hours); 8 hours of self-study; 9 hours of term paper preparation. |                                |
| <b>Results of education:</b><br>Knowledge<br>Student/Student:  |                                |

- Knows the tools of the visual arts and their proper use
- knows the art techniques and their areas of application
- knows the application of some graphic, plastic and digital technologies
- knows the forms of visual education activities
- recognises the specificities of the visual representation of children and young people
- knows the methods of education aimed at developing creativity
- plans and organises forms of visual education and craft activities

#### Skills

The student is able to:

- use the tools of visual arts correctly and to apply them appropriately
- select and apply appropriate art techniques on the surface and in space
- use the elements of visual language in different ways on the surface and in space
- express themselves using art techniques on a given subject
- carry out certain graphic, plastic and digital processes
- to reflect on current social and cultural issues and critical thinking

#### Competencies:

The student is able to:

- Apply practical knowledge of the curriculum as applied to creative production practices
- apply the theoretical knowledge of the curriculum that he/she uses in a creative way
- establish own procedures for achieving goals in planning and implementing art activities
- to work independently in creative making practices or in learning the curriculum
- identify with their own profession in which they are fluent in developing their own abilities and skills
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- to support the thinking and creative processes of children and young people and their visual expression

#### **Brief syllabus:**

Visual expression - perception, qualities, experience.

Ecology and environmental awareness in art education - land art, environmental art, arte povera.

The development of pictorial representation of children and young people - schematism, symbols, colour and form, space.

Phenomena of visual art - creation, styles.

Characteristics of media - typical expressive means of media.

Bookmaking - Japanese binding, paperback, picture book.

Theory and practice of digital competence - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.

Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.

The possibilities of spatial representation on the canvas - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.

Possibilities of integrating visual education into other areas of education.

Visual education by project method.

Environment: technology and tradition - objects, spaces, function.

Environment: technology and tradition - tradition, design, fashion.

#### **Literature:**

ARHNEIM, R. A vizuális élmény: Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415

BÁLVÁNYOS, H. Esztétikai - művészeti ismeretek nevelés: Vizuális kultúra II. : Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BÁLVÁNYOS, H. Látás és szemléltetés. Budapest: Balassi Kiadó, 2003, 155 s. ISBN 963 506 521 3.

BÁLVÁNYOS, H., SÁNTA, L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2000, 125s. ISBN 963 506 354 7.

BAKOS, T., BÁLVÁNYOS, H., PREISINGER ZS. A vizuális nevelés pedagógiája: 6-12 éves korosztályban. Budapest: Balassi Kiadó, 2001, 263 s. ISBN 963 506 398 9.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6. 161 s. ISBN 978-80-8122-335-8.

DVORSZKY, H. Design: A forma művészete. Budapest: Képzőművészeti Alap Kiadóvállalata, 1979, 295 s. ISBN 963 336 119 2

FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

FIEDLER, J., VANCURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang: Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

HEGYI, L. Avantgarde és transzavantgarde. Budapest: Magvető Kiadó, 1986, 520 s. ISBN 963 14 0875 2.

KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvégig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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

hungarian , slovakian

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 89

| A     | B     | C     | D   | E    | FX   |
|-------|-------|-------|-----|------|------|
| 51.69 | 25.84 | 11.24 | 0.0 | 5.62 | 5.62 |

**Teacher:** Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

**Date of last update:** 18.05.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|--|
| <b>Name of the university:</b> J. Selye University   |  |
| <b>Name of the faculty:</b> Faculty of Education   |  |
| <b>Code:</b> KPD/UZ/<br>UDP/22   | <b>Name:</b> Introduction to pedagogical studies |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 3  |  |
| <b>Recommended semester/trimester of study:</b> 1.   |  |
| <b>Level of study:</b> I.  |  |
| <b>Prerequisites:</b>  |  |
| <b>Conditions for passing the subject:</b><br>Prerequisites for successful completion of the course:<br>- active participation of students in lectures,<br>- written exam (50 points),<br>- Creation and presentation of a term paper on one of the topics or subtopics of the course using at least 3 primary sources and at least 5 literary sources, min. 20 000 characters.<br>Assessment of the term paper (50 points):<br>- content 20 points,<br>- formal structure 10 points,<br>- list of references 20 points.<br>Total student workload: 3 credits = 90 hours (26 hours of participation in contact teaching, 32 hours of self-study, 32 hours of term paper preparation)<br>Final evaluation: maximum 100 points. 100 points are required to pass the course, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve a grade A, you must obtain 90-100% (90-100 points); for grade B, 80-89% (80-89 points); for grade C, 70-79% (70-79 points); for grade D, 60-69% (60-69 points); and for grade E, 50-59% (59-50 points) of the total number of points. |  |
| <b>Results of education:</b><br><b>Knowledge:</b><br>- The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development.<br>- The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education.<br>- The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work.<br><b>Skills:</b><br>- Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context.   |  |

- The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others.
- With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others.
- The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions.

**Competences:**

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

**Brief syllabus:**

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, holiday, space, time, narrative knowledge, informal education, generational relations, education as a social primary function, evolution of culture (mimetic, mythic, paradigmatic) ; Basic models of ancient Greek education, educational ideas of Greek philosophers (Socrates, Plato, Aristotle).

Augustinian principle of education, transformation of medieval man and his worlds - origins of medieval approach to children, education and education, institutionalized education of women.

The world of the Renaissance man, his important pedagogical thinkers (Vittorino da Feltre, Guarino da Verona, Neri St. Philipines, Juan Vives).

The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education.

Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline.

The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education.

Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology.

The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

**Literature:**

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092

Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténelmi alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377

Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432

Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908

Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688

|   |       |       |      |      |       |
|---|-------|-------|------|------|-------|
| <p>Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184</p> <p>Németh András et al: Alternatív- és reformpedagógia a gyakorlatban<br/> <a href="http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm">http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm</a><br/> (2022.02.07.)</p> <p>Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2.</p> |       |       |      |      |       |
| <p><b>Language, knowledge of which is necessary to complete a course:</b><br/> hungarian, slovak</p>  |       |       |      |      |       |
| <p><b>Notes:</b></p>  |       |       |      |      |       |
| <p><b>Evaluation of subjects</b><br/> Total number of evaluated students: 173</p>   |       |       |      |      |       |
| A   | B     | C     | D    | E    | FX    |
| 43.93   | 20.23 | 15.03 | 2.31 | 1.73 | 16.76 |
| <p><b>Teacher:</b> prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD.</p>   |       |       |      |      |       |
| <p><b>Date of last update:</b> 18.05.2023</p>   |       |       |      |      |       |
| <p><b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.</p>  |       |       |      |      |       |

## INFORMATION SHEET

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|--|-------|--|-----|-----|-------|
| <b>Name of the university:</b> J. Selye University   |       |  |     |     |       |
| <b>Name of the faculty:</b> Faculty of Education   |       |  |     |     |       |
| <b>Code:</b> KPD/UZ/<br>UFIK/23  |       | <b>Name:</b> Úvod do finskeho jazyka a kultúry |     |     |       |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |       |  |     |     |       |
| <b>Number of credits:</b> 1  |       |  |     |     |       |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |       |  |     |     |       |
| <b>Level of study:</b> I.  |       |  |     |     |       |
| <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><br>Total number of evaluated students: 13  |       |  |     |     |       |
| A  | B     | C  | D   | E   | FX    |
| 46.15  | 15.38 | 15.38  | 0.0 | 0.0 | 23.08 |
| <b>Teacher:</b>  |       |  |     |     |       |
| <b>Date of last update:</b> 15.02.2024   |       |  |     |     |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |  |     |     |       |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University   |       |  |     |      |       |
| <b>Name of the faculty:</b> Faculty of Education   |       |  |     |      |       |
| <b>Code:</b> KPD/UZ/<br>ULK/23   |       | <b>Name:</b> Úvod do latinského jazyka a kultúry |     |      |       |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present |       |  |     |      |       |
| <b>Number of credits:</b> 1  |       |  |     |      |       |
| <b>Recommended semester/trimester of study:</b> 2., 4., 6.   |       |  |     |      |       |
| <b>Level of study:</b> I.  |       |  |     |      |       |
| <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><br>Total number of evaluated students: 14  |       |  |     |      |       |
| A  | B     | C  | D   | E    | FX    |
| 21.43  | 35.71 | 14.29  | 0.0 | 7.14 | 21.43 |
| <b>Teacher:</b>  |       |  |     |      |       |
| <b>Date of last update:</b> 15.02.2024   |       |  |     |      |       |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.  |       |  |     |      |       |

## INFORMATION SHEET

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| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KPD/UZ/<br>VVP/22  | <b>Name:</b> General and developmental psychology |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Lecture<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: 2 For the study period: 26</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 2   |   |
| <b>Recommended semester/trimester of study:</b> 5.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>Successful completion of the course requires active participation in lectures and successful completion of a written examination.<br>The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 30 points for participation and max. 70 points for the exam. A student may obtain a maximum of 100 points in total.<br>The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points.<br>Total student load: 2 credit = 60 hours (26 hours: attendance at lectures, 34 hours: self-study and exam preparation).  |   |
| <b>Results of education:</b><br>After completing the course the student<br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the basic terminology of the subject, knows different theoretical directions.</li> <li>- Knows the basic concepts of general psychology, such as perception, sensation, learning, memory, attention and concentration, communication, thinking, intelligence, emotion, motivation</li> <li>- Knows the mechanisms of cognitive, emotional and motivational processes.</li> <li>- Knows and can characterize the biological, psychological and sociological aspects of ontogenetic development of all developmental.</li> <li>- Knows the professional knowledge, developmental criteria, and psychological guidelines for public education participants (preschool, junior and senior school age periods, high school age, and lifelong learning).</li> <li>- Can translate theory into practice, familiar with progressive trends in special and applied psychology.</li> <li>- Familiar with methodological approaches, structure and aspects of job descriptions .</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- Is able to independently construct psychological criteria according to physical and mental age.</li> <li>- Is able to orient himself in the methods of the given problem, to apply observation schemes, scearing.</li> <li>- He is able to differentiate children and pupils with SEN, to follow the individual educational plan.</li> </ul> |   |

- Can carry out depistigation and orientation in pedagogical-psychological diagnostics.
- Is able to investigate and formulate theoretical and practical bases necessary for solving problems encountered in pedagogical practice regarding psychological processes and developmental peculiarities.
- He/she is able to collaborate and consult with other professionals, working in a team.
- Can apply the acquired knowledge in solving practical problems in various areas of social life, especially in pedagogical practice.

**Competences:**

- Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly,
- Applies the principles of inclusive thinking, optimal working climate, cooperative methodology.
- Applies the acquired knowledge of psychological phenomena and processes and age specificities from the perspective of developmental psychology to his/her own studies, to specific pedagogical, methodological and didactic disciplines and subjects of pedagogical practice.
- Carries out targeted development of self-knowledge, participates in further education
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study of teaching.

**Brief syllabus:**

Introduction to psychology, general psychology as a scientific discipline.  
 Biological factors of psyche, psychophysiology, perception and sensation  
 Learning, memory, attention and concentration  
 Speech and communication, verbal, non-verbal communication and metacommunication.  
 Feelings and emotions, motivation, thinking and thought processes,  
 Intelligence and models of intelligence, emotional intelligence, creativity.  
 Developmental psychology as a special scientific discipline - definition.  
 Physical and mental age - observation schemes.  
 Developmental scales and developmental periods.  
 Theories of development of Piaget, Freud, Erikson.  
 Generational changes and characteristics of generational differences x, y, z and alpha generations  
 - change in intelligence structure  
 Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach.  
 Recent research in developmental psychology.

**Literature:**

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.  
 BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.  
 PLÉH Csaba, BOROSS Otilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.  
 PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.  
 PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.  
 ATKINSON, R. 2000. Pszichológia. (Pszichológia). Budapest : Osiris Kiadó. 2000.  
 Bordás, S., FORRÓ, Zs., NÉMETH, M. STRÉDL, T. Pszichológiai jegyzetek. 1. vydanie 2005.  
 Komárno: UJS. ISBN 8096925156

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

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

STRÉDL, T. 2009. Fejlődésléktan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

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

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

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 28

| A     | B     | C     | D     | E    | FX  |
|-------|-------|-------|-------|------|-----|
| 21.43 | 28.57 | 28.57 | 17.86 | 3.57 | 0.0 |

**Teacher:** PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Luca Tiszai, PhD.

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

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|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KPD/UZ/<br>ZAP/22   | <b>Name:</b> Introduction to academic writing |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 2  |   |
| <b>Recommended semester/trimester of study:</b> 4.   |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Total student workload:<br>- Developing and updating a research plan of at least 2 pages (20 points)<br>- development and adaptation of a research method and tool (20 points)<br>- presentation of the research tool and method in a minimum of 2 pages (20 points)<br>- testing of the research method and tool, summary of the experience in a minimum of 3 pages (40 points)<br>Final course grade:<br>- A = 90 - 100% (100 - 90 points)<br>- B = 80 - 89 % (89 - 80 points)<br>- C = 70-79 % (79-70 points)<br>- D = 60 - 69 % (69 - 60 points)<br>- E = 50 - 59 % ( 59 - 50 points)<br>- FX = 0 - 49 % ( 49 - 0 points)<br>Total student workload: 2 credit = 60 hours (13 hours: seminar attendance, 47 hours: self-study and research plan preparation). |   |
| <b>Results of education:</b><br><b>Knowledge:</b><br>Upon completion of the course, the student will know<br>* the main features of scientific knowledge<br>* quantitative and qualitative methods of scientific knowledge<br>* methods of data collection<br>* the basics of case studies and internet research<br>* basic principles of writing bachelor theses<br>* methods and main features of literary research<br>* methods of reference to literature<br>* the link between learning style, learning environment and learning motivation<br>* measurement tools used in data collection and their main features<br>* scientific criteria of validity and reliability<br>* the requirement to ensure argumentative interpretation<br><b>Skills:</b>   |   |

The student is able to

- formulate a research aim
- construct a research plan on a selected topic, for example, exploring learning styles
- develop principles of literary research
- evaluate the appropriateness of the research tools and methods used

Competencies:

The student can

- draw up their own research plan
- formulate hypotheses and/or questions
- choose own methods and tools to implement the research plan
- analyse the literature and formulate references to their results
- formulate summary ideas on the basis of the developed literature.

### **Brief syllabus:**

Main features of scientific knowledge

Quantitative and qualitative directions of pedagogical science

Formulation of research questions and hypotheses

Selection and processing of literature

Methods of data collection (questionnaires, interview, observation, tests)

Case studies, internet research

Bachelor's thesis as a publication genre

System of references to literature

Learning style and learning environment

Didactics of learning

The connection between learning style and teaching style

### **Literature:**

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

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

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

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

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

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

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

Egyéni különbségek szerepe a tanulásban : A tanulási stílus / Tóth Péter. - 1. vyd. - Budapest : DSGI, 2011. - 222 s. - ISBN 978-963-88946-5-6.-

A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája / Paul Roeders, Gefferth Éva. - 1. vyd. : Trefort Kiadó, 2007. - 215 s. - ISBN 978-963-446-453-2.

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

hungarian, slovak

|   |       |       |       |     |      |
|---|-------|-------|-------|-----|------|
| <b>Notes:</b>   |       |       |       |     |      |
| <b>Evaluation of subjects</b><br>Total number of evaluated students: 54   |       |       |       |     |      |
| A   | B     | C     | D     | E   | FX   |
| 40.74   | 16.67 | 27.78 | 12.96 | 0.0 | 1.85 |
| <b>Teacher:</b> prof. Dr. Péter Tóth, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD.                     |       |       |       |     |      |
| <b>Date of last update:</b> 18.05.2023  |       |       |       |     |      |
| <b>Approved by:</b> doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc. |       |       |       |     |      |

## INFORMATION SHEET

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|---|---|
| <b>Name of the university:</b> J. Selye University  |   |
| <b>Name of the faculty:</b> Faculty of Education  |   |
| <b>Code:</b> KPD/UZ/<br>ZPP/22  | <b>Name:</b> Basics of first aid and biology for teachers |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Seminar<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 1 <b>For the study period:</b> 13<br><b>Methods of study:</b> present  |   |
| <b>Number of credits:</b> 2   |   |
| <b>Recommended semester/trimester of study:</b> 1.  |   |
| <b>Level of study:</b> I.   |   |
| <b>Prerequisites:</b>   |   |
| <b>Conditions for passing the subject:</b><br>The condition for passing the subject is active participation in the seminars, which consist of a theoretical and practical part. During the practical part, the student will try out, practice, and at the end, demonstrate basic practical skills in providing emergency first aid in various simulated situations and various types of injuries and accidents.<br>The partial evaluation of the subject is the evaluation of the seminar work (extent of at least five pages, TNR font, font size 12) on an arbitrarily selected topic from the list of topics covered according to the subject outline.<br>Evaluation criteria (30%):<br>- Summary of the issue according to the currently available professional literature, drawn from at least three professional sources<br>- Description of a specific case based on own experience, or design of a specific practical method for implementing the given topic in practice<br>- Requirements for content, form, and graphic, image documentation.<br>In the final part, the student proves his theoretical knowledge by completing the test (70%).<br>Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%.<br>Achieving 50% of the total points is necessary to award credits.<br>Total student load: 2 credits = 60 hours (13 hours: participation in lectures, 47 hours: self-study and preparation for the exam, preparation of a seminar paper). |   |
| <b>Results of education:</b><br><b>Knowledge:</b><br>- The student can name the causes, consequences, and solutions of the most frequent sudden actions of traumatic and non-traumatic origin threatening the life and health of newborns, children, and adults.<br>- The student can summarize theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns.<br>- The student can design adjustments to create a safe environment for children and organize various school activities.<br>- The student can characterize individual organ systems and combine them with knowledge of first aid in case of failure of these systems.   |   |

**Abilities:**

- The student can evaluate situations with a focus on minimizing the risk of further endangering himself and can call emergency medical services and other components of the integrated rescue system in the event of an accident.
- The student can practically perform essential emergency support of life functions - opening the airways, rescue breathing, chest compressions (heart massage), stopping bleeding, stabilizing position, cardiopulmonary resuscitation (revival), including the use of automatic external defibrillation,
- The student can provide psychological support to the disabled.
- The student can provide health care for various types of children's diseases, such as allergies, metabolic disorders, parasites, and respiratory and gastrointestinal tract diseases.

**Competencies:**

- The student acquires a positive attitude toward providing first aid and preventing sudden threats to the life and health of school-age children and adults.
- The student can justify the importance of providing first aid in the emergency health care system in sudden life and health-threatening events.
- The student can practically use knowledge and skills in dealing with sudden life and serious health-threatening events of traumatic and/or non-traumatic origin.

**Brief syllabus:**

The importance of first aid, the implementation of first aid in the educational process, and the procedure for reporting an accident to the emergency services.

Safety in the school environment (in the building, in the yard, during free time activities), building a first aid kit at school and school activities.

Essential characteristics of the respiratory system. Determining the affected person's condition, examination of the airways and essential vital functions, stabilization position, removal of a foreign body from the airways, and artificial respiration.

The structure and function of the heart, diseases of the circulatory system, and the heart providing first aid in case of cardiac arrest.

The function of blood and blood elements, stopping bleeding in different types of wounds, types of bandages and wound dressing techniques, and internal bleeding.

Essential characteristics of the musculoskeletal system, muscles, and bones. Injury of tendons, joints, treatment of fractures.

Types of shock states, anaphylactic shock, and essential characteristics of the immune system.

Essential characteristics of the nervous system. Damage to the nervous system, epileptic seizure, convulsions, and first aid.

Essential characteristics of the skin. Types of burns, first aid for burns, eye injuries.

Essential characteristics of the gastrointestinal system. First aid for poisoning.

Wounds caused by stings, bites, planning, organization, and implementation of walks, trips, camps, and safe transportation of children.

Allergies, frequent diseases of the respiratory tract and gastrointestinal tract, parasites in childhood, autoimmune diseases, and metabolic disorders in children.

**Literature:**

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

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

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

MADER, S. S.: Human biology. - 11. vyd. - Boston: Wm. C. Brown Publishers, USA, – 2008. - 600 s. - ISBN 0-978-0-07-016778-0.  
 McCracken, T. O.: Háromdimenziós anatómiai atlasz. Budapest : Scolar Kiadó, 2000. - 237 s. - ISBN 978-963-9193-99-4.  
 NAGY, M.: Humánbiológia. – 1. vyd. – Komárno – Dunajská Streda: Selye János Egyetem – Lilium Aurum, 2006. – 250 s. – ISBN 8080622833.  
 PORÁČOVÁ, J., NAGY, M., BERNÁTOVÁ, R., a kol. Fyziológia živočíchov a človeka - 1. vyd. - Prešov : Fakulta humanitných a prírodných vied PU v Prešove, 2014. - 591 s., [36,65 AH]. - ISBN 978-80-555-1150-4.  
 STOPPARDOVÁ, M.: Prvá pomoc malým deťom: Stručný sprievodca prvou pomocou. – 1. vyd. – Bratislava: Slovart s.r.o., 2005. – 63 s. – ISBN 80-8085-022-4.  
 SZENTÁGOTHAJ, J.: Funkcionális anatómia I.-III. Budapest : Medicina Könyvkiadó, 2006. - 710, 600, 800. - ISBN 963 242 565 0.

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

hungarian, slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|  |   |
|--|---|
| <b>Name of the university:</b> J. Selye University   |   |
| <b>Name of the faculty:</b> Faculty of Education   |   |
| <b>Code:</b> KPD/UZ/<br>ŠSB/22   | <b>Name:</b> Socio-Scientific and Pedagogical-Psychological Basis of Teaching |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b><br><b>Recommended extent of course ( in hours ):</b><br><b>Per week: For the study period:</b><br><b>Methods of study:</b> present   |   |
| <b>Number of credits:</b> 2  |   |
| <b>Recommended semester/trimester of study:</b>  |   |
| <b>Level of study:</b> I.  |   |
| <b>Prerequisites:</b>  |   |
| <b>Conditions for passing the subject:</b><br>Conditions for qualifying for the State examination:<br>a) completion of all compulsory courses (16 credits),<br>b) obtaining at least 11 credits from the compulsory elective courses of the program,<br>c) obtaining 5 credits from elective courses,<br>d) obtaining 32 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit).<br>In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training.<br>The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee.<br>The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.   |   |
| <b>Results of education:</b><br>Knowledge:<br><ul style="list-style-type: none"> <li>- the student can explain the biological and social psychological aspects of the development of school-aged students,</li> <li>- based on the basic principles of pedagogical diagnostics, the student is able to distinguish the students' current level of personal development and developmental characteristics,</li> <li>- the student is able to reflect on the psychological laws of the student's learning process,</li> <li>- the student can identify the students' individual learning styles,</li> <li>- the student can assess the impact of socio-cultural determinants on the student's personal development,</li> <li>- the student can evaluate the compensation function of the school in relation to the effects of the socio-cultural environment on the development and improvement of the student's personality,</li> <li>- the student has interdisciplinary knowledge about the developmental differences of students, which result from health or social disadvantages,</li> <li>- the student will be able to assess the possibilities of developing his own career in the career development system,</li> <li>- the student will be able to justify the choice of self-education methods.</li> </ul> |   |

**Skills:**

- the student has basic practical experience in assessing the students' current level of development,
- the student will be able to accept the developmental differences and psychological characteristics of individual students,
- the student will be able to recognize the specific educational needs of students,
- the student will be able to respect students' individual learning methods,
- the student has basic practical experience in identifying the multicultural environment of students,
- the student is able to take into account the students' different levels of development.

**Competencies:**

- the student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess students' personality characteristics,
- the student is able to interpret the results of the diagnostics, draw conclusions for choosing the strategy of the educational activity,
- the student is able to cooperate with experts in the preparation of individual educational programs,
- the student is able to cooperate in the creation/innovation of the school education program,
- the student is able to cooperate with various experts for the sake of his own professional development,
- the student is able to set the goals of his own professional development,
- the student is able to identify with the need for lifelong learning,
- the student is empathetic and socially committed.

**Brief syllabus:**

- Not relevant

**Literature:**

Literature indicated in the information sheets of the study program.

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

hungarian, slovak

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

Total number of evaluated students: 11

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

**Teacher:**

**Date of last update:** 17.08.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.

## INFORMATION SHEET

|   |  |
|---|--|
| <b>Name of the university:</b> J. Selye University  |  |
| <b>Name of the faculty:</b> Faculty of Education  |  |
| <b>Code:</b> KPD/Uzb/<br>PPC1a/23   | <b>Name:</b> Supporting pedagogical practice 1 |
| <b>Types, range and methods of educational activities:</b><br><b>Form of study:</b> Practical<br><b>Recommended extent of course ( in hours ):</b><br><b>Per week:</b> 20 <b>For the study period:</b> 260<br><b>Methods of study:</b> present  |  |
| <b>Number of credits:</b> 1   |  |
| <b>Recommended semester/trimester of study:</b> 1., 3.  |  |
| <b>Level of study:</b> I.   |  |
| <b>Prerequisites:</b>   |  |
| <b>Conditions for passing the subject:</b><br>The conditions for completing the course: <ul style="list-style-type: none"> <li>- active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school),</li> <li>- participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice,</li> <li>- submission of a completed and validated PPC1 completion report,</li> <li>- Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records,</li> <li>- Student reflection on PPC1a.</li> </ul> Evaluation of the submitted documents (max. 50 points): <ul style="list-style-type: none"> <li>o Content page 35 points,</li> <li>o formal aspect 15 points.</li> </ul> Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection.</li> </ul> Final assessment: <ul style="list-style-type: none"> <li>- passed = 50 - 100% (25 - 50 points)</li> <li>- not passed = 49 - 0% (0 - 24 points)</li> </ul> |  |
| <b>Results of education:</b><br><b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student is competent to observe lessons in elementary and middle school.</li> <li>- The student is able to document observed lessons in grade 2 elementary and middle school.</li> <li>- The student is able to navigate some school documents.</li> </ul> <b>Skills:</b> <ul style="list-style-type: none"> <li>- The student is able to identify diverse manifestations of structural elements of personality, psychological processes of the student in the teaching process and in social interactions.</li> <li>- The student will describe the didactic aids, communication technologies and means used in the teaching process and the possibilities of applying computers, interactive whiteboards, the</li> </ul>   |  |

Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in teaching subjects at the 2nd level of primary and secondary school.  
- It identifies teachers' teaching and communication styles and professional skills.

Competencies:

- The student is able to conceive his/her own work practices for effective observation.
- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationship between the principles of teaching and the consequences - the effectiveness of learning.

### **Brief syllabus:**

Basic attributes of observation.

Observation and evaluation of the interior and exterior of a training primary and secondary school.

Recognition and work with pedagogical documentation of the classroom.

Observation of lessons in a 2nd grade elementary school and an SHS.

Analysis of observed lessons together with the trainee teacher.

Documenting the progress of each lesson observed.

Structure of observation sheets.

Completion of observation sheets.

### **Literature:**

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

Štátny vzdelávací program pre gymnázia v Slovenskej republike

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

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

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

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

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

hungarian, slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 98

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

**Teacher:** Mgr. Katarína Szarka, PhD., PaedDr. Tamás Török, PhD.

**Date of last update:** 29.11.2023

**Approved by:** doc. PaedDr. Andrea Puskás, PhD., doc. RNDr. Róbert Gyepes, PhD., prof. Dr. Béla István Pukánszky, DSc.