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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ AKZ3a-P/22	Name: Application of communication skills in Slovak
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio-based, i.e. based on the work produced during the course. The specific components of the portfolio will be agreed individually with the students. Active participation in seminars Assessment criteria. 2.Preparation of a written speech or presentation on a chosen topic (40 points) Assessment criteria. Oral expression, reproduction of the heard text (Points: 40) Assessment criteria: - Accuracy and conciseness of content (10 points) - Fluency of expression (10 points) - Correct pronunciation and intonation (10 points) - Grammatical accuracy and vocabulary (10 points) Time required of the student: 4 credits = 120 hours (contact hours: 26, self-study: 40, didactic portfolio: 34, presentation: 20).	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student will be able to apply his/her knowledge of the Slovak written language in different communicative situations. - The student will be able to functionally use words and phrases and basic sentence patterns for fluent communication in the acquired topics. - The student will be able to apply communicative language competences effectively in receptive activities (reading comprehension and listening comprehension). - The student will be able to put communicative intentions into practice in productive and interactive language activities (oral expression, written expression) and will be able to produce both oral expression and written text according to orthographic and orthographic rules. - The student will be able to use polite expressions, phraseological expressions in communicative situations and will be able to recognise the difference between formal and informal speech. - The student will be able to identify the basic rules of Slovak spelling and will be able to produce coherent, generally understandable texts. - The student will be able to master the rules of written Slovak pronunciation and pronunciation. - The student will be able to use basic linguistic tools appropriately for everyday dialogue and discussion, as well as for reproducing a text and presenting his/her own opinion to an audience. Competences: <ul style="list-style-type: none"> - The student will be able to apply theoretical knowledge and practical skills of oral and written communication in the context of academic and professional needs. 	

- The student will be able to communicate appropriately in common communication situations of everyday life.
- The student will be able to apply correctly a repertoire of commonly used morphological forms and syntactic patterns in familiar contexts.
- The student will be able to apply vocabulary and phraseology appropriately in common communicative situations and topics.
- The learner will be able to respond to stimuli in different communicative situations in a grammatically correct, clear and contextually appropriate way, and will be able to make the main points, express his/her own opinion, state the problem clearly and convey the idea precisely.
- The student will be able to write short, generally understandable texts according to the rules of Slovak spelling.
- The student will be able to develop and deepen his/her own communication skills independently and to test and consolidate them in practice.
- The student will be able to apply and transfer his/her knowledge and skills within his/her own professional practice.

Approach:

- The student will be able to apply the communication skills acquired, will be able to communicate independently on social and professional issues in the form of monologue and dialogue, will be able to respond quickly and correctly orally to a heard stimulus.
- The student will be able to acquire presentation skills, be able to read with understanding and be able to distinguish between formal and informal language structures in written communication.

Independence and responsibility:

- The student will be able to develop independent critical and analytical thinking, which will stimulate the ability to search for and select information relevant to the application of communication skills, and will be able to capitalise on a portfolio of practical experience for further development.
- The student will be able to develop and refine relevant communication and language competences and skills in Slovak, applying them appropriately to everyday communication situations in different areas of real life.

Brief syllabus:

1. Characteristics of communication in formal and informal interactions, in the public and private spheres
2. Establishing contact in a communicative situation. Introducing, responding, proposing, thanking. Grammatical tenses, modal verbs
3. listening comprehension, reproducing an account of an event or situation, describing an experience. Providing information. Contexts, participles, pronouns
4. Written communication. Correspondence in traditional and electronic formats. Verbs, nouns, grammar
5. Telephone conversations. Polite expressions in telephone conversations. Nouns, pronouns, prepositions
6. Expressing opinions, arguments and counter-arguments. Lifestyle and differences between urban and rural areas. Impersonal expressions, phrases
7. expressing request, suggestion, agreement or disagreement, polite refusal, modification of suggestion. Conjunctive mood, future tense
8. Standard communication situations for important events. Expressing emotions, mood, pain, physical condition. Adjectives, verbs, interrogatives, interrogative phrases
9. creating conversation situations focusing on traffic and road rules. Stating an opinion, asking permission, forbidding, answering a prohibition. Conditional sentences, command, announcing sentences

10. Forms and ways of commemorating certain events in personal and social life. Remembering, recalling, reacting to past events. Congratulations, condolences. Past tense, adjectives, adverbs
 11 Conversational exercises in the form of round table discussions. Respect for debate and freedom of expression. Start a conversation, take the floor, express your opinion. Indefinite verb forms
 12. Structure of the presentation. Main idea, communication context. Addressing, rhetorical issues
 13. Presentation techniques, learning and practising presentation techniques. Short presentation by students. Prepositions, classification of adverbs, paraphrasing

Literature:

ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. ISBN 978-80- 969945-7-1.
 GABRIKOVÁ, A. a kol.: Krížom-krážom. Slovenčina B2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2014. ISBN 978-80-223-3035-0.
 KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-60-223-3265-1.
 KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011. ISBN 978-80-223-3035-0.
 IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8.
 MÜGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. 978-80-8094-756-9.
 PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X.
 Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006.
 WEIDLEROVÁ, A. – WEIDLER, E.: Sloh na dlani. Bratislava: Príroda, 2003. ISBN 80-07-01332-6.

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: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ BIO/22	Name: Human biology and the basics of first aid
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture and practical lessons, which consist of a theoretical and practical part. During the practical part, the student will try, 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 (10%) The partial evaluation of the subject represents the evaluation of the protocols for individual organ systems, which the student will receive as homework (30%). In the final part, the student proves his theoretical knowledge by completing a test on human biology and first aid (60%). 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. Student load: 5 credits = 150 hours (13 hours: attendance at lectures, 26 hours at seminars, 111 hours: independent study and preparation for the exam, and preparing the protocols).	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student can characterise the ontogenetic development of a person from the formation of gametes through pre-embryonic development to the end of post-embryonic development. - The student can characterise 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. - The student can summarise theoretical knowledge about basic life-saving actions, disorders of consciousness, breathing disorders, seizures, bleeding from wounds, shock, fractures, joint injuries, and burns. Abilities: <ul style="list-style-type: none"> - The student can understand the physiological processes in the human body. - The student can explain and use the anatomy, morphology, and physiology of the human body in his teaching practice. - 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 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 events 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:

1. Characteristics of cell structure, individual tissue types. Ontogenetic development, generation of gametes, cell division, prenatal and postnatal development.
2. Human skeleton, characteristics of bones, their types, structure, joints, morphological and functional characteristics of the skeleton in childhood. First aid for joint injuries, broken limbs, skull, and spine.
3. Characteristics of the muscular system, types and structure of muscles, muscles of the body, and morphological and functional characteristics of the muscular apparatus in childhood. First aid for injuries to tendons, muscles, and contusions.
4. Respiratory system, its structure, function, external and internal breathing, 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.
5. Circulatory system, blood, its components, lymphatic system, heart, function, diseases, morphological and functional characteristics of the circulatory system in the prenatal period and childhood.
6. First aid for cardiac arrest, blood clotting, stopping bleeding in various types of wounds, types of bandages and wound dressing techniques, and internal bleeding.
7. Characteristics of sensory organs: smell, taste, hearing, characteristics of the eye, perception of body balance, and the structure of the skin. Morphological and functional characteristics of sensory organs in childhood. Types of burns, first aid for burns caused by caustics and chemicals, eye injuries,
8. Structure of the nervous system, brain, spinal cord, vegetative nervous system, conduction of excitement through nerve cells, morphological and functional characteristics of the nervous system in childhood. Damage to the nervous system, concussion, cerebral hemorrhage, epileptic seizure, convulsions, and first aid.
9. Characteristics of the endocrine system, hormones, pituitary gland, pineal gland, thyroid, parathyroid glands, thymus, adrenal glands, pancreas, gonads, morphological and functional characteristics of the endocrine system in childhood.
10. Characteristics of the genital systems, their structure, and function. Menstrual, ovarian, and uterine cycle in women. Morphological and functional characteristics of the genital system in childhood. The most common sexually transmitted diseases.
11. The gastrointestinal system, its structure, function, food components, the essential vitamins and minerals for the body, the most common gastrointestinal diseases, and the gastrointestinal system's morphological and functional characteristics. Poisoning, drug poisoning, alcohol poisoning, food poisoning, intestinal viruses.
12. Excretory system, function, structure, morphological and functional characteristics of the excretory system in childhood. The most common diseases of the excretory system.

13. Types of shock state, shock due to hemorrhage, damage to the heart muscle and loss of body fluids, distributive shock, anaphylactic shock, and essential immune system characteristics.

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.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ-BLAŠČÁKOVÁ, M., a kol. Cvičenia z fyziológie živočíchov a človeka. - 1. vyd. - Prešov : FHPV PU v Prešove, 2014. - 313 s. - ISBN 978-80-555-1149-8.

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ BIT-V/22	Name: Bibliotherapy
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 1. During the semester the student holds an interactive bibliotherapy activity session, which has a freely selectable literary text (tale, short story, poem) in its center. Maximum 20 points can be received for the task. The task is considered successfully fulfilled only if the student reaches at least 10 points. The evaluative aspects of the interactive activity are: <ul style="list-style-type: none"> • technical work applied to the text (4 points), • interactivity (4 points), • quality of communication (4 points), • group lead (4 points), • interaction within the group (4 points). 2. Maximum 10 more points can be given to the student for the activity they have shown during the seminar (cooperation, communication, openness). Thus, during the whole semester 30 points can be received altogether (100%). Evaluation scale: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%). If a student does not reach at least 50%, they are unsuccessful in completing the subject.	
Results of education: Knowledge: <ul style="list-style-type: none"> – The student becomes familiar with the basic knowledge, notions, theoretical and methodological principles of bibliotherapy. – They become familiar with the particularities of receptive and active bibliotherapy. – The student becomes familiar with the typical tasks and activities which can be used during individual and group literature therapies. – They become familiar with the brief history of bibliotherapy. – They become familiar with the expectations and requirements held against the linguistic culture of the pedagogue / educator during the literature therapy activities. – The student becomes familiar with the aspects of selecting a literary text. Abilities: <ul style="list-style-type: none"> – The student will be able to apply the theoretical knowledge of literature therapy. – They will acquire the skills, procedures and strategies which are necessary for creating their own bibliotherapy activities. 	

- They will be able to design, lead and organize literature therapies in correlation with the state and institutional pedagogical program.
- The student will be able to apply various methods, strategies and tools during working with the literary texts and will observe the guidelines of bibliotherapy.
- They will be able to self-reflect.
- Through the literature therapy activities the student will be able to establish and develop the professional reader attitude of their own students.
- They will be able to develop the competencies necessary for leading bibliotherapy groups.
- The student will be able to lead bibliotherapy group activities based on open dialogue.

Competencies:

- The student will possess the civilian attitude supported by society and will relate positively to their profession and the target group of their activities.
- Shows empathy towards otherness; relates positively towards the colorfulness of the class, society and literary works.
- They can modify the system of their skills and attitudes as a flexible reaction for given situations, which is necessary for the design, realization and assessment of bibliotherapy work.
- Will be able to create their own standpoint and opinion on the subject of bibliotherapy in a way so that they would still be open for revising and constructively defending these attitudes.
- After the training they will be able to design and realize independent activities, analyze and resolve various pedagogical situations and independently lead literature therapy group activities.
- Will be familiar with the issues of pedagogical work which relates sensitively towards the colorfulness of society.
- Will possess the basic knowledge about the factors affecting the diverse development of the individuals participating in the training, the possible disadvantages and their talent – irrespective of whether they are the result of distinct health or social background –, so as to enable the successful cooperation with special educators, psychologists and other professionals through the spirit of inclusive pedagogy, and to be able to work according to and also apply their advice.
- The student will be able to keep track with the latest results of bibliotherapy and to actively continue their professional self-development.

Brief syllabus:

1. The notion of bibliotherapy (terminological and theoretical basics, goals, target groups, developmental bibliotherapy).
2. The social utility of bibliotherapy (the dramaturgy of bibliotherapy activities, the effect of mutual reading, the role of bibliotherapy groups, the function of bibliotherapy in processing traumas).
3. Bibliotherapy for age groups (child, teenager, adult, elderly) and other uses of bibliotherapy (special education, patient treatment, library environment, career counseling, prison service).
4. The peculiarities of active bibliotherapy (the role and functions of creative and therapeutic writing)
5. The peculiarities and story-selection aspects of receptive bibliotherapy (Hybertson and Blaska's system of criteria, and the role of genre and genre form differences in the use of literature therapy texts).
6. The phases of empathizing with the story (identification, inclusion, insight), the parallels of the developmental history of the main characters and the readers.
7. The role of the tale in developing social sensitivity in children (the diverse functions of folk and literary tales) and the ethics of tales.
8. The possibilities of the application of tale therapy (Ildikó Boldizsár) and the Mesét Másként [A Tale Differently] method (Valéria Kerekes).
9. Group leading (communicational peculiarities, question focus, the practical solutions of inclusion and inspiration).

10. From the author-centric approach to the notion of the open literary work.
11. The taxonomy of symbols and archetypes and their analysis and role in literature therapy activities.
12. The inclusion of other types of art and their therapeutic application.

Literature:

- ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7
- BARTOS, É. 1989. Olvasókönyv a biblioterápiáról. Budapest : Országos Széchenyi Könyvtár. ISBN 9632012844.
- DAVIS, N. – SIMMS, L. – KORBAI, H. 2010. Az aranytök : Terápiás történetek és mesék traumát átélt gyerekeknek. Budapest : L'Harmattan Kiadó – Mosoly Alapítvány. ISBN 978 963 236 305 9.
- GILBERT, E. 2014. Az együttérzés irodalmi és vonzatai. Budapest : Pont Kiadó. ISBN 978-963-9957-73-2.
- HÁSZ E. 1995. Irodalomterápia I. : Szöveggyűjtemény. Budapest : Gondolat – Animula. ISBN 963 282 729 5.
- HEDGE, T. 2017. Writing. Oxford: Oxford University Press. 2. ed. ISBN 978 019 442190 4.
- HORVÁTH Viktor 2014. A vers ellenforradalma, A versírás és versfordítás tanulása és tanítása. Budapest: Magvető, 2014. ISBN 978-963-142-909-1
- KOSZA I. 1996. A pszichiátriai rehabilitáció gyakorlatának kézikönyve. Budapest : Akadémiai Kiadó. ISBN 963 05 7374 1.
- ZÁGOREC-CSUKA, J. 2017. A szépirodalom önismereti és gyógyító ereje. Biblioterápiai tanulmányok. Budapest – Kapca: Muravidék Baráti Kör Kult. Egyesület. ISBN 978-615-5750-11-3.
- BAKA, P. 2020. Isteni barkácmunka: Lakatos István: Dobozváros (Doboztankönyv-fejezet). In: Módszertani Közlöny = Metodički glasnik = Methodological bulletin = Methodologische Mitteilungen. = Metodički glasnik. 10/1. 2020. 10–25. ISSN 2217-4540.
- BAKA, P. 2018. Mi lett volna, ha...? - Alternatív történelmi kalauz: Doboztankönyv-fejezet. In: Eruditio - Educatio : Vedecký časopis Pedagogickej fakulty Univerzity J. Selyeho v Komárne = a Selye János Egyetem Tanárképző Karának tudományos folyóirata = Research Journal of the Faculty of Education of J. Selye University. 13/1. 89–100 ISSN 1336-8893.
- BAKA VIDA, B. – BAKA P. 2019. Az (ember)idegen természet fojtogató ölelése: Jeff VanderMeer: Déli Végek-trilógia (doboztankönyv-fejezet). In: Módszertani Közlöny = Metodički glasnik = Methodological bulletin = Methodologische Mitteilungen = Metodički glasnik 9/1. 10–25. ISSN 2217-4540.
- BAKA, Patrik. (2021). The Feminist Hungarian Folktale as Postmodern Combinatorics – The Analysis of Csenge Virág Zalka's Story-Book Titled Ribizli a Világ Végén [Currant at the End of the World]. In: AD ALTA : journal of interdisciplinary research : recenzovaný mezinárodní vědecký časopis. Vol. 11, no. 2 (2021), p. 18–24. ISSN 1804-7890. WoS.

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

Hungarian, Slovak

Notes:

The capacity of the subject is a maximum of 20 students

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: PaedDr. Patrik Baka, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ BS/22	Name: Bachelor seminar
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of teaching module you choose - Module 1 Early Childhood Education, Module 2 Public Education, the prerequisites for the course are: General conditions for the completion of the subject (Module 1, Module 2): - Active participation of the student in the seminars, - active participation in assigned tasks, analyses and discussions during the seminars, - writing and submitting a part of the baccalaureate thesis. Detailed requirements for the completion of the course are given in Module 1 and Module 2: Writing a part/chapter of the thesis: → in accordance with the rules of academic writing (compliance with the ethical rules, correct use of quotations and references), and in accordance with the Rector's Directive No. 7/2011 of the Selye J. University on the preparation, registration, publication and archiving of final theses, → in the topic chosen individually and approved by the supervisor/advisor, → include: the structure of the thesis - title page, annotation, keywords, table of contents (with the classification and titles of the chapters and subchapters), a chapter/section of the theoretical part of the thesis, possibly an outline of the practical/empirical part and the literature used, bibliographical list, in total 8 - 10 pages. Total workload of the student (Module 1, Module 2): 4 credits = 120 hours - 13 hours of participation in seminars (contact hours), - 47 hours of independent work, study of literature, note-taking, planning of work, - 60 hours for the preparation of a part/chapter of the thesis. The conditions for successful completion of the course in both modules are as follows: ● Active participation of the student in the seminars, active participation in the assigned tasks, analyses, discussions, debates during the seminars (50%). ● Completion and submission of a part/chapter of the thesis on the basis of the basic requirements described above and on time (50%).	
Results of education: Knowledge: - The student has acquired the theoretical knowledge relevant to the chosen thesis topic. - The student is able to consult relevant national and international literature related to the chosen thesis topic.	

- The student is able to apply the rules of scientific/academic writing appropriately.
- The student is familiar with the specific features of professional/academic language and is able to produce a professional text.
- The student has an adequate knowledge of pedagogical research methodology.
- The student has sufficient theoretical knowledge and skills to write a thesis.

Skills:

- The student is able to independently search, select and analyse relevant literature sources.
- The student is able to select, select, select and analyse relevant literature sources.
- The student is able to independently analyse pedagogical literature, sources and data.
- The student is able to plan and conceptualise his/her own thesis.
- The student is able to organise the text and content of the thesis in a logical and comprehensible way.
- The student is able to synthesise his/her theoretical knowledge and to synthesise it into a meaningful whole and to formulate it in a meaningful way.

Competences:

- The student will apply the criteria, rules and ethical principles of academic and scientific writing in a professional and committed manner in the process of preparing the thesis.
- The student is adequately prepared to present the results or partial results of his/her thesis through the teaching-learning lens (also).

Brief syllabus:

- Types and forms of written final papers.
- Study, analysis and processing of national and foreign literature.
- Ethics and rules of thesis writing.
- Annotation of theses.
- Selection of thesis topics and professional justification.
- Preparation, planning and execution of the thesis.
- Preparation and implementation of the practical part of the thesis - work stages, data collection and processing, choice of research methods, sample selection.
- Structure and organisation of the thesis
- the introductory part of the thesis,
- the work cell - theoretical and practical/empirical part
- conclusion, summary, resume and annexes.
- Quotations, paraphrases, bibliographical references, bibliography.
- Formal and linguistic setting and correctness of the thesis.
- Licence agreement, declaration of honour as part of the thesis.

Literature:

- ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.
- BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodologie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: <https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf>
- CSÍKOS, Cs. 2009. Mintavétel a kvantitatív pedagógiai kutatásban. Budapest: Gondolat. ISBN 8080622817.
<https://www.szaktars.hu/gondolat/view/csikos-csaba-mintavetel-a-kvantitativ-pedagogiai-kutatasban-2009/?pg=0&layout=s>
- ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 913 753 7
- FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.
- GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.
<http://www.e-metodologia.fedu.uniba.sk/>

HORVÁTHOVÁ, K. & NÉMETH, A. & STRÉDL, T. & SZABÓOVÁ, E. & TÓTH-BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv=Slovensko-maďarská pedagogická terminologická príručka. Komárno: Univerzita J. Selyeho. ISBN 978 80 8122 160 6.

KANCZNÉ NAGY, K. & CSEHIOVÁ, A. 2018. Elsőéves tanár szakos hallgatók egyetemi képzéssel kapcsolatos előzetes elvárásainak és félelmeinek vizsgálata.

In Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban : A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete / Tóth Péter, Simonics István, Manojlovic Helena, Duchon Jenő. Budapest: Óbudai Egyetem. ISBN 978-963-449-148-4, P. 77-88.

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

KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Budapest: Műszaki Kvk., cop. 2001 (Miskolc: Borsodi Ny).

KRIPPENDORF, K. 1995. A tartalomelemzés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.

LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger. <https://mek.oszk.hu/14400/14492/pdf/14492.pdf>

MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8

OBERUČ, J. 2012. Metodológia pedagogického výskumu. <http://files.ddtiii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%93SKUMU.docx>

SELYE J. EGYETEM: rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. (aktuális)

UNIVERZITA J. SELYEHO: Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. (aktuálne vydanie)

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: doc. dr. univ. Agáta Csehiová, PhD., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ CLS/22	Name: Man and society
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Based on the school program (kindergarten Module 1., elementary education Module 2.) the conditions of the approval of the subjects are the following The general conditions of the approval the subject Module 1., Module 2 The student's active participation on the lectures, seminars and tutorials. The student's participation in the selected exercises, analyses and discussions during the lectures, seminars and tutorials Preparation of a semester essay and its presentation A successful passing of the final written test The special conditions of the subject's approval in Module 1. The preparation of 2 essays on the topic of Individual and Society, education in kindergarten, and practice of education in a kindergarten. Presentation of the semester essays The evaluation of the semester essay can be awarded with up to 40 points of which the content corresponds to 10 points, the originality corresponds to 10 points, the form and structure corresponds to 10 points and the presentation corresponds to 10 points. The approval of the final written test can be awarded with up to 60 points Module 2 (Copy from Module 1 and change Daycare to the Institutes of Education) The special conditions of the subject's approval in Module 1. The preparation of 2 essays on the topic of Individual and Society, education in Institutes of Education, and practice of education in an Institute of Education. Presentation of the semester essays The evaluation of the semester essay can be awarded with up to 40 points of which the content corresponds to 10 points, the originality corresponds to 10 points, the form and structure corresponds to 10 points and the presentation corresponds to 10 points. The approval of the final written test can be awarded with up to 60 points The required work from the student both from Module 1 and Module 2 5 credits correspond to 150 hours of work 39 hours of work spent on lectures, seminars and tutorials 31 hours of individual education	

30 hours of preparation to the seminars and tutorials, and 50 hours for the preparation of the 2 essays.

The conditions of the successful approval of the subject for both modules are the collection of at least 50% of the available points. The available points are 150.

The grading of the subjects after the successful approval is as follows:

A = 90-100% (50-46 point), B = 80-89% (45-41 point), C = 70-79% (40-36 point), D = 60-69% (35-31 point), E = 50-59% (30-25 point). 0-24 point =FX.

Results of education:

Knowledge

The student possesses the basic knowledge from sociology, regional culture and from media and education to the extent that is necessary for his or her pedagogical and didactic work in the fields of the subject.

The student possesses the necessary knowledge from the field of the subject.

The student knows the appropriate methods, tools, organization forms that are necessary for the realization of the subject.

The student knows the methods for improving the readiness of the children in the fields of the subject.

Capabilities

The student is capable of searching, comparing and using relevant sources of scientific literature
The student is ready to use appropriate methods, tools and organizational forms that are necessary for the purpose of educating in the fields of the subject.

The individual possesses basic practical experiences in the fields of the subject, and is capable of providing a didactic analysis of the field.

The student has the basic practical experiences in realization of educational activities that are targeted towards the fields of the subject.

Competency

The student is capable of analyzing the content of the field of the subject.

The student knows the appropriate methods, organizational forms for achieving the necessary educational targets in the field of the subject.

The student is capable of creating different games with the aim of familiarizing the children with the field of the subject.

The student is capable of using the didactic games conforming to the goals of the field of the subject.

Brief syllabus:

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Literature:

BIHARINÉ, KREKÓ, I., KANCZLER, GY., 2019. Az óvodai környezeti nevelés módszertana. ELTE Tanító- és Óvóképző Kar, Budapest. ISBN 978-963-489-043-0. Dostupné na internete <<https://www.eltereader.hu/media/2019/03/TOK_Ovodai_2019_02_22_WEB.pdf>.

FEHÉR, A., MEGYERINÉ, R. A. 2019. A digitális világ hatása a gyermekekre. Elérhetőség <<http://real.mtak.hu/92172/1/A%20digit%C3%A1lis%20vil%C3%A1g%20hat%C3%A1sa%20a%20gyermekekre.pdf>>.

GÁL, GY. 2007. A média hatása a diákok testképének alakulására. In Taní-tani. Elérhetőség <http://www.tani-tani.info/092_gal>.

KASČÁKOVÁ, D. 2014. Regionálna výchova vo vyučovacom procese. MPC, Bratislava. ISBN 978-80-565-1134-3. Dostupné ne internete: <https://archiv.mpcedu.sk/sites/default/files/projekty/vystup/7_ops_kascakova_dana_-_regionalna_vychova_vo_vyučovacom_procese.pdf>.

KOVÁTS – NÉMETH, M. 2013. Kultúráközvetítés és pedagógiai értékrendszerek. Komárno : UJS, 2013. 160 s. ISBN 978-80-8122-087-6.

ORSOVICS, Y. – STRÉDL, T. – SZABÓOVÁ, E. – VASS, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Univerzita J. Selyeho, Komárno. ISBN 978-80-8122-282-5.

POTTER, W. J. 2015. Médiamuveltség. Budapest : Wolters Kluwer, 2015. 514 s. ISBN 978-963-295-490-5.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

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>.

Tradičná ľudová kultúra Slovenska slovom a obrazom. Elektronická encyklopédia :<<http://www.ludovakultura.sk/index.php?id=11>>.

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: prof. Dr. András Németh, DSc., Gyöngyi Gál, PhD., PaedDr. Alexandra Nagyová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DHV11a-P/22	Name: Methodology of music education in kindergarten
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student actively participates in seminars and exercises, engages in group and individual assignments and projects. During the semester: - The student solves given problems, independently analyzes 2 children's and 2 folk songs according to given criteria (10 points). - According to the requirements and according to the acquired knowledge, the students in small groups prepare a term paper on the given topic (40 points) or prepare and perform a musical-literary, dramatic tale in the form of a group project (40 points). - Examination, based on the topics covered and theoretical knowledge (50 points). The student may obtain a maximum of 100 points in total. Total student workload: 4 credits = 120 hours - 39 hours: participation in seminars and exercises, - 6 hours studying literature and collecting music-literary material. - 25 hours: preparation of assignments during the semester, preparation of semester group work. - 25 hours: preparation of group project. - 25 hours: self-study, exam preparation. Final assessment: Successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points are required for the final course grade: A = 90-100% (100-90 points), B = 80-89% (89-80 points), C = 70-79% (79-70 points), D = 60-69% (69-60 points), E = 50-59% (59-50 points), FX = 0-49% (49 - 0 points).	
Results of education: Knowledge: - The student has a basic theoretical knowledge of the structure, characteristics and analytical aspects of children's and folk songs	

- The student knows the laws and principles of pre-primary didactics of HV and the importance of their application in educational activities
- The student knows the methodological bases, procedures and didactic intention for the teaching process of HV at the pre-primary level.
- Has an overview of the structure of pre-primary education,
- Is able to navigate in pedagogical documentation
- Understands the reasons and internal links for structuring the content of pre-primary education within the framework of the national curriculum and the school curriculum
- Knows the pedagogical and didactical principles of planning and designing pre-primary education
- Knows the specific material and technological background of educational activities

Skills:

- Has basic practical experience in identifying a child's multicultural background
- Respects the specificities of pre-primary education
- Applies basic pedagogical strategies in accordance with the content of pre-primary education
- Plans educational activities respecting the needs and age and individual characteristics of the children in the group
- Plans children's tasks and activities for the effective achievement of the defined objectives of the educational activities
- Applies and uses a variety of strategies in planning learning activities.
- Creates a positive group climate and atmosphere.
- Supports the child's self-assessment processes.

Competencies:

- Knows how to classify and analyse children's and folk songs according to their specific characteristics (rhythm, melody, structure, ambitus...)
- Knows how to compose and plan a creative musical-literary, dramatic programme for various events or holidays
- Knows the content and didactics of HV pre-primary education, can work with the current curriculum.
- Has an overview of conducting various musical activities in the preschool.
- Applies elements of music and music education in his/her teaching practice.
- Plans and implements educational activities, is prepared to teach music education in the Kindergarten.
- Identifies the developmental and individual characteristics of the child.
- Creates a positive relationship of children to music.
- Realizes the importance and positive impact of active music making in pre-primary education.
- Strengthens cultural identity and transmits cultural heritage and knows how to navigate issues of multiculturalism.
- Adopts a positive attitude towards the profession.
- Identifies with the profession of pre-primary teacher.
- Communicates and collaborates with the external environment.
- Plans and implements self-development and professional growth and navigates opportunities for further music education and improvement.

Brief syllabus:

Goal, tasks and content of music education in kindergarten according to the current state program.
Musical readiness of children at the beginning of schooling.
Musical abilities and skills of preschool children. Physical and psychological development of the child with regard to the development of musical abilities.

Aesthetic-emotional impact of music on children, capturing their attention and interest. Musicality and musical talent.

Teaching methods of music education in kindergarten.

Vocal activities in preschool. Children's songs and music and movement games.

Rhythmic activities in preschool. Songs, rhymes, rhymes.

Instrumental activities of preschool children. Orff's instrumentarium and children's musical instruments.

Perceptual activities, methodological procedure for listening to music in kindergarten.

Movement dramatization of vocal and instrumental music.

Preparation and planning of musical activities in the Kindergarten.

Musical-literary, dramatic games for children - group projects

Musical-literary, dramatic games for children - group projects

Musical-literary, dramatic games for children - group projects

Literature:

BALOGH, M. – CZIKÓ, G. 2000. Az óvodai zenei nevelés módszertana. Losonc, <http://www.nyeomszsz.org/orszavak/pdf/Ovodai+zenei+nevelés.pdf>

BARÁTH, I. 1953. Óvodai énektanítás : módszer és dalok, óvónők számára. Budapest : Tankönyvkiadó, ISBN 0002447.

Dr. DARÓCZY, E. 1993. Óvodapedagógia. Budapest : Nemzeti Tankönyvkiadó.

ERŐS, I 1993. Zenei alapképesség. Budapest : Akadémiai Kiadó. ISBN 9630565072.

FALUS, A. 2016. Zene és egészség : Tanulmánygyűjtemény : Zene, egészség, nevelés, test, lélek. Budapest ; Budapest : Kossuth Kiadó. (Eduvital, ISSN 2498-8138). - ISBN 978-973-09-8630-4.FORRAI, K. 1974. Ének az óvodában. EMB, ISBN 963 330 740 6.

GERZSÁNYNÉ JUHÁSZ R. 2004. Micsoda madarak járják. Budapest : Nemzeti Tankönyvkiadó, ISBN 9631927539KECSKEMÉTY, V. 1977. A nevelőmunka programja a bölcsődékben és az óvodákban. Bratislava : Slovenské pedagogické nakladateľstvo. ISBN 0013874.

HOVÁNSZKI J. 2008. Zenei nevelés az óvodában : Szöveggyűjtemény. Debrecen : Didakt Kft., ISBN 978-963-87120-5-9.

MÉSZÁROS, I. 1966. Esztétikai nevelés az óvodában. Budapest : Tankönyvkiadó. ISBN 0013872.

SZARKA, Á. 1974. Az óvodai ének-zene foglalkozások módszertana. Budapest : Tankönyvkiadó. ISBN 0011817.

TÖRZSÖK, B. 1982. Zenehallgatás az óvodában. Budapest : Editio Musica, ISBN 9633307422.

ZILÁHI, J. 1980. Az óvodai foglalkozások módszertana - II. Osztály. Budapest : Nemzeti Tankönyvkiadó, ISBN 963 18 5905 3.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DID/22	Name: General and special didactics, preparation for school observation
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 15s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: 1. Preparation for a selected educational activity (lesson, interest activities and other activities)/ presentation of an educational plan or project - 25 points 2. Observation sheets/hospitalization diaries - 25 points 3. Final exam - 50 points Preparation for a selected educational activity (lesson, interest activities and other activities)/ presentation of an educational plan or project in the framework of an independent (or paired) solution of the assigned task, for which the student can receive a maximum of 25 points. At the end of the semester, the student presents the preparation/plan or project and methodologically justifies the appropriateness of the chosen methods, strategies and procedures. Assessment criteria: - formal and substantive elements (10 points), - professional terminology and creativity (10 points), - professional communication and flexible reflection within the presentation (5 points). Observation sheets to be filled in by the student in the observation diary. In the course of his/her work, he/she elaborates and explains in detail the observed educational activities, lessons, hobbies and other activities, applies basic educational methods and sets of methods to educational situations, organizes the planned activities into a time frame so that they form a coherent whole. It takes into account the specifics of kindergartens and school educational establishments, takes care of feedback, professional uniformity of partial and final pedagogical products. The maximum score for a completed observation sheet/observation diary is 25 points. The student's task is to record in detail all heard and seen facts, interactions within the implementation of each activity. It is important that the student describes as accurately as possible the course of the learning activities, taking into account also the atmosphere prevailing during the course of the activities. Evaluation criteria: -presentation of the objectives of the educational activity, lesson, interest activities and other activities (10 points), -methods and forms of work used (10 points) -recording of impressions (mood of the activity, behaviour of the teacher, vocabulary of the teacher, verbal and non-verbal communication of the teacher) and reflection on good, faulty or specific solutions (5 points), Final examination (50 points): Criteria for evaluation of the final examination: -mastery of specific topics based on regular preparation based on the theoretical content of the required literature. A = 90-100% (50-46 points), B = 80-89% (45-41 points), C = 70-79% (40-36 points), D = 60-69% (35-31 points), E = 50-59% (30-25 points). Total student workload in terms of time allocation: 6 credits = 180 hours - participation in lectures and seminars (52 hours), - preparation for the selected educational activity (class, interest activities and other activities)/ presentation of	

the educational plan or project (45 hours), - preparation of the observation sheet/hospitalization diary (25 hours), - preparation for the final exam (58 hours). Final evaluation: maximum score is 100 points. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the proviso 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% (50-59 points) of the total number of points.

Results of education:

Knowledge: The student knows - basic didactic concepts and the place of didactics in pedagogical science, - The main trends in epistemology, - The student will learn the basic principles of epistemology, the main features of epistemology, the main ideas of epistemology, the operations of thought and the limitations of rational thought, - the most important theories and models of learning, - age characteristics of children and age-specific features of their thinking, - the main theories of motivation, - the aims and outcomes of education and learning, - methods and means of planning the educational process, - educational strategies, including the main methods, forms of work and means. The student has specific knowledge of : - Modern techniques of project planning, imaging tools, 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, Module 1 Preschool Pedagogy: - The student knows the laws and principles of didactics of preschool education, - the student knows the theoretical background, aspects, requirements and strategies for the implementation of educational work in kindergarten, - 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, Module 2 Public Education: - The student has knowledge of the pedagogical characteristics of school-based educational settings, - the student is familiar with the activities (necessary for the fulfilment of professional tasks) of educators working in school educational establishments, - the student knows the possibilities of solving different educational situations. **Skills:** The student is able to: - consciously summarize the partial and final expected pedagogical products within the framework of their planning activities, - integrate modern planning tools in the development of the educational plan and preparation, - apply the methodological toolkit. Module 1 Preschool Pedagogy: - To plan educational activity on the basis of the state educational program, taking into account the specifics of education in kindergarten, - categorize the system of requirements on the basis of children's skill level, on the basis of 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, can apply assessment questions depending on the age and individual characteristics of the children, - analyse the educational realities seen on the basis of given aspects and criteria (achievement of the objective, appropriateness of methods and strategies, etc.), Module 2 Public Education: - To create an educational plan of school educational facilities and to see the main pedagogical challenges related to the plan, - interpret educational tasks and activities in relation to their workflow, - think in educational logical relationships and contexts. **Competencies:** Student: - is able to imply his/her own theoretical-didactic knowledge into his/her own pedagogical practice, taking into account the specificities of the kindergarten/school educational institutions, - 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, Module 1
Preschool Pedagogy: - Identifies with the role of the teacher in accordance with professional expectations, - is able to ensure the continuity of daily activities and to translate the integrity of the different learning areas into the requirements included in the activities, Module 2 Public Education: - Is able to plan and systematize independently and extend his/her knowledge in the field of education, - is able to define different forms of educator's work, based on pedagogical practice and to think comprehensively about educational methods.

Brief syllabus:

General requirements: The concept and place of didactics in pedagogy. Epistemological aspects of education. Ideological operations. Education, teaching and learning: theories and models. Planning the educational process. The teacher and his strategies. Methods and teaching aids. Specific requirements in Module 1 - Preschool Pedagogy: The place of the kindergarten in the Slovak public school system. The system and legal regulation of education in kindergarten. Specific concepts of didactics of preschool education, principles of preschool education. Pedagogical documentation. Curricular documents of pre-school education - structure of the current state educational programme, its application in the development of institutional/school (local) educational programme and in connection with the planning of educational work. Educational areas. Structure of curriculum requirements and content. The level of skills to be acquired by the children. The educational process and its stages. Daily routines and forms of daily activities. Organisational forms. Planning of educational work in kindergarten. Levels of planning. Methodological aspects of planning, definition of objectives and structure of plans. Skills to be acquired by the child and literacy content as starting points for planning. Methodological aspects of preparation for the implementation of educational work, taking into account the creation of (material and technical) conditions for education in kindergarten, as a prerequisite for a positive atmosphere and climate. Structure of preparation. Reflective (analytical) and self-reflective (self-analytical) activities in the pedagogical practice of kindergarten. Methodological bases of evaluation and self-evaluation. Evaluation questions. Methodological preparation of students for the profession of a kindergarten teacher. Practical aspects of implementation of preschool education. Preparation for hospitalization. Observation and analysis of pedagogical phenomena. Content analysis. Pedagogical diary. Portfolio. Specific requirements in Module 2 - Public Education: The place of the primary school and school educational institutions (school children's club, leisure centre and boarding school) in the public education system of the Slovak Republic. Legislation and the system of institutional education. Basic didactic concepts and principles of education and training in school educational establishments. Pedagogical documentation. Curricular documents of school educational institutions - structure of the current state educational program, its application in the development of institutional educational program. Its position in the planning of educational activity. Educational process and its stages and different school educational establishments. Daily routine. Organizational forms. Planning of educational work (interest activities and other activities), levels of planning, related documents in different school educational establishments. Explanation, evaluation and summary of the professional experience gained during the hospitalization. Reflective (analytical) and self-reflective (self-analytical) activities of the educator. Methodological basis of evaluation and self-evaluation. Methodological preparation of students for the profession of educator. Practical aspects of pedagogical work implementation. Preparation for observation. Observation and analysis of pedagogical phenomena. Content analysis. Pedagogical diary. Portfolio.

Literature:

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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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD., prof. Dr. Péter Tóth, PhD., Dr. László Pribék, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DIT5a-V/22	Name: Digital technologies in the educational process
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 5 For the study period: 5s / 65 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Seminar - the requirement is to complete all assignments during the semester (max. 3 points/ assignment) and submit them on time (max. 1 point/assignment). Exercise - the requirement is the compilation of a portfolio of specific digital/virtual/online tools used in the pedagogical or educational process. The portfolio will be assessed according to the following categories: submission on time, attention to formal requirements (neatness, logical coherence, aesthetics) and content requirements (methodology of the digital tool and didactic management of its use in education). The marks awarded for the assignments represent 30% of the subject performance, while the portfolio represents 70% of the subject performance. The final grade will be calculated as $(0.3 \times \% \text{ achieved in the seminar} + (0.7 \times \% \text{ achieved in the practical})$, and will be calculated as $(0.3 \times \% \text{ achieved in the seminar})$.	
Results of education: Knowledge: knowledge of the digital society in relation to the teaching profession and the teaching profession. Knowledge of cognitive processes and how cognitive processes are implemented in the digital world. Can describe the characteristics of the digital society and digital culture. Knowledge of the challenges of the digital world as reflected in education. Know how to relate the appropriate digital tool to different pedagogical objectives. Knowledge of the potential of online learning to support active learning of the learner. They know the strategies, methods and forms offered by digital technologies and virtual reality to develop learners' material and digital literacy. Knowledge of the risks of the digital world. Knowledge of online etiquette and the principles of effective communication in the digital world. Competences: basic methodological competences and skills in the field of information and communication technologies. Knowledge of ICT and ICT-related skills and competences. Ability to use e-resources to carry out professional activities. Ability to navigate through the use of digital technology to support - the development of individuals, their positive stimulation throughout life and the differences in individuals' development resulting from health or social disadvantage. Competences: creative thinking, autonomy in planning one's own teaching, autonomy and responsibility in decision-making on pedagogical issues and subject-specific areas of didactics. Ability to work effectively and independently in the online world. Ability to practise as a teacher trainer, with digital literacy skills meeting the professional standards of a beginner teacher trainer. Ability to reflect on and improve the effectiveness of own teaching activities. Can identify	

with his/her own profession. Identifies with the teacher's approach to supporting the cognitive development of gifted but disadvantaged pupils and pupils with special educational needs, including through the use of digital technologies.

Brief syllabus:

Characteristics of the digital society (overview of the history of society and its transformation into a digital society). Aspects of digital pedagogy. Digital literacy (highlighting general characteristics and professional requirements for digital competences). Cognitive process in the digital world. Appropriate tools for pedagogical purposes. Knowledge of selected applications. Applications to support the online learning process and its management through virtual classrooms. Online tools to support cooperative learning. Augmented reality options. Assessment supported by digital technology. Online application for immediate feedback. Online test/quiz creation. Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technology. Data protection and online safety.

Literature:

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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)

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: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DIV/22	Name: Theory of education
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 7., 8..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for entry to the state examination: (a) completion of all required courses (112 credits) (b) obtaining a minimum of 48 credits for the PV courses of the programme (c) 6 credits for elective courses (d) obtaining 166 credits in the prescribed composition. 14 credits can be obtained for the completion of the state examination subjects: 10 credits for the defence of the bachelor thesis, 2 credits for the compulsory part of the state examination (Theory of pedagogical-psychological disciplines) and 2 credits for the compulsory elective part of the state examination (in module 2: Didactics of education). In the oral state examination, the student demonstrates the ability to reflect on the theoretical pedagogical and psychological foundations and current trends and approaches to the pedagogical activity of the educator in the education of children/pupils in the out-of-school hours and leisure activities. Supported by a portfolio of teaching practice, the student demonstrates skills and competencies in the didactics of educational practice. The colloquial examination in the field of didactics of educational practice is evaluated by the State Final Examination Committee. The final grade: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
Results of education: Knowledge: - The student can accept the specifics, age and individual characteristics of children/pupils - based on the theoretical foundations of pedagogical diagnosis, the student can distinguish the current developmental level, developmental characteristics, qualities, abilities, interests, knowledge and skills of children/pupils in education outside the classroom - the student can explain the patterns of children's/pupils' learning in out-of-school education and differentiate pedagogical, psychological, sociological, axiological approaches to children's/pupils' leisure time in institutionalised out-of-school education, - the student can compare the factors influencing positive and negative leisure of children/pupils, - the student can select forms and methods aimed at effective leisure time of children/pupils - the student can assess the impact of socio-cultural determinants on child/pupil development - the student is able to evaluate the possibilities of educational action in education outside the classroom on children/pupils in interaction with the family and out-of-school environment in the field of prevention of psychosocial and socio-pathological phenomena - the student knows the differences of cultures and their impact on the upbringing and education of the child/pupil - the student knows the methods and tools for identifying the individual characteristics of the child/pupil based on his/her socio-cultural	

background - the student is familiar with the career development system for teaching staff and career development opportunities. Skills: - The student is able to select and use appropriate pedagogical and diagnostic methods (e.g. observation, interview) to assess the child's/pupil's personal characteristics - the student is able to interpret the results of the diagnosis and draw conclusions for the selection of educational strategies - the student is able to identify the learning style and individual educational needs of children/pupils (intact children/pupils, children/pupils with special needs) - the student is able to accept different ways of learning of the child/pupil depending on psychological, physical and social conditions. Competencies: - the student identifies the characteristics of the child/pupil resulting from his/her socio-cultural environment - the student accepts the differences of the child/pupil without prejudices and stereotypes - the student is able to create or innovate the educational programme of the school - the student is able to create educational curricula, educational standards in accordance with the educational programme of the school establishment - the student is able to carry out action research - the student is able to cooperate with experts in the creation of individual educational plans for children/pupils with special educational needs - the student is able to involve children/pupils in the planning and preparation of leisure activities.

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, 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. Historical background of socio-educational thinking in Europe up to the 1840s. The emergence and development of social pedagogy. Pedagogy of social care in the subject of social pedagogy. The place of social pedagogy in the system of educational sciences. Definition and basic terms. Target groups. Social disadvantage. Pedagogy of social care in the subject of social pedagogy. Relationship of social pedagogy to other sciences, to sociology and pedagogy. Relationship of social pedagogy to andragogy. The focus of social pedagogy in the past and in the present. The relationship between education and environment in the subject of social pedagogy. Prevention of socio-pathological phenomena in the subject of social pedagogy. The personality of the social pedagogue and his/her competences. Social pedagogy as a helping profession. Social pedagogy and socio-pathological phenomena. Focus of contemporary social pedagogy abroad and in Slovakia. The beginnings of social pedagogue education in Slovakia. Specifics of the profile of social pedagogy graduates. Current tasks and problems of social pedagogy. Health. Psychohygiene. Mental health, mental balance and well-being. EU policy on global health. Concept of the State Health Policy of the Slovak Republic. National Health Promotion Programme. Education for a healthy lifestyle. Fostering positive relationships within the team. Building healthy self-esteem and self-respect. Universal, indicated, selective prevention. Primary, secondary, tertiary prevention. The importance of the family and out-of-school environment in prevention. The role of schools and school educational establishments in the field of prevention. Risk behaviour. Indicators of risk behaviour. Deviant behaviour. Main types and forms of deviant behaviour. Addiction and its types. Prevention programmes. Prevention of addictions. Prevention of children and young people at risk from the virtual world. Prevention of extremism, racism and xenophobia School prevention programmes. Mental hygiene programmes. Principles of prevention programme design. Cooperation of the institution with the family. Cooperation with professionals. History of leisure time pedagogy. The position of out-of-school pedagogy in the system of pedagogical sciences. Principles, methods and forms of education outside the classroom. Education for a healthy way of life. Pedagogy of leisure time. Family education. Institutional education. Out-of-school educational establishments. Legislation on the organisation of excursions. Legislation on the organisation of excursions. Legislation on the organisation of camps and courses. Presentations - individual projects

developed by students. Presentations in groups - presentations of projects on the following topics: courses, excursions, camps. Cognitive functions and their development. Cognitive disorders and their neurological basis. Early theories of metacognition. Metacognition, metacognitive strategies and styles. Self-regulatory learning. Object relations of self-regulatory learning. Competence and learning styles. Basic characteristics of learning styles . Neurological foundations of learning styles theory, hemispheric laterality. Learning style and learning environment. Learning and feelings, motivation to learn. Methods and techniques of learning. The relationship of teaching styles and learning styles. Theory and basic knowledge of physical culture, physical and sport education (sequential exercises, knowledge of physical culture, movement games, preparatory conditioning, coordination, compensatory exercises). Movement development of the school-age pupil. Healthy lifestyle - elements of a healthy lifestyle in schoolchildren. The main principles of a healthy lifestyle. Physical activity for a healthy lifestyle. Theoretical and basic knowledge of movement games and their use in practice and leisure. Different sports activities in school studies. Basic tourist knowledge, orientation in nature in summer and winter. Organisation of various sports events, according to the current legislation of the Ministry of Education. Knowledge of basic health regulations in school sports activities.

Literature:

Listed in the information sheets of compulsory and compulsory elective courses, forming the core of the field of study.

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:

Date of last update: 24.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DMJ/22	Name: Methodology of the Hungarian language and working with literature
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 10s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the subject are as follows: 1. Portfolio: students prepare a collection of literary works and documents with the following mandatory content: a) Collection of literary works and games: - Module 1 Pre-school education: 15 drama games and 15 games for the development of the mother tongue for preschool children, children's poems (50) and fairy tales (30), 2 personal adaptations of fairy tales (of which 1 in the form of a dramatization and 1 in the form of a puppet play) - keeping in mind the aspects of selecting the literary text (max. 8 points), - Module 2 Public education: 15 drama games and 15 games for developing communication skills for children and adolescents, poetry and prose (5 per genre) differentiated according to age, personal adaptation of 2 literary works (1 for young children and 1 for youth) – taking into consideration the aspects of selecting the literary text (max. 8 points). Evaluation criteria: <ul style="list-style-type: none"> • content and form (4 points), • compliance with the basic principles of text selection (2 points), • adherence to methodological aspects during the analysis of literary works (2 points), (max. 8 points in total). The collection is only accepted if the student achieves a minimum of 4 points.) b) Preparation of cultural activities: - Module 1 Pre-school education: preparation of pedagogical activities within the Language and Communication area (e.g. for graphomotor development) and preparation of teaching resources for it (min. 1 piece per person), - Module 2 Public education: activity planning and presentation of related learning resources Evaluation criteria: <ul style="list-style-type: none"> • form and structure (3 points), • content, methodological correctness, use of technical terminology (3 points), • fantasy, creativity (2 points), • the quality of the learning resource (2 points), • the methodological suitability of the learning resource (2 points), (together max. 12 	

points).

The preparation with together the resources is only accepted if the student achieves a minimum of 6 points.

2. Design and presentation of resources or an activity (options):

a) equipment to prepare reading

b) making a puppet,

c) adaptation of a puppet show / play / dramatization / dramatic play for the selected age group (together max. 20 points).

Evaluation criteria:

- content and form (5 points),
- fantasy, creativity (5 points),
- quality (5 points),
- methodological aspects (5 points).

The resources prepared and presented by the student will only be accepted if the student achieves a minimum of 10 points

3. During the semester, the student gives an interactive presentation on the subject of children's or youth literature. A maximum of 20 points can be obtained with the presentation. The student successfully completes the lecture only if he/she achieves a minimum of 10 points. Criteria for evaluating the interactive presentation:

- professionalism (12 points),
- interactivity (3 points),
- group communication (3 points),
- formal execution (2 points).

4. The student prepares a written paper on the subject of children's or youth literature to be submitted by the 10th week of the semester. A maximum of 20 points can be obtained with the submission. The paper will only be accepted if the student achieves a minimum of 10 points.

Criteria for evaluating the written work:

- professionalism (14 points),
- work with non-fiction (3 points),
- the language, spelling and formal execution of the paper (3 points).

5. Colloquium: during the examination period, the student takes an oral or written exam, during which he proves his knowledge, abilities and competences related to the subject. A maximum of 40 points can be achieved in the oral / written exam. The student only passes the exam if he/she obtains a minimum of 20 points.

Evaluation conditions:

- The student chooses from tasks 3 and 4 (worth 20 points).
- The student has the opportunity to choose the way to complete the 5th module (worth 40 points).
- In justified cases, the end-of-semester oral/written exam can be replaced by a larger, independent thesis summarizing independent research in the field of children's or youth literature, which the student submits to the instructor by the 3rd week of the examination period. The required length of the thesis is 10 standard pages, it uses at least 10 relevant bibliographic items, and also has a reference system. A maximum of 40 points can be obtained with its submission. The thesis will only be accepted if the student obtains a minimum of 20 points.

Evaluation criteria:

- independent results, their processing and evaluation (25 points),
- work with the non-fiction (10 points),
- the language, spelling and formal execution of the thesis (5 points).

The student's total workload in terms of the distribution of working hours (Module 1; Module 2; 6 credits = 180 working hours):

- Participation in lectures and seminars (52 working hours)
- The student's research work and its preparation in connection with the seminar's interactive presentation/thesis to be submitted (26 working hours).
- Preparation for the oral exam / written examination (34 working hours).
- Creating a portfolio (34 working hours).
- Preparation of teaching resources and preparations for the activities (34 working hours)

Final assessment: The maximum score is 100. A minimum of 50 points (50%) is required to pass the subject. Grading scale: A (100%-90%; 100-90 points), B (89%-80%; 89-80 points), C (79%-70%; 79-70 points), D (69%- 60%; 69-60 points), E (59%-50%; 59-50 points).

Results of education:

The students will have theoretical and practical knowledge in the field of linguistic, literary and communication skills development of young children/youth. They will be prepared to plan, implement and evaluate cultural activities. They will acquire the aspects of organizing and evaluating children's and youth literature.

Knowledge:

The student:

- will be familiar with the theoretical basis of language-literature and communication skills development,
- is able to orientate around the state education program at any given level, within its cultural field of Language and Communication,
- is familiar with the basic principles of the methodology of language, communication and literary education and the significance of their application in educational work,
- is able to choose the appropriate educational strategies within the given cultural field,
- is familiar with the characteristics and peculiarities of children's communication / youth communication, basic communication situations, communication ethics and the methodology of development / teaching in the field,
- is aware of the expectations and requirements of the language culture of the teacher/educator,
- is familiar with the aspects of selecting a literary text,
- acquires the most important facts, concepts, principles, as well as theoretical and methodological knowledge related to children's / youth literature,
- will familiarize themselves with the different eras of children's poetry / youth poetry, the history of its development,
- learns the history and types of the development of children's prose / youth prose,
- acquires methodological knowledge related to children's / youth literature and how to apply them in practice.

Module 1 Pre-school education:

- is familiar with the methods of language-literature and communication skills development in kindergarten; methods of preparation of reading and graphomotor development,

Module 2 Public education:

- is familiar with the methodology of language-literary and communication skills development and the methodology of working with youth literature.

Skills:

The student:

- will be able to use various methods, strategies and tools during the development of linguistic and literary skills and working with literature,
- will be able to use games and exercises that develop communication skills,
- will be able to prepare appropriate learning resources and adequately use them,

- will be able to work with a literary text,
- will be able to explain and connect his knowledge of the theory and history of children's / youth literature, as well as the analysis of relevant works,
- as a beginning kindergarten teacher/educator, they will be able to apply the various literature teaching strategies in the activities and sessions they lead when working with literature,
- will be able to identify, analyze and solve various pedagogical situations, will have the appropriate skills in the field of successful planning, management and organization of the educational process in accordance with the state and local institutional pedagogical program.

Module 1 Pre-school education:

- is able to define the performance standards in relation to the children's age and individual characteristics,
- is able to evaluate the educational process and children's activities with the help of evaluation questions and various diagnostic methods.

Module 2 Public education:

- is able to apply appropriate strategies in the implementation of educational work in accordance with the state and local educational program

Competences:

The student:

- reacting flexibly to specific situations, the student is able to modify his attitude during the planning, implementation and evaluation of the educational work,
- has a positive attitude towards his profession,
- is capable of self-reflection,
- demonstrates an empathic attitude towards others, has a positive attitude towards the diversity of their class and society, as well as children's / youth literature,
- is able to form his own viewpoint and opinion in the area of children's literature / youth literature,
- after the training, as a beginning teacher/educator, the student will be able to use literary texts in an age-appropriate way, to explain the related teaching material,
- they will be able to keep up with the latest publications of children's literature / youth literature, as well as actively implement their own professional development.

Module 1 Pre-school education:

- the student will be able to independently plan and implement activities in the kindergarten, analyze various pedagogical situations and solve them,
- will feel responsible for the quality implementation of educational work supported by the results of pedagogical diagnostics,

Module 2 Public education:

- the student is able to plan and implement independently, can analyze various pedagogical situations and can solve them.

Brief syllabus:

Literary education in the mother tongue and communication. Focus of skills development in literacy. Culture. Communication and literary-cultural competence.

Communicative competence. Speech development.

Module 1 Pre-school education: Rules of language and communication development in childhood. Developing speaking skills. Speech disorders and their prevention in preschool.

Module 2 Public education (Educator): Rules of communication. Linguistic culture.

Diagnosing areas of linguistic and literary abilities

Module 1 Pre-school education: System of requirements (skills to be mastered), curriculum content (literacy content to be mastered), evaluation questions.

Module 2 Public education (Educator): Thematic areas of education.

Linguistic-literary and communication skills development.

Module 1 Pre-school education: The goals, tasks and methods of language education in kindergarten. Games for developing the mother tongue. The goals, tasks and methods of literary education. Drama play. Puppet play.

Module 2 Public education (Educator): The goals, tasks and methods of language skill development and literary education in school educational facilities

Planning and implementation of cultural activities and activities.

Module 1 Pre-school education: Preparation of reading and graphomotor development in kindergarten. Plan, project and preparation.

Module 2 Public education (Educator): Linguistic-literary and communication skills development in the school club. Methods.

The role of children's literature / youth literature in the educational process. Aspects of the selection of a literary work.

The pedagogical potential of folk poetry for children. The characteristics and eras of the poems for children / youth lyric. Its representatives (Sándor Weöres, Károly Tamkó Sirató, Zoltán Zelk, Ágnes Nemes Nagy vs. Anna Szabó T., Dániel Varró, János Laczkfi, Ottó Kiss, stb.)

The characteristics, subgenres and role of the folk tale in education.

The opportunities provided by teaching children's literature/youth epic.

Children's novels/youth novels and their role in the educational process. Their characteristics, structure.

Literature:

Obligatory literature Module 1 Pre-school education

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 o. ISBN 978-80-969694-2-5.

DANKÓ, E. 2016. Nyelvi-kommunikációs nevelés az óvodában. Módszertani kézikönyv a 3-7 évesek fejlesztéséhez. Budapest: Flaccus Kiadó. 336 o. ISBN 978 615 5278 32 7.

NAGY, J. –SZOMBATHELYINÉ NYITRAI, Á.-VIDÁKOVICH, T. 2017. DIFER- Fejlesztés mesékkal - Az anyanyelv, a gondolkodás fejlődésének segítése mesékkal 4-8 éves életkorban. 3. kiadás. Szeged: Mozaik Kiadó. 216 o. ISBN ISBN:9636975838.

Obligatory literature Module 2 Public education

BAKA, P. 2019. J. K. Rowling varázsvilága és a náciizmus. In: Opus : szlovákiai magyar írók folyóirata. 11/1. 51–56. ISSN 1338-0265.

BÁRDOS J. 2015. Piroska és a vegetariánus farkas. Kalandozások a kortárs gyermekirodalomban. Budapest : Pont Kiadó. 148 o. ISBN 978-963-9957-95-4

BOGNÁR, T. 1994. Elemzések a gyermek- és ifjúsági irodalom körében. Budapest : Nemzeti Tankönyvkiadó. ISBN 9631912493

KÁDÁR, A. 2012. Mesepszichológia. Budapest: Kulcslyuk Kiadó Kft. 376 o. ISBN 978-963-89419-6-1.

LOVÁSZ, A. 2015. Felnőtt gyerekirodalom. Tanulmányok, kritikák és majdnem lexikon. Budapest : Cerkabella Kiadó. 244 o. ISBN 978-96-398-2060-9.

PETRES CSIZMADIA, G. 2015. Fejezetek a gyermek- és ifjúsági irodalomból. Nyitra : Nyitrai Konstantin Filozófus Egyetem. 256 o. ISBN 978-80-558-0903-8.

Recommended literature

BAKA, P. 2019. Az animizmus mint reinkarnációs motívum: Gimesi Dóra: A Macskaherceg kilencedik élete. In: Prae = Prae Literary Journal. 21/2. 64–77. ISSN 1585-5112.

BAKA, P. 2020. Teljes gőzzel: Bevezetés a steampunk olvasásába. Selye János Egyetem, Komárom. ISBN 978-80-8122-352-5.

BÁLINT, P. 2004. Közelítések a meséhez. Debrecen: Didakt Kft. ISBN 963-206-273-6

BETTELHEIM, B. 2018. A mese bővölete és a bontakozó gyermeki lélek. 9. kiad. Budapest: Corvina Kiadó Kft., 347 o. ISBN 9632827198.

BOGNÁR, T. 2001. A magyar gyermekvers. Budapest : Nemzeti Tankönyvkiadó. 316 o. ISBN 9631912493

BOLDIZSÁR, I. 2004. Mesepoétika. Írások mesékről, gyerekekről, könyvekről. Budapest : Akadémiai Kiadó. 312 o. ISBN 963-05-8178-7.

BORBÉLYOVÁ, D. 2018. A grafomotoros képességek és a kezdetleges írás fejlesztése az iskolaérettség kontextusában. In: A Selye János Egyetem 2018-as 10. Nemzetközi Tudományos Konferenciájának tanulmánykötete: Tantárgypedagógiai szekció: Bukor. J.- Kanczné Nagy , K.- Tóth-Bakos, A. (eds.). Komárno: Univerzita J. Selyeho, 2018, CD-ROM, o. 25-36. ISBN 978-80-8122-252-8.

FAZEKASNÉ FENYVESI, M. –NAGY, J. 2006. A beszédhanghallás fejlesztése 4-8 éves életkorban. Módszertani segédanyag óvodapedagógusoknak és tanítóknak. Szeged: Mozaik Kiadó. 112 o. ISBN 963 697 491 8

F. HEGYI, M. – G. PAPP, K. 1999. A játszótársam, mondd, akarsz-e lenni... A kortárs magyar gyermek- és ifjúsági irodalom jelene és jövője. Győr : Apáczai Csere János Tanítóképző Főiskola. 150 o. ISBN 978-963-7287-30-5. [online]. Interneten elérhető: <https://ak.sze.hu/images/Gyermekkul%20tanulm%20A%20nyk%20B%20bor%20ADt%20B3val%20K%2089SZ.pdf>

GÓSY, M. 1994. A beszédészlelés és a beszédmegértés fejlesztése óvodásoknak. Budapest: NIKOL GMK, 50 o. ISBN 963 8461 74 8.

GÓSY, M. 1997. Beszéd és óvoda. Budapest: NIKOL GMK, 150 o. ISBN 9638520531.

KATONA, K. 2013. Anyanyelvi és irodalmi nevelésről felsőfokon. Szarvas: Szent István Egyetem Alkalmazott Bölcsészeti és Pedagógiai Kar. 147 o. ISBN 978-963-269-393-4. [online]. Interneten elérhető: <https://docplayer.hu/47486335-Dr-katona-krisztina-anyanyelvi-es-irodalmi-nevelesrol-felsofokon-valogatott-tanulmanyok-irasok.html>

KOMÁROMI, G. 2001. Gyermekirodalom. Budapest: Helikon Universitas. 352 o. ISBN 9632087259.

KISSNÉ ZSÁMBOKI, R. Mindenben anyanyelv – Fejlesztés játékokkal, gyakorlatokkal az óvodában. Budapest: RAABE. 84 o.

LIPNICKÁ, M. et al. 2019. Rozvoj jazykovej a literárnej gramotnosti v predškolskej a elementárnej pedagogike. Banská Bystrica: Belianum. ISBN 978-80-557-1562-9. [online]. Interneten elérhető: <file:///C:/Users/User/Downloads/Vyskokoškolská%20učebnica%20Rozvoj%20jazykovej%20a%20literárnej%20gramotnosti%20v%20predškolskej%20a%20elementárnej%20pedagogike.pdf>

MISKOLCZINÁ RADICS, K. 2005. Az írásmozgás-koordináció fejlesztése 4-8 éves életkorban. Szeged: Mozaik. 63 o. ISBN 9789636974909.

Navigátor. Kortárs gyerekirodalmi lexikon (Szerk. Lovász A.). Szentendre : Cerkabella Könyvkiadó, 2010. 208 o. ISBN 9789639820166.

PROPP, V. J. 1999. A mese morfológiája. Budapest: Osiris Kiadó, 2013 o. ISBN 963-379-461-7. Štátny vzdelávacie program pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 112 s. [online]. Interneten elérhető: https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf

SZŰCS, J. 2012. Anyanyelvi fejlesztő játékok gyűjteménye. Mezőkovácsháza : OVIMEZŐ Alapítvány, 47 o. ISBN 978-963-214-701-4.

TARBAY, E. 1999. Gyermekirodalomra vezérlő kalauz. Budapest: Szent István Társulat. 336 o. ISBN 9633608619.

<p>VÁRADI, Z. 2012. Vázlatok az óvodai anyanyelvi-irodalmi nevelésről. Budapest: Károli Gáspár Református Egyetem – L'Harmattan Kiadó. ISBN 978-963-9808-40-9. [online]. Interneten elérhető: https://dtk.tankonyvtar.hu/xmlui/bitstream/handle/123456789/4333/varadi_ferenc_-_vazlatok.pdf?sequence=1&isAllowed=y</p> <p>ZÁPOTOČNÁ, Z.- PETROVÁ, Z. 2016. Jazyk a komunikácia. Metodická príručka k vzdelávacej oblasti Štátneho vzdelávacieho programu pre predprimárne vzdelávanie. Bratislava: ŠPÚ. 27 s. ISBN 978 – 80 – 8118 – 175 – 7. [online]. Interneten elérhető: https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_jazyk-komunikacia_na_zverejnenie.pdf other: fairy tales, children's poems, nursery rhymes, and other literary works written for children and youth.</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Patrik Baka, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DOC-P/22	Name: Volunteering, helping activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is based on a portfolio-based activity, e.g. volunteering. (30 points) The conditions for the completion of the course are defined and regulated by the DJS Decann of PF: Principles for the implementation of pedagogical practice in the pedagogical arm the UJS student is required to follow the pedagogical practice section of this document. Students prepare the following documents for volunteering. It is obliged to submit a precise and two-language completed record of the completion of volunteering and to draw up a portfolio based on a pre-established and agreed structure. Mandatory components of the portfolio: The portfolio should include a two-language protocol on completion of volunteering. The portfolio should include the structure of the voluntary organization (monitoring of individual non-formal learning activities) (10 points). The portfolio should include its work in the course of the voluntary activity (10 points). Documentation on this period. (preparation for individual activity) (10 points). Total student workload (module 2): 1 credits = 30 hours Participation in 13 hours of practical training (contact); 10 hours of self-study and participation in voluntary work; 7 hours of portfolio preparation.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Ability: <ul style="list-style-type: none"> • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization. • 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:

It is able to monitor the structure of the volunteer organization and the organization of its sending and internal spaces. Monitoring: Development of activities in the voluntary organization and their implementation and conditions. An analysis of the activities observed, together with the staff of the volunteer organization. Documentation of the progress and results of each observed activity. The preparation of a portfolio of the hospitalization activity based on pre-defined criteria for each of its components by the teacher, based on current standards.

Literature:

BORBÉLYOVÁ, Diana a Yvette ORSOVICS. A civil szervezetek szerepe a regionális oktatásban dolgozó szlovákiai magyar pedagógusok szakmai továbbképzésében. Civil Szemle. Évf. 18, sz. 3 (2021), p. 75-103. ISSN 1786-3341.

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

Ministerstvo vnútra Slovenskej Republiky - 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: 0

a	n
0.0	0.0

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DOC-V/22	Name: Volunteering, helping activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is based on a portfolio-based activity, e.g. volunteering. (30 points) The conditions for the completion of the course are defined and regulated by the DJS Decann of PF: Principles for the implementation of pedagogical practice in the pedagogical arm the UJS student is required to follow the pedagogical practice section of this document. Students prepare the following documents for volunteering. It is obliged to submit a precise and two-language completed record of the completion of volunteering and to draw up a portfolio based on a pre-established and agreed structure. Mandatory components of the portfolio: The portfolio should include a two-language protocol on completion of volunteering. The portfolio should include the structure of the voluntary organization (monitoring of individual non-formal learning activities) (10 points). The portfolio should include its work in the course of the voluntary activity (10 points). Documentation on this period. (preparation for individual activity) (10 points). Total student workload (module 2): 1 credits = 30 hours Participation in 13 hours of practical training (contact); 10 hours of self-study and participation in voluntary work; 7 hours of portfolio preparation.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student can monitor, analyse, volunteer activities. • The student will be able to document the activities observed in the volunteer organization, • The student will be able to plan, organize and conduct individual education and leisure activities in the organization. • The student is able to build positive interpersonal relationships with the organization's leadership and to establish positive relationships with people. Ability: <ul style="list-style-type: none"> • The student will be able to work with members of the volunteer organization. • The student will be able to participate actively in the activities of the organization. • 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:

It is able to monitor the structure of the volunteer organization and the organization of its sending and internal spaces. Monitoring: Development of activities in the voluntary organization and their implementation and conditions. An analysis of the activities observed, together with the staff of the volunteer organization. Documentation of the progress and results of each observed activity. The preparation of a portfolio of the hospitalization activity based on pre-defined criteria for each of its components by the teacher, based on current standards.

Literature:

BORBÉLYOVÁ, Diana a Yvette ORSOVICS. A civil szervezetek szerepe a regionális oktatásban dolgozó szlovákiai magyar pedagógusok szakmai továbbképzésében. Civil Szemle. Évf. 18, sz. 3 (2021), p. 75-103. ISSN 1786-3341.

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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

Ministerstvo vnútra Slovenskej Republiky - 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: 0

a	n
0.0	0.0

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ DSJ/22	Name: Slovak grammar in school environment
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of teaching module chosen - Module 1 Early Childhood Education, Module 2 Public Education, the requirements for the completion of the subject are: General conditions for the completion of the subject (Module 1, Module 2): - Active participation of the student in lectures and seminars, - Participation in assigned exercises, analyses and discussions during lectures and seminars, - writing and presenting a semester thesis, - successful completion of the final examination. Specific requirements for the completion of the course in Module 1: In order to complete the course, the student must prepare a portfolio, which must include the following elements: - a cultural activity project (in line with the theoretical knowledge) demonstrating the teaching of a selected poem, saying or song, appropriate for children in Hungarian language kindergartens. The modelling of the planned activity was done in front of the whole group during the seminar exercises, followed by self-evaluation and peer evaluation. - Presentation of a teaching aid prepared by the student that can be used in the teaching of one of the topics defined in the state curriculum. The possible use of the teaching aid must be presented in a draft activity. A written examination covering the theoretical material of the subject is an integral part of the final assessment. The total number of points available is 100 (written examination 50 points, portfolio 30 points, modelling of teaching activities 20 points). Specific conditions for the completion of the subject in Module 2: To complete the subject, the student must prepare a portfolio which must include the following elements: - a draft cultural activity (in line with the theoretical knowledge) demonstrating the teaching of a selected poem, saying or song, appropriate for pupils attending a children's club in a Hungarian-medium primary school. The modelling of the planned activity was done in front of the whole group during the seminar exercises, followed by self-evaluation and peer evaluation. - Presentation of a teaching aid prepared by the student to be used in the teaching of one of the subjects defined in the state curriculum. The possible use of the teaching aid must be presented in a draft activity.	

A written examination covering the theoretical material of the subject is an integral part of the final assessment. The total number of points available is 100 (written examination 50 points, portfolio 30 points, modelling of teaching activities 20 points).

Successful completion of the course requires the acquisition of at least 50% of the maximum number of points (100 points) for the course in each of the two teaching modules.

Full assessment of the success of the subject (Module 1, Module 2):

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

Total workload of the student (Module 1, Module 2): 5 credits = 150 hours

- 39 hours of attendance at lectures and seminars (contact hours); 50 hours of independent study; 61 hours of preparation of the portfolio of minds and preparation for the modelled cultural activity.

Results of education:

The learner will systematically acquire the basic theoretical knowledge and practical skills that are essential for the methodological work of a teacher working in Hungarian-speaking kindergartens and educational institutions (especially in school children's clubs). Thanks to the modelling and analysis of teaching and learning activities and the theoretical knowledge acquired, you will be able to implement teaching and learning activities aimed at developing children's Slovak language skills in kindergartens and Hungarian-language educational institutions (especially in school children's clubs).

Knowledge:

- the student knows the methodology of Slovak language teaching in Hungarian teaching kindergartens/school institutions
- the student is familiar with the legal documents related to the teaching of Slovak language in Hungarian language kindergartens/school institutions
- The student will have an overview of the past and present challenges in Slovak language teaching, with particular reference to Hungarian language teaching in kindergartens and lower primary schools. The graduate will be able to put this basic theoretical knowledge into a broader context and to apply it in the future in the teaching of Slovak language.
- The student will be able to independently gather information on the subject and consult available publications. They will be able to distinguish between information that is important for practice and information that is less important for practice, to analyse the information obtained, to evaluate it and to present it.
- The student will be able to plan the different stages of preparation, to define the tasks in terms of their degree of difficulty, both for the individual and for the group of students concerned.
- The student is able to recognise his/her own level of competence in selecting the information acquired.
- The student is able to identify common professional problems, to carry out research to an appropriate professional standard, to formulate the theoretical and practical starting points for solving a given problem - methodological problems of teaching Slovak in Hungarian language teaching in kindergartens and schools

Skills:

- The student will be able to motivate children to learn Slovak language
- The student will be able to motivate students to teach Slovak language in schools and kindergartens.

- He/she will be able to identify the content of the creative tasks in the practical application of his/her knowledge.
- The student will be able to familiarise him/herself with new trends in Slovak language methodology in Hungarian teaching kindergartens and school institutions (especially in the school children's club)
- The student will be able to apply the knowledge and skills necessary for the teaching of Slovak language in Hungarian language kindergartens and school institutions (especially in the school children's club),
- The student will have an independent, critical and analytical thinking, which he/she will be able to apply flexibly in his/her teaching and learning work in a specific kindergarten or school institution.

Competences:

- The student will be able to work independently (search and compare) with relevant literary sources
- The student is able to apply the knowledge and skills acquired in practice
- The student is able to develop his/her knowledge of the subject in a targeted way, and is able to plan creative activities independently to develop theoretical and practical knowledge.

Brief syllabus:

1. teaching of Slovak language and literature as part of education in Hungarian-language schools; state kindergarten education programme; institutional education programme
 2. Specialisations related to the state pre-school education and the institutional education programme, which are essential for keeping pedagogical documentation in the state language and the language of the national minority concerned;
 3. The importance of positive motivation in teaching Slovak as a second language (L2)
 4. The requirements for communication in the official language in kindergartens/school institutions with a national minority language of instruction
 5. the place, aims, tasks and concept of teaching Slovak language and literature in Hungarian language kindergartens/school institutions.
 6. Communication topics, vocabulary development within communication topics.
- Methods of teaching Slovak language (L2 aspects) in Hungarian teaching kindergartens/school institutions.
8. possibilities of active vocabulary development in Slovak language in Hungarian teaching kindergartens/school institutions through Slovak folk games, songs, sayings, calculations, poems, stories.
 9. Forms of organisation in Slovak language teaching
 10. Didactic principles of teaching Slovak (L2)
 11. structure and methodological analysis of Slovak language learning activities
 12. dance aids for teaching Slovak language in a Hungarian-speaking kindergarten/school
 13. use of didactic aids and IKT tools in teaching Slovak as a second language

Literature:

METODICKÝ LIST na osvojovanie štátneho – slovenského jazyka v materských školách s vyučovacím jazykom národnostných menšín, Štátny pedagogický ústav, 2016; Dostupné na: https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/mataska-skola/metodicky-list_odborne-pojmy.pdf

ODBORNÉ POJMY súvisiace so Štátnym vzdelávacím programom pre predprimárne vzdelávanie v materských školách a s vedením pedagogickej dokumentácie v štátnom jazyku a v jazyku príslušnej národnostnej menšiny; Dostupné na: https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/mataska-skola/metodicky-list_odborne-pojmy.pdf

ŠTÁTNY VZDELÁVACÍ PROGRAM pre predprimárne vzdelávanie v materských školách. Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR, Štátny pedagogický ústav 2016. Dostupné na: http://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf a <http://www.statpedu.sk/clanky/statny-vzdelavaciprogram/svp-pre-materske-skoly>

TVORBA VÝCHOVNÝCH PROGRAMOV v školských zariadeniach, Bratislava: Ministerstvo školstva, vedy, výskumu a športu SR, 2009. Dostupné na: <https://www.minedu.sk/data/att/4107.pdf>

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BORBÉLYOVÁ D., KYSELOVÁ M.: Komunikácia v štátnom jazyku v materských školách s vyučovacím jazykom maďarským, 2014

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BÁRDOS, J.: Az idegen nyelvek tanításának elméleti alapjai és gyakorlata. Budapest: Nemzeti Tankönyvkiadó, 2000.

ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: Indesign, 2005. 202 s. – ISBN 80-80-504-95-4

BRŤKA, J. – HALAJ, J.: Didaktika čítania a písania. Bratislava: Slovenské pedagogické nakladateľstvo, 1981. 154 s. – bez ISBN

PALENČAROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: Slovenské pedagogické nakladateľstvo – Mladé letá, 2003. 221 s. – 80-10-003-28-X

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VAŇKO, J.: Lingvistické a nelingvistické aspekty vyučovania slovenčiny ako druhého jazyka. IN: Štúdium

Platné učebnice, pracovné zošity a metodické príručky zo slovenského jazyka pre 1. – 4. ročník ZŠ s VJM

Detské časopisy napr. Macko Pusík, Adamko, Zornička, Včielka atď.

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: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ HHN5a-P/22	Name: Playing a musical instrument
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student actively participates in seminars and exercises, participates in group and individual tasks and projects. During the semester: <ul style="list-style-type: none"> • The student is well prepared for class, solves the given tasks, with which he gets 10 points. • According to the requirements and to the acquired knowledge, the student individually prepares a seminar paper on the given topic and compiles a collection of 20 children's and folk songs, with which he receives 30 points. • The condition for passing the course is an ongoing evaluation, based on the acquired theoretical knowledge, practical skills and abilities in playing an instrument with which the student will obtain max. 40 points. A student can get a maximum of 100 points in total. Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> • 39 hours: participation in seminars and exercises, • 10 hours: studying professional literature and collecting musical material • 36 hours: preparing tasks during the semester, practicing/acquiring practical skills of playing a musical instrument • 35 hours: self-study, preparation and presentation of semester work. Final evaluation: The condition for successful completion of the subject is obtaining at least 50 points from the maximum possible evaluation of the subject. The following percentages and points must be obtained for the final evaluation of the subject: <ul style="list-style-type: none"> A = 90-100% (100 – 90 points), B = 80-89% (89 – 80 points), C = 70-79% (79 – 70 points), D = 60-69% (69 – 60 points), E = 50-59% (59 – 50 points), FX = 0-49% (49 – 0 points). 	
Results of education: Knowledge:	

- The student has an overview of the basic key terms of music theory necessary to play the soprano recorder.
- The student masters the basics and technique of playing the soprano recorder.
- The student can play the flute and fingering in the tonal range C1-E2 + F#1 and bb1
- The student has an overview of sheet music and musical literature for the recorder.
- The student is able to play children's and folk songs on the soprano recorder.
- The student knows written musical, dynamic or agogic signs.

Skills:

- In his playing, the student knows how to apply written musical, dynamic or agogic signs.
- The student is able to play fluently from the sheet at a moderate pace.
- The student focuses on the possibilities of applying recorder playing to the pre-primary educational process.
- The student is able to adapt his skills in playing the soprano recorder while implementing the educational process in kindergarten.

Competences:

- He applies elements of music, music education and playing a musical instrument in his pedagogical practice.
- Creates a positive attitude of children towards music and playing a musical instrument.
- Realizes the importance and positive impact of active music making and playing a musical instrument in pre-primary education.
- Strengthens cultural identity and passes on cultural heritage and knows how to navigate the issue of multiculturalism.
- Takes a positive attitude towards the profession.
- He identifies with the profession of teacher for pre-primary education.
- Communicates and cooperates with the external environment.
- He plans and realizes his self-development and professional growth and orients himself in the possibilities of further musical education and improvement in playing a musical instrument.

Brief syllabus:

- Repetition of the basics of music theory, notation and rhythm.
- Acquiring basic skills and technique in playing the soprano recorder, maintenance and care of the recorder (To acquaint the student with the possibilities of the instrument, its construction, to develop basic hygienic habits in maintaining the instrument. Playing simple children's songs and exercises on two notes: C2 - A1.
- Acquiring basic skills and technique in playing the soprano recorder (Pay attention to the cultivation of basic physiological habits and actions – posture, holding the instrument, putting on, diaphragmatic breathing, creating a tone. Playing simple children's songs and exercises on tones: C2 – H(B)1 - A1.
- New knowledge about types of recorders. In the field of physiology, train thoracic-diaphragmatic breathing and thereby ensure an increase in tone quality. Playing simple children's songs and exercises on the tones: C2 – H(B)1 - A1 – G1
- Overview of music literature and sheet music for the soprano recorder. Improve finger technique. A game of simple children's songs and exercises on the tones: D2 – C2 – H(B)1 - A1 – A1.
- To develop musical imagination and a sense of discipline in the area of rhythmic feeling and phrasing. (Pay attention to the development of rhythmic self-control when playing in a duet, using the fingers of the right hand. Playing simple children's songs and exercises on the tones: D2 – C2 – H(B)1 - A1 – G1 – F1.
- Improving finger technique, tone quality, sense of rhythm and intonation. Distinguish types of articulation (staccato, legato, nonlegato, portamento). Playing children's and simple folk songs in the specified tonal range: D2 - E1.

- Work on developing abilities in the field of dynamics and agogics as expressive means. Playing children's and simple folk songs in the specified tonal range: D2 - D1.
- Gradually lead students towards the expressiveness of the playing of selected songs and thus cultivate aesthetic feeling and their musical intellect. Playing of children's and simple folk songs in the designated tonal range: D2 - C1.
- Practice thumb technique when playing tones in higher registers. (Playing of children's and simple folk songs in the specified tonal range: E2 - C1, respectively F2 - C1).
- Individual and group, or a chamber performance on the soprano recorder. (Playing children's or folk songs and their adaptations in a specified tonal range using F#1 touch).
- Independent and chamber performance on the soprano recorder with piano accompaniment. Place and possibilities of application of playing the recorder in the elementary educational process. (Playing of children's or folk songs and their adaptations in a specified tonal range using the Bb touch).
- Activation methods and techniques of motivation in playing a musical instrument, or in playing the soprano recorder.

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- DANCS, L. 1982. Kör, kör, ki játszik? - Nyíregyháza : Városi és Megyei Művelődési Központ, ISBN 0013480.
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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: 0

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

Teacher: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ HRC9a-P/22	Name: Playful activities
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the subject is the student's active participation in the seminars and exercises, completion of assignments during the semester, preparation and presentation, and passing the final exam. The evaluation of the subject as a summation of the total number of points awarded for fulfilling the conditions takes place in the following form: during the semester, the student prepares, presents and submits two independently seminar work (max. 50 points), successful completion of the final exam max. 50 points. Evaluation of individual semester papers - content max. 10 points, formal aspect max. 5 point, presentation max. 5 points, application of didactic tools and technical tools max. 5 point. The student can earn a maximum of 100 points during the semester. Evaluation of the effectiveness of the subject based on the scores achieved: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%, FX 49-0%. The student's total workload : 4 credits = 120 hours 39 hours of participation in seminars and exercises (contact hours); 41 hours of continuous preparation and presentation of tasks; 40 hours independent study and exam preparation. The requirements and conditions for completing Module 1 and Module 2 are the same, as is the curriculum its content and thematic units. The differences in the topic descriptions of the tasks to be submitted are shown, adjusted to the characteristics of the modules and the profile of the graduate.	
Results of education: Knowledge: <ul style="list-style-type: none"> • the student understands the concept of experiential pedagogy, • the student understands the concept of game pedagogy, • the student is able to define and understand the concept of the game from several points of view, especially considering the pedagogical and psychological interpretation, • the student knows the types and classification of games and playful activities, • the student knows the objective and subjective conditions of games and playful activities, • the student knows the goals of games and playful activities, • the student understands the importance of creating a positive atmosphere for the implementation of games 	

- the student knows the methods and forms of assessment and self-assessment of children/ students during the implementation of games,
- the student knows the pedagogical and didactic principles of the game planing.

Skills:

- the student is able to design games based on various strategies for the purposes of education and according to its content,
- the student is able to implement games through various strategies for the purposes of education and according to its content,
- the student is able to use the game as a child/student cognitive, social and psychomotor development methods,
- the student supports the positive attitude of the children/students in being active and fulfilling to spend free time,
- the student is able to apply the acquired knowledge of the pedagogical-psychological disciplines during his own activities as a kindergarten teacher/educator.

Competencies:

- the student is able to planning, preparation, implementation and evaluation the games and playful activities,
- the student is able to create a positive atmosphere in the class/group with games and playful activities,
- the student manages the educational activities, with emphasis on the children/students active learning through games and playful activities,
- the student understands the impact of games and playful activities on the development of the child's personality through experience,
- the student shows an empathic attitude towards diversity, can accept the class/group diversity,
- the student is able to assess the appropriateness and suitability of the planned games,
- the student assumes responsibility for observing ethical principles and the results correct interpreting,
- the student plans and implements self-development and professional development.

Brief syllabus:

Introduction to the study of game pedagogy and experiential pedagogy.

Game as an experience.

The interpretation of the game in each historical period, the definition of the concept of the game.

Game psychology. Game therapy. Approaches and application of game therapy.

Pedagogical and psychological characteristics and peculiarities of games in preschool and school education in the educational process.

Types, functions and meaning of game in the educational process.

Creating subjective conditions for game in preschool, elementary school and school age (the teacher/educator personality, classroom atmosphere, experiences).

Creating objective conditions for game in preschool, elementary school and school age (place, object and technical support – resources, time dimension).

The game's organizational, implementation and evaluation strategies, methods and forms - whether the children/also with students' self-assessment.

Game design and its components.

Organization, implementation and evaluation of games and playful activities.

Designing games and playful activities.

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.

B. MÉHES, V. 1993. Az óvónő és az óvodai játék. Budapest : Calibra, 1993. 131 o. ISBN 963 7740 619.

DOBAY, B. 2016. Mozgásos játékgyűjtemény (óvó-és alsó tagozatos pedagógusok részére) Komárom : Selye János Egyetem Tanárképző Kara, 2016. 135 o. ISBN 978-80-8122-192-7.

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.

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

KIKUŠOVÁ, S.- KRÁLIKOVÁ, M. 2004. Diet'a a hra. Bratislava : Sofa, 2004. s. 107. ISBN 80-89033-42-3.

KOLEKTÍV AUTOROV.. 2011. Veľká kniha hier. Bratislava : Svojtka & Co., s.r.o. 2011, 28 s. [online]. ISBN 978-80-8107-406-6. Dostupné na internete: <https://www animator.sk/hry-a-aktivity/-/blogs/velka-kniha-hier>

KONÍČKOVÁ, J. Hry pre deti v školskom klube. [online]. Hry pre deti v školskom klube eduworld.sk

KOVÁCS, GY. - BAKOSI, É. 2005. Játék az óvodában. Debrecen : Didakt Kft, 2005. ISBN 963 212 778 1.

KOVÁCS, GY. - BAKOSI, É. 2005. Játékpedagógiai ismeretek. Debrecen : Center – Print Kft, 2005. 258 o. ISBN 963 460 912 0.

MASZLER, I. 2002. Játékpedagógia. Pécs : Comenius Oktató és Kiadó Bt. 124 o. ISBN 9789638671196.

PERLAI, R, 2014. Az óvodáskor fejlesztőjátékai, Budapest : Flaccus Kiadó, 151.o. ISBN 978-615-5278-16-7.

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 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk).

STRÉDL, T. 2012. Dramatoterapia a jej socialialzačné možnosti. 1. vyd. Komárno : Univerzita J. Selyeho, 2012. 111. s. ISBN 978-80-8122-033-3.

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.

SZŐKÖL, I. 2020. Hatékony pedagógiai kommunikáció. 1. vyd. Bratislava : Metodicko-pedagogické centrum. 2020. 104 s. ISBN 978-80-565-1450-4.

Iná literatúra:
Aktuálne dostupná vybraná literatúra z elektronických zdrojov v oblasti pedagogiky hry.

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: Gyöngyi Gál, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Terézia Strédl, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ HRC9a-V/22	Name: Playful activities
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the subject is the student's active participation in the seminars and exercises, completion of assignments during the semester, preparation and presentation, and passing the final exam. The evaluation of the subject as a summation of the total number of points awarded for fulfilling the conditions takes place in the following form: during the semester, the student prepares, presents and submits two independently seminar work (max. 50 points), successful completion of the final exam max. 50 points. Evaluation of individual semester papers - content max. 10 points, formal aspect max. 5 point, presentation max. 5 points, application of didactic tools and technical tools max. 5 point. The student can earn a maximum of 100 points during the semester. Evaluation of the effectiveness of the subject based on the scores achieved: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%, FX 49-0%. The student's total workload : 4 credits = 120 hours 39 hours of participation in seminars and exercises (contact hours); 41 hours of continuous preparation and presentation of tasks; 40 hours independent study and exam preparation. The requirements and conditions for completing Module 1 and Module 2 are the same, as is the curriculum its content and thematic units. The differences in the topic descriptions of the tasks to be submitted are shown, adjusted to the characteristics of the modules and the profile of the graduate.	
Results of education: Knowledge: <ul style="list-style-type: none"> • the student understands the concept of experiential pedagogy, • the student understands the concept of game pedagogy, • the student is able to define and understand the concept of the game from several points of view, especially considering the pedagogical and psychological interpretation, • the student knows the types and classification of games and playful activities, • the student knows the objective and subjective conditions of games and playful activities, • the student knows the goals of games and playful activities, • the student understands the importance of creating a positive atmosphere for the implementation of games 	

- the student knows the methods and forms of assessment and self-assessment of children/ students during the implementation of games,
- the student knows the pedagogical and didactic principles of the game planing.

Skills:

- the student is able to design games based on various strategies for the purposes of education and according to its content,
- the student is able to implement games through various strategies for the purposes of education and according to its content,
- the student is able to use the game as a child/student cognitive, social and psychomotor development methods,
- the student supports the positive attitude of the children/students in being active and fulfilling to spend free time,
- the student is able to apply the acquired knowledge of the pedagogical-psychological disciplines during his own activities as a kindergarten teacher/educator.

Competencies:

- the student is able to planning, preparation, implementation and evaluation the games and playful activities,
- the student is able to create a positive atmosphere in the class/group with games and playful activities,
- the student manages the educational activities, with emphasis on the children/students active learning through games and playful activities,
- the student understands the impact of games and playful activities on the development of the child's personality through experience,
- the student shows an empathic attitude towards diversity, can accept the class/group diversity,
- the student is able to assess the appropriateness and suitability of the planned games,
- the student assumes responsibility for observing ethical principles and the results correct interpreting,
- the student plans and implements self-development and professional development.

Brief syllabus:

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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 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk).

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Iná literatúra:
Aktuálne dostupná vybraná literatúra z elektronických zdrojov v oblasti pedagogiky hry.

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: PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.
Date of last update: 22.02.2022
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ IKT5b-V/22	Name: Use of modern ICT strategies
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Seminar - the requirement is to complete all assignments during the semester (max. 3 points/ assignment) and submit them on time (max. 1 point/assignment). Exercise - the requirement is the compilation of a portfolio of specific digital/virtual/online tools used in the pedagogical or educational process. The portfolio will be assessed according to the following categories: submission on time, attention to formal requirements (neatness, logical coherence, aesthetics) and content requirements (methodology of the digital tool and didactic management of its use in education). The marks awarded for the assignments represent 30% of the subject performance, while the portfolio represents 70% of the subject performance. The final grade will be calculated as $(0.3 \times \% \text{ achieved in the seminar} + (0.7 \times \% \text{ achieved in the practical}))$, and will be calculated as $(0.3 \times \% \text{ achieved in the seminar})$.	
Results of education: Knowledge: Knowledge of the digital society in relation to the teaching profession and its activities. Knowledge of cognitive processes and how cognitive processes are implemented in the digital world. Can describe the characteristics of digital society and digital culture. Knowledge of the challenges of the digital world as reflected in education. Know how to relate the appropriate digital tool to different pedagogical objectives. Knowledge of the potential of online learning to support active learning for the learner. They know the strategies, methods and forms offered by digital technologies and virtual reality to develop learners' material and digital literacy. Knowledge of the risks of the digital world. Knowledge of online etiquette and the principles of effective communication in the digital world. Competences: Basic methodological competences and skills in information and communication technologies. Knowledge of ICT and ICT-related skills and competences. Ability to navigate in the digital world of information and to use e-resources in the conduct of professional activities.	

Ability to navigate the use of digital technology to support - the development of individuals, their positive stimulation throughout life and the differences in individuals' development resulting from health or social disadvantage.

Competences:

Creative thinking, autonomy in planning one's own teaching, autonomy and responsibility in decision-making on pedagogical issues and subject-specific areas of didactics.

Ability to work effectively and independently in the online world.

Ability to practise as a teacher trainer, with digital literacy skills up to the professional standard of a beginner teacher trainer.

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

Identifies with the teacher's approach to supporting the cognitive development of gifted but disadvantaged pupils and pupils with special educational needs, including through the use of digital technologies.

Brief syllabus:

Characteristics of the digital society (overview of the history of society and its transformation into a digital society). Aspects of digital pedagogy. Digital technologies in the educational process. Cognitive process in the digital world. Tools adapted to pedagogical objectives. Knowledge of selected applications. Applications to support the online cognitive process and guide progress through virtual classes. Online tools to support cooperative learning. Augmented reality options. Assessment supported by digital technology. Online applications for instant feedback. E-formative assessment options. Gamification of the learning process. Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technologies. Netiketa. Privacy and online safety.

Literature:

ABONYI-TÓTH, A., TURCSINYI_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)

FARKAS, A. et al. Digitális pedagógiai módszertani ajánlások gyűjteménye. Budapest: Oktatási Hivatal. 2021. (dostupné na internete: https://www.oktatas.hu/pub_bin/dload/kozoktatasi/tavoktatasi/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)

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)

TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszköztárral. 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)

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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. Dr. Krisztián Józsa, PhD., Mgr. Katarína Szarka, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ IKT6a-P/22	Name: Use of modern ICT strategies
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Seminar - the requirement is to complete all assignments during the semester (max. 3 points/ assignment) and submit them on time (max. 1 point/assignment). Exercise - the requirement is the compilation of a portfolio of specific digital/virtual/online tools used in the pedagogical or educational process. The portfolio will be assessed according to the following categories: submission on time, attention to formal requirements (neatness, logical coherence, aesthetics) and content requirements (methodology of the digital tool and didactic management of its use in education). The marks awarded for the assignments represent 30% of the subject performance, while the portfolio represents 70% of the subject performance. The final grade will be calculated as $(0.3 \times \% \text{ achieved in the seminar} + (0.7 \times \% \text{ achieved in the practical})$, and will be calculated as $(0.3 \times \% \text{ achieved in the seminar})$.	
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Ability to navigate the use of digital technology to support - the development of individuals, their positive stimulation throughout life and the differences in individuals' development resulting from health or social disadvantage.

Competences:

Creative thinking, autonomy in planning one's own teaching, autonomy and responsibility in decision-making on pedagogical issues and subject-specific areas of didactics.

Ability to work effectively and independently in the online world.

Ability to practise as a teacher trainer, with digital literacy skills up to the professional standard of a beginner teacher trainer.

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

Identifies with the teacher's approach to supporting the cognitive development of gifted but disadvantaged pupils and pupils with special educational needs, including through the use of digital technologies.

Brief syllabus:

Characteristics of the digital society (overview of the history of society and its transformation into a digital society). Aspects of digital pedagogy. Digital technologies in the educational process. Cognitive process in the digital world. Tools adapted to pedagogical objectives. Knowledge of selected applications. Applications to support the online cognitive process and guide progress through virtual classes. Online tools to support cooperative learning. Augmented reality options. Assessment supported by digital technology. Online applications for instant feedback. E-formative assessment options. Gamification of the learning process. Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technologies. Netiketa. Privacy and online safety.

Literature:

ABONYI-TÓTH, A., TURCSINYI_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)

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)

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)

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)

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)

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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. Dr. Krisztián Józsa, PhD., Mgr. Katarína Szarka, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ IPG/22	Name: Inclusive pedagogy
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures and seminars, as well as handing in ongoing assignments during the semester and successful completion of written and oral examinations. During the semester, the student submits and presents two independently prepared seminar papers. During the evaluation of semester works are taken into account: the content and formal side of the papers, speech and communication of the student during the presentation, as well as the use of didactic means and aids and digital technology. A student can get a maximum of 20 points for each seminar paper, the condition for successful completion of the subject is the achievement of min. 10 points for each of the seminar papers. The written and oral exam focuses on the theoretical areas of inclusive pedagogy based on the topics listed in the subject outline. For the written exam, the student can receive max. 30 points, and achieving min. 15 points is a requirement for access to the oral exam. At the oral exam, the student can achieve max. 30 points. In order to successfully complete the course, the student must obtain min. 15 points. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 40 points for ongoing tasks (max. 20-20 points for each of the seminar papers) and max. 60 points per exam, of which max. 30 points for written and max. 30 points for the oral exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 5 credits = 150 hours (39 hours: attendance at lectures, 40 hours: preparation of ongoing tasks during the semester, 71 hours: self-study and exam preparation). The criteria and graduation conditions for Module 1 and Module 2 are the same, as well as the core of the curriculum and the course syllabus. The difference will be applied to topics and assignments of semester tasks, mainly with the intention of specialization and the profile of the graduate of individual modules.	
Results of education: Upon completion of the course, the student will Knowledge:	

- Masters the basic competences for approaching a student with special educational needs from a theoretical and practical point of view.
- Knows the basic terminology of the given issue, knows various theoretical directions and practical outcomes in practice.
- Knows and understands basic concepts such as segregation, integration, inclusion.
- Can define the terms special pedagogy, therapeutic pedagogy.
- Acquires professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education.
- Can transform theory into practice, knows progressive trends in the field of special pedagogy.
- Knows the types and types of SEN, disabilities and other disorders of the relevant age period.
- 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.
- Become familiar with methodological approaches, structure and aspects of job descriptions.

Skills:

- Can recognize the symptoms of individual cases of SEN, disorders and disabilities.
- Orients itself in the possible reasons for the occurrence of individual cases of SEN, disorders and disabilities.
- Can independently evaluate the personality assumptions of the child and pupil in the educational process.
- Can compile pedagogical-psychological and subject criteria according to the physical and mental age of children and pupils.
- Can navigate the methods of the given issue, apply observation schemes, screening.
- Can differentiate children and pupils 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, 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.

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

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 pedagógia : 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 TKK Neveléstudományi Tanszékének és Biológia Tanszékének tudományos tanulmánykötete. - Komárno : Univerzita J. Selyeho, 2014. - ISBN 978-80-8122-114-9, CD-ROM, p. 54-59.
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- 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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KAP12b-V/22	Name: Career advice
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio based, e.g. on the products produced during the course. Students will produce the following documents/products as independent but supported activities. Mandatory components of the portfolio: - Analysis of career guidance in selected educational institutions (Requirement: min. 5 pages; score: 20 points) Assessment criteria: - Embedding career guidance in school documents (10 points) - Employees' professional development (4 points) - Analysis of specific activities considered as part of the school guidance (4 points) - Content and format requirements (2 points) - Design of a two-hour practical session focusing on the development of self-evaluation procedures, communication skills and teamwork (min. 10 pages; 40 points) Assessment criteria: - Originality and imagination (10 points) - Knowledge of professional materials (10 points) - Originality of the roles defined in the guidance service (10 points) - Group interaction (6 points) - Sophistication of content and form (4 points) - Development of a personal career plan, taking into account personal career determinants, methods for planning personal key objectives, personal job search strategy. In self-search, using new techniques in career development, within the framework of personality traits and individual expectations and needs (Requirement: min. 10 pages; score: 40 points) Assessment criteria: - Specificity and originality of the career plan (10 points) - Use of innovative career development techniques (10 points) - Professional relevance, aptitude, science (10 points) - Professional integration of acquired knowledge (6 points) - Substantive and formal sophistication (40 points) Student's overall workload:	

- 39 hours of attendance at lectures and seminars (contact hours); 30 hours of independent study; 51 hours of preparation of products.

Full assessment of the success of the course:

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

Results of education:

Knowledge:

- The student will understand where the points of guidance and education are in the child's life and how they relate to psychological and social development.

Competences:

- The student will be able to independently gather career information from different publications and the internet,
- The student will be able to navigate in the methods of career awareness,
- be able to correctly construct, independently search and evaluate career guidance questionnaires in different situations,
- be able to correctly apply self-awareness training, orientation and communication exercises,
- be able to correctly apply conflict management techniques,
- be able to apply basic forms, methods and techniques of consultation in the system of career guidance,
- be able to design an individual or group counselling process,
- be able to identify their own level of competence,
- be able to identify and research common occupational problems and formulate the theoretical and practical background (using practical procedures) for their solution and resolution,
- be able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages and learners with special needs, and to provide them with appropriate guidance for their entry into the labour market.

Competences:

- The student will be able to apply the skills needed to liaise with pupils, teachers, parents of pupils, guidance counsellors and different institutions on career guidance issues, working with gifted and talented pupils and pupils with difficulties,
- the student will be able to provide feedback and facilitation,
- be able to plan effectively in the field of career education and its curricular structure,
- the student will be able to select and recommend activities appropriate to the level of qualification,
- be able to implement targeted self-awareness development in the context of career guidance,
- be able to independently plan activities to enhance their knowledge of guidance and career guidance,
- be able to demonstrate a reliable, helpful, encouraging, attentive and accepting attitude and to develop an open atmosphere for understanding and managing the working style of others,
- the ability to apply theoretical knowledge to his/her own pedagogical practice in the field of management and cooperation,
- the student will be able to develop a personal career portfolio,
- the student will be able to identify his/her abilities and skills with a vision of the need for lifelong learning as part of self-development,
- learn to use online tools, services and applications that support constructive career decisions.

Brief syllabus:

1. Understanding social awareness, self-regulation and social skills. Emotion recognition and management, recognition of others' emotions and relationship management methods.
2. Understanding self-awareness. Johari's window as a model of personality development. Self-image and methods of its development. Knowledge of learning procedures and training opportunities.
3. Psychological foundations of practical work and employment. Aptitude for work, career: general principles, individual differences, success.
4. Career education in a changing world. Creative methods in career education and guidance. Modern experiential methods, practical tools for integrating career education into the educational process.
5. Identification with the role of the career counsellor. Developing career management skills.
6. ability to link self-awareness and the world of careers, knowledge of job search skills. Analysis of life paths and personal career plans with individual content, specific goals and activities.
7. analysis of labour market information (employment and unemployment indicators). interests of workers and employers. Risky labour market. Women at a disadvantage on the labour market.
8. Online tools, services and applications to help constructive career decisions.

Literature:

- BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest: Nemzeti Tankönyvkiadó. 308 p. ISBN 9631922359
- ERDŐHEGYI, G., POÓR, J., SZLÁVICZ, Á., TOKÁR-SZADAI, Á., 2016. A tanácsadás piaca, a tanácsadás szereplői. In: Menedzsment-tanácsadási kézikönyv: innováció - megújulás - fenntarthatóság. Budapest: Akadémiai Kiadó. ISBN 978 963 05 9812 5. ISSN 2061-6430. P. 63-88.
- HORVÁTHOVÁ, Kinga. Odborno-metodické riadenie výchovného poradenstva. Pedagogická revue. Roč. 53, č. 3 (2001), s. 237-253.
- HORVÁTHOVÁ, Kinga a Péter TÓTH. Kisebbségi hallgatók pedagógiai szakválasztásának indítékai. In: Kisebbségi helyzet, identitás és műveltség : A szlovákiai magyar pedagógusok társadalmi önmegvalósítása: A szlovákiai magyar pedagógusok társadalmi önmegvalósítása. Horváth Kinga, Tóth Péter, Németh András. Komárno: Univerzita J. Selyeho, 2019, P. 80-96 [CD-ROM]. ISBN 978-80-8122-309-9.
- N. KOLLÁR, K. 2004. Pszichológia pedagógusoknak. Budapest: Osiris Kiadó. 637 p. ISBN 963389672X
- POÓR, J., KOVÁCS, A., MILOVECZ, Á., SZERTICS, G., GROSS, A., 2016. A tanácsadás menedzselése. In: Menedzsment-tanácsadási kézikönyv : innováció - megújulás - fenntarthatóság. Budapest: Akadémiai Kiadó. ISBN 978 963 05 9812 5. ISSN 2061-6430. P. 152-177.
- SZARKOVÁ, M. 2004. Psychológia. 1. vyd. Bratislava: Ekonóm. 168 p. ISBN 80-225-1787-9
- SZARKOVÁ, M. 1998. Psychológia pre manažérsku prax. 1. vyd. Bratislava: Kartprint. 187 p. ISBN 80-88870-10-0
- STRÉDL, T. 2012. Dramatoterapia a jej socializačné možnosti. Komárno: Selye János Egyetem. 108 p. ISBN 978-80-8122-033-3
- TIBOR, Á., GRÚBER, C. 1999. Kamasznak lenni...: Önismereti és önmenedzselési kézikönyv. Budapest: Műszaki Könyvkiadó. 171 p. ISBN 9631625397
- TÓTH, P. 2011. Egyéni különbségek szerepe a tanulásban: A tanulási stílus. 1. vyd. Budapest: DSGI. 222 p. ISBN 978-963--88946-5-6
- TÓTH, P. 2012. Egyéni különbségek szerepe a tanulásban: Tanulási stratégiák. 1. vyd. Budapest: DSGI. 143 p. ISBN 978-963-88946-7-0

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. PaedDr. Kinga Horváth, PhD., Dr. László Pribék, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KSJ1-P/22	Name: Slovak conversation 1
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio-based, with compulsory completion of the following elements during the semester: - Active participation in seminars Assessment criteria: - The student's active contribution to the tasks to be carried out during the seminars (30 points) Final assessment: Presentation of a presentation on a given topic to the group members (70 points) Evaluation criteria: - Content accuracy, adhering to the given criteria (topic, number of slides, number of sentences, time frame) - Grammatical accuracy, variety of vocabulary - Fluency of presentation - Student's preparation for the presentation Total workload of the student: 1 credit = 30 hours - 13 hours of participation in seminars (contact hours); 13 hours of independent study; preparation for presentation; 4 hours of portfolio preparation. Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: (For modules 1 and 2): - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) The aim of this course is to deepen students' communication competence in subjects related to the subjects of the 3rd and 4th grade of primary school in the field of science and culture.	
Results of education: Knowledge:	

- The student will have a basic knowledge of orthography, spelling and grammar for oral and written communication.
- theoretical knowledge of the phonetics-phonology, morphology and syntax necessary for communication in Slovak.
- recognise the basic rules of Slovak spelling and be able to produce coherent and comprehensible texts
- know selected strategies for processing written and spoken texts
- use literary Slovak appropriately in different communication situations
- use communication language skills effectively
- have an adequate knowledge of Slovakia, Slovak culture and Slovak nature.

Skills:

- The student is able to communicate on topics related to the content of the content of the 3rd and 4th grades of primary school in the field of local studies and nature studies.
- be able to produce coherent and non- coherent oral and written texts on topics related to the content of the subjects of the study of the mother tongue and nature in primary school in grades 3 and 4
- can process written and spoken texts using selected strategies
- be able to use appropriate methods of pedagogical evaluation and self-evaluation, and to adapt and rationalise his/her activities on the basis of the results of such evaluation and self-evaluation
- can present interesting facts about Slovakia, Slovak culture and nature

The aim of the course is to deepen the students communicative competence in topics related to the subjects of the 3rd and 4th grade of primary school, namely the study of the country and nature.

Outcomes of the course:

Knowledge:

- The student will have a basic knowledge of orthography, spelling and grammar for oral and written communication.
- theoretical knowledge of the phonetics-phonology, morphology and syntax necessary for communication in Slovak.
- recognise the basic rules of Slovak spelling and be able to produce coherent and comprehensible texts
- know selected strategies for processing written and spoken texts
- use literary Slovak appropriately in different communication situations
- use communication language skills effectively
- have an adequate knowledge of Slovakia, Slovak culture and Slovak nature.

Skills:

- The student is able to communicate on topics related to the content of the content of the 3rd and 4th grades of primary school in the field of local studies and nature studies.
- be able to produce coherent and non- coherent oral and written texts on topics related to the content of the subjects of the study of the mother tongue and nature in primary school in grades 3 and 4
- can process written and spoken texts using selected strategies
- be able to use appropriate methods of pedagogical evaluation and self-evaluation, and to adapt and rationalise his/her activities on the basis of the results of such evaluation and self-evaluation
- can present interesting facts about Slovakia, Slovak culture and nature

Competences:

- The student will be able to apply the acquired communication skills, to communicate independently on the given topics both in monologue and in dialogue, to respond quickly and correctly orally to a stimulus.

- The student will be able to master presentation skills, reading and listening comprehension.
- Through the application of their communication skills, students will be able to think critically and analytically, to find and select the information they need and to use their portfolio of practical experience in their further development.
- The student will be able to develop his/her Slovak language competences and skills and apply them appropriately in communicative situations related to the given topics.
- The student is able to accept reasoned critical comments.
- The student is able to use information and communication technologies effectively in the teaching process.
- The student is culturally and linguistically competent. Ability to work effectively as a team member and to manage individuals.

Brief syllabus:

Composing coherent and individual texts orally and in writing, developing communication situations within the following topics:

1. Slovakia
2. the capital of Slovakia
3. the population of Slovakia
4. Natural beauty of Slovakia
5. Castles and chateaux in Slovakia
6. UNESCO-protected cultural monuments in Slovakia
7. Natural monuments in Slovakia protected by UNESCO
8. Protected plants in Slovakia
9. Protected animals in Slovakia
10. National parks in Slovakia
11. Trips in Slovakia
12. Points of interest in Slovakia

(These topics are related to the communication topics defined in the State Curriculum for Language and Communication - Slovak Language and Literature for Kindergartens and Lower Primary School. Specifically, they are related to the topics of Our Country, Man and Nature and Transport and Travel)

Basic rules of presentation on a given topic, structure of the presentation, main idea, communicative context

Presentation techniques, mastering and practising presentation techniques. Making short presentations.

Developing communication situations focusing on the above topics, taking a stand, discussing, expressing opinions, debating, counter-arguments.

To reinforce the grammar rules for oral and written communication

Literature:

- Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.
- Dudášová, Mäsiar, Muchová: Vlastiveda pre štvrtákov 1. a 2. časť; Vydavateľstvo AITEC spol. s. r. o Bratislava; 2019
- Nogová, Zvončeková, Vlastiveda pre 4. ročník ZŠ; Vydavateľstvo Patria 1, spol. s. r. o Prievdza, 2019
- Dobišová Adame, Kováčiková: Prírodoveda pre štvrtákov, AITEC spol. s r.o Bratislava, 2018, ISBN 978-80-8146-153-8
- Dobišová Adame, Kováčiková: Prírodoveda pre tretiaikov, AITEC spol. s r.o Bratislava, 2018, ISBN 978-80-8146-139-2

<p>Žoldošová: Prírodoveda pre 3. ročník ZŠ, EXPOL PEDAGOGIKA, s.r.o Bratislava, 2018, ISBN: 978-80-8091-481-3</p> <p>Žoldošová: Prírodoveda pre 4. ročník ZŠ, EXPOL PEDAGOGIKA, s.r.o Bratislava, 2018, ISBN: 978-80-8091-481-3</p> <p>Pamiatky Unesco – Slovensko Malá Veľká krajina, Slovakia travel, 2003 (online)</p> <p>Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.</p> <p>Kamenárová, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011.</p> <p>Müglová D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010.</p> <p>Palenčárová, J. – Kesselová, J. – Kupcová, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003.</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: PaedDr. Mária Pálincáš</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KSJ1-V/22	Name: Slovak conversation 1
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Module 1 Pre-school Pedagogy, Module 2 Public Education The requirements for passing the course in both modules are as follows: The final assessment is portfolio based, consisting of the completion of individual outcomes and assignments during the course. Students will complete the following outcomes and assignments as separate but mandatory components of the portfolio: - Active participation in seminars (Score: 30 points) Assessment Criteria: - Student participation in assignments during seminars (30 points) Final Assessment: Presentation on a selected topic to a group (Score: 70 points) Assessment Criteria: - Student participation in assignments during seminars (30 points) Final Assessment: - Content accuracy, conciseness and adherence to given criteria (topic, number of slides, number of sentences, time limit) - Grammatical accuracy and vocabulary - Fluency of expression - Student's readiness to present Total student workload: 1 credit = 30 hours - 13 hours of participation in seminars (contact hours); 13 hours of self-study, preparation of presentation; 4 hours of portfolio preparation. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade (50 points). Overall course pass mark (Module 1, Module 2): - A = 90 - 100% (45 - 50 points) - B = 80 - 89% (40 - 44 points) - C = 70 - 79% (35 - 39 points) - D = 60 - 69% (30 - 34 points) - E = 50 - 59% (25 - 29 points) - FX = 0 - 49% (0 - 24 points)	
Results of education: The aim of the course is to deepen students' communicative competences in topics related to the content of the 3rd and 4th year of primary school in the subjects of science and natural science. Knowledge: - The student has the basic knowledge of orthoepic, orthographic and grammatical rules necessary for oral and written communication. - The student has the theoretical knowledge of phonetics-phonology, morphology and syntax necessary for communication in the Slovak language. - identifies the basic rules of Slovak spelling and will be able to produce a coherent, comprehensible text - knows selected strategies for processing written and spoken text - adequately applies acquired knowledge of the written Slovak language in various communicative situations - effectively uses communicative language competences - has knowledge of Slovakia, Slovak culture and nature in Slovakia. Skills: - The student is able to communicate on topics related to the content of the subjects of science and natural history for the 3rd and 4th year of primary school - is able to produce coherent and incoherent oral and written speeches on topics related to the content of the subjects of science and natural history for the 3rd and 4th year of	

primary school - is able to produce coherent and incoherent speeches on topics related to the content of the subjects of science and natural history for the 3rd and 4th year of primary school - is able to communicate on topics related to the content of the subjects of science and natural history for the 3rd and 4th year of primary school. The student is able to process written and heard text using selected strategies - he/she is able to apply an appropriate method of pedagogical assessment and evaluation and is able to modify and streamline his/her activities - he/she is able to present interesting facts about Slovakia, Slovak culture and nature in Slovakia. Competences:

- The student will be able to apply the acquired communication skills, he/she will be able to communicate independently on selected topics in the form of a monologue and a dialogue, he/she will be able to promptly and correctly respond orally to an overheard stimulus.
- The student will be able to acquire presentation skills, be able to read and listen with understanding.
- The student will be able to possess independent critical and analytical thinking skills that will stimulate his/her ability to find and select information related to the use of communication skills and will be able to capitalise on a portfolio of practical experience for further development.
- The student will be able to develop and improve relevant communication and linguistic competences and skills in the Slovak language, applying them appropriately in communication situations in the areas mentioned above.
- The student will be able to openly accept justified critical comments.
- The student will be able to make effective use of information and communication technologies in the educational process.
- The student is culturally and linguistically literate. The student is able to work effectively as a member of a team and manage individuals.

Brief syllabus:

Creating coherent and incoherent speeches in oral and written form, creating conversational situations within the following topics:

1. Slovakia
2. The capital of Slovakia
3. Inhabitants of Slovakia
4. Natural beauties of Slovakia;
5. Castles and castles in Slovakia;
6. UNESCO cultural monuments in Slovakia;
7. UNESCO natural monuments in Slovakia
8. Protected plants in Slovakia
9. Protected animals in Slovakia
10. National parks in Slovakia
11. Travelling in Slovakia
12. Interesting facts from Slovakia

(The above topics are related to the valid state educational programme for Kindergarten with VJM and 1st grade of Primary School with VJM, specifically with communication topics: Our Homeland, Man and Nature, Transport and Travel)

Basic rules of presentation on a given topic, structure of presentation, main idea, communication context

Presentation techniques, learning and practicing presentation techniques. Short presentation by students.

Creating conversational situations focusing on the above topics, taking a position, discussing, expressing an opinion, arguing and counter-arguing.

Practising grammar rules necessary for oral and written communication.

Literature:

Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.

Dudášová, Mäsiar, Muchová: Vlastiveda pre štvrtákov 1. a 2. časť; Vydavateľstvo AITEC spol. s r. o Bratislava; 2019

Nogová, Zvončeková, Vlastiveda pre 4. ročník ZŠ; Vydavateľstvo Patria 1, spol. s r. o Prievidza, 2019

Dobišová Adame, Kováčiková: Prírodoveda pre štvrtákov, AITEC spol. s r.o Bratislava, 2018, ISBN 978-80-8146-153-8

Dobišová Adame, Kováčiková: Prírodoveda pre tretíakov, AITEC spol. s r.o Bratislava, 2018, ISBN 978-80-8146-139-2

Žoldošová: Prírodoveda pre 3. ročník ZŠ, EXPOL PEDAGOGIKA, s.r.o Bratislava, 2018, ISBN: 978-80-8091-481-3

Žoldošová: Prírodoveda pre 4. ročník ZŠ, EXPOL PEDAGOGIKA, s.r.o Bratislava, 2018, ISBN: 978-80-8091-481-3

Pamiatky Unesco – Slovensko Malá Veľká krajina, Slovakia travel, 2003 (online)

Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.

Kamenárová, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011.

Müglová D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010.

Palenčárová, J. – Kesselová, J. – Kupcová, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003.

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: PaedDr. Mária Pálinkáš

Date of last update: 21.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KSJ2-P/22	Name: Slovak conversation 2
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Module 1 Early Childhood Education, Module 2 Public Education For both modules, the conditions for completing the subject are as follows: The final assessment is portfolio-based and involves the compulsory completion of the following elements during the semester: - Active participation in seminars Assessment criteria: - The student's active work in the exercises to be carried out during the seminars (30 points) Final assessment: Presentation of a presentation on a given topic to the group members (70 points) Evaluation criteria: - Accuracy of content, respecting the criteria given (topic, number of slides, number of sentences, time frame) - Grammatical accuracy, variety of vocabulary - Fluency of presentation - Student's preparation for the presentation Total workload of the student: 1 credit = 30 hours - 13 hours of participation in seminars (contact hours); 13 hours of independent study in preparation for the presentation; 4 hours of portfolio preparation. Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: (For modules 1 and 2): - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) The aim of this course is to develop students' communication skills on topics related to the interests of pre-school and primary school children, leisure activities, classroom management and teacher communication.	

Results of education:

Knowledge:

- The student will have a basic knowledge of orthography, spelling and grammar for oral and written communication.
- Theoretical knowledge of phonetics-phonology, morphology and syntax necessary for Slovak communication.
- recognise the basic rules of Slovak spelling and be able to produce coherent and comprehensible texts
- know selected strategies for processing written and spoken texts
- use literary Slovak appropriately in different communication situations
- use communication language skills effectively
- have a good knowledge of the interests of pre-school and primary school children and of ways of spending their leisure time usefully.
- theoretical knowledge of classroom organisation and effective pedagogical communication.

Skills:

- The student is able to apply the communication skills acquired, to communicate (monologue, dialogue) on topics related to the interests of pre-school and young children and to the useful use of their free time.
- can produce coherent and non-coherent oral and written texts on topics related to the interests of pre-school and toddler children and the useful use of their free time
- can process written and spoken texts using selected strategies
- be able to use appropriate methods of pedagogical evaluation and self-evaluation, and to adapt and rationalise their activities on the basis of the results of such evaluation and self-evaluation
- be able to present the above topics, to take a position on the content heard, to debate, argue and counter-argue within the topic
- can manage class work

Competences:

- The student will be able to apply the communication skills acquired, to communicate independently on the given topics both in monologue and in dialogue, to respond quickly and correctly orally to a stimulus heard.
- The student will be able to master presentation skills, reading and listening comprehension.
- Through the application of their communication skills, students will be able to think critically and analytically, to find and select the information they need and to use their portfolio of practical experience in their further development.
- The student will be able to develop his/her Slovak language competences and skills and apply them appropriately in communicative situations related to the given topics.
- The student is able to accept reasoned critical comments.
- The student is able to use information and communication technologies effectively in the teaching process.

The student is culturally and linguistically competent. He/she can work effectively as a team member and manage individuals.

Brief syllabus:

Compose coherent and individual texts orally and in writing, developing communication situations within the following topics:

1. Leisure and leisure activities from the students' point of view
2. The interests of pre-school and school-age children
3. Interests in kindergarten and school
4. Social games; Games of rules

5. Nature games, virtual games
 6. Reading at an early age
 7. Stories, films and TV programmes
 8. Surfing the web
 9. Classroom management, teacher communication
 10. leading cultural activities in the nursery and school children's club,
 11. dialogue, discussion, asking questions
 12. using educational games in the teaching-learning process
 13. instructions, paralinguistic tools, classroom behaviour

Basic rules of presentation on a given topic, structure of the presentation, main idea, communication context

Presentation techniques, learning and practising presentation techniques. Making short presentations.

Developing communication situations focusing on the above topics, taking a stand, discussing, expressing opinions, debating, counter-arguments.

To reinforce the grammar rules for oral and written communication

Literature:

Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.
 Zelinová, Voľný čas efektívne a tvorivo, Wolters Kluwer (Iura Edition), 2012.
 Černotová, Ako komunikovať so žiakmi, Metodicko-pedagogické centrum, Prešov, 2005.
 Kamenárová, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011.
 Müglóvá D. a kol.: Cudzíe jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010.
 Palenčárová, J. – Kesselová, J. – Kupcová, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003.

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: PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KSJ2-V/22	Name: Slovak conversation 2
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Module 1 Early Childhood Education, Module 2 Public Education For both modules, the conditions for completing the subject are as follows: The final assessment is portfolio-based and involves the compulsory completion of the following elements during the semester: - Active participation in seminars Assessment criteria: - The student's active work in the exercises to be carried out during the seminars (30 points) Final assessment: Presentation of a presentation on a given topic to the group members (70 points) Evaluation criteria: - Accuracy of content, respecting the criteria given (topic, number of slides, number of sentences, time frame) - Grammatical accuracy, variety of vocabulary - Fluency of presentation - Student's preparation for the presentation Total workload of the student: 1 credit = 30 hours - 13 hours of participation in seminars (contact hours); 13 hours of independent study in preparation for the presentation; 4 hours of portfolio preparation. Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: (For modules 1 and 2): - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points) The aim of this course is to develop students' communication skills on topics related to the interests of pre-school and primary school children, leisure activities, classroom management and teacher communication.	

Results of education:

Knowledge:

- The student will have a basic knowledge of orthography, spelling and grammar for oral and written communication.
- Theoretical knowledge of phonetics-phonology, morphology and syntax necessary for Slovak communication.
- recognise the basic rules of Slovak spelling and be able to produce coherent and comprehensible texts
- know selected strategies for processing written and spoken texts
- use literary Slovak appropriately in different communication situations
- use communication language skills effectively
- have a good knowledge of the interests of pre-school and primary school children and of ways of spending their leisure time usefully.
- theoretical knowledge of classroom organisation and effective pedagogical communication.

Skills:

- The student is able to apply the communication skills acquired, to communicate (monologue, dialogue) on topics related to the interests of pre-school and young children and to the useful use of their free time.
- can produce coherent and non-coherent oral and written texts on topics related to the interests of pre-school and toddler children and the useful use of their free time
- can process written and spoken texts using selected strategies
- be able to use appropriate methods of pedagogical evaluation and self-evaluation, and to adapt and rationalise their activities on the basis of the results of such evaluation and self-evaluation
- be able to present the above topics, to take a position on the content heard, to debate, argue and counter-argue within the topic
- can manage class work

Competences:

- The student will be able to apply the communication skills acquired, to communicate independently on the given topics both in monologue and in dialogue, to respond quickly and correctly orally to a stimulus heard.
- The student will be able to master presentation skills, reading and listening comprehension.
- Through the application of their communication skills, students will be able to think critically and analytically, to find and select the information they need and to use their portfolio of practical experience in their further development.
- The student will be able to develop his/her Slovak language competences and skills and apply them appropriately in communicative situations related to the given topics.
- The student is able to accept reasoned critical comments.
- The student is able to use information and communication technologies effectively in the teaching process.

The student is culturally and linguistically competent. He/she can work effectively as a team member and manage individuals.

Brief syllabus:

Compose coherent and individual texts orally and in writing, developing communication situations within the following topics:

1. Leisure and leisure activities from the students' point of view
2. The interests of pre-school and school-age children
3. Interests in kindergarten and school
4. Social games; Games of rules

5. Nature games, virtual games
 6. Reading at an early age
 7. Stories, films and TV programmes
 8. Surfing the web
 9. Classroom management, teacher communication
 10. leading cultural activities in the nursery and school children's club,
 11. dialogue, discussion, asking questions
 12. using educational games in the teaching-learning process
 13. instructions, paralinguistic tools, classroom behaviour

Basic rules of presentation on a given topic, structure of the presentation, main idea, communication context

Presentation techniques, learning and practising presentation techniques. Making short presentations.

Developing communication situations focusing on the above topics, taking a stand, discussing, expressing opinions, debating, counter-arguments.

To reinforce the grammar rules for oral and written communication

Literature:

Alabánová, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005.
 Zelinová, Voľný čas efektívne a tvorivo, Wolters Kluwer (Iura Edition), 2012.
 Černotová, Ako komunikovať so žiakmi, Metodicko-pedagogické centrum, Prešov, 2005.
 Kamenárová, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011.
 Müglóvá D. a kol.: Cudzíe jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010.
 Palenčárová, J. – Kesselová, J. – Kupcová, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003.

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: PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KUR/22	Name: Speech culture and speech development
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 10s / 5s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Maximum 100 points (25 points for interactive paper, 25 points for communication for the interactive activity and 50 points for the written exam). In order to sit the written examination, the student must obtain a score for the interactive paper (or seminar paper) and for the communication activity carried out 50% of the maximum number of points for the continuous assessment (i.e. min. 25 points out of 50 points). The student's theoretical knowledge is assessed by means of a written examination. At written examination, the student may obtain 50 points (i.e. 50% of the total mark). SEMINAR: During the semester, the student presents an interactive paper on a given topic in the field of communication discipline (25 points). Paper Evaluation Criteria: 1. content of the paper: choice of topic, purpose of the paper, work with literature, etc. (5 points), 2. verbal and non-verbal expression: logical and systematic interpretation, clarity of interpretation, manner of the logic of the presentation, eye contact, etc. (5 points), 3. use of visual, acoustic, audiovisual means: digital presentation (structure, key words, images, etc.), short recordings, videos, etc. (5 points), 4. audience involvement: questions and answers, quizzes and tests, exercises, etc. (5 points), 5. adherence to the time limit: approx. 20-25 minutes (5 points) If justified, the student has the option of replacing the interactive paper with a seminar paper on any topic in the field of communication discipline, but it must be handed in by the end of the semester at the latest the 10th week of the semester. The student may receive a maximum of 25 points for the seminar paper. Seminar paper evaluation criteria: 1. the formal aspect of the seminar paper: structure, language, spelling, etc. (10 points) 2. the content of the thesis: choice of topic, purpose of the thesis, work with literature, citations etc. (15 points) PRACTICE: During the semester, the student will conduct a group communication activity that focuses on The student will complete a group activity designed to support pedagogical communication. A maximum of 25 points may be earned for the activity.	

Communication Activity Evaluation Criteria:

1. the drama of the activity and the individual communication exercises (5 points),
2. communicative quality (5 points),
3. creativity (5 points),
4. ability to lead a group (5 points),
5. group interaction (5 points).

Evaluation criteria for the written exam:

- mastery of the individual topic units based on regular preparation based on the theoretical and practical content of individual lectures, seminars and the study of literature (basic concepts and principles of communication, communication models, types of communication situations, verbal, non-verbal and written communication, etc.).
- mastery of specific subject areas on the basis of regular training based on the theoretical content of current supplementary literature.

Overall student workload:

Distribution of working hours (152 working hours in total):

- Attendance at lectures, seminars and tutorials: total per semester (52 hours),
- Regular "supplementary" reading of professional articles or watching professional videos (25 working hours),
- Research paper related to the student's seminar lecture and its elaboration (25 working hours),
- Preparation for a communication activity, elaboration of a dramaturgy of communication exercises (20 hours),
- Preparation for the written examination (30 working hours)

Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.

Results of education:

Knowledges:

- Student will acquire the theoretical and practical knowledge of adequate pedagogical communication in various situations.
- Student will master the basic concepts of communication, and will be familiar with the various models of the discipline.
- Student will acquire knowledge of the levels and situations of social and pedagogical communication.
- Student will know the characteristics and dimensions of verbal, nonverbal, and written communication.
- Student will acquire knowledge of language styles.
- Student will be familiar with the various media of mass communication.
- Student will acquire knowledge of the pedagogical aspects of the communication discipline and of the most successful communication strategies in pedagogy.

Skills:

- Student will be able to analyse and describe individual communication situations using social, tele- and mass communication models.
- Student will be able to recognise the different levels of social and pedagogical communication, and discuss their characteristics and differences.
- Student will be able to identify the difficulties of his/her students regarding verbal and nonverbal communication, and to develop their skills in this field through a variety of interactive, cooperative and dramatized exercises.
- Student will be able to use the different language styles.

- Student will be able to develop linguistic and communicative competences using effective methods of his/her students.
- Student will be able to convey an adequate standard of pronunciation to his/her pupils.

Competencies:

- Student develops positive attitudes towards different dimensions and styles of communication, and tries to make them as difficult to understand. In this spirit, he/she will also teach his/her students using interactive and cooperative exercises.
- Student will develop the right attitudes towards the diversity of the world and his/her future pupils, which reinforces both the diversity of individual language styles, and the dissection of the interpersonal, inter group, and intercultural communication.
- Student will be able to implement a focused development of self-knowledge related to communicative discipline.
- Student will be able to independently plan activities that will contribute to a more accurate and conscious verbal, nonverbal, and written communication as well as critical thinking.
- Student will be able to actively engage in current research in the field of communication discipline and in the analysis of communication situations and mass media messages.

Brief syllabus:

1. Basic concepts and principles of communication, educational aspects of communication
2. Basic concepts and principles of pedagogical communication
3. Verbal pedagogical communication
4. Non-verbal pedagogical communication
5. Communication disorders
6. Communication competence of the teacher I.
7. Communication competence of the teacher II.
8. Basic communication situations in kindergarten
9. Methods of developing active vocabulary in children I.
10. Methods of developing active vocabulary in children II.
11. Communication exercises and activities to support pedagogical communication
12. Communication exercises and activities to support group work

Literature:

- BÉRES I. – HORÁNYI Ö. (2001) Társadalmi kommunikáció. Budapest : Osiris. ISBN 963 379 551 6.
- FODOR L. – GÖNDÖR A. – VÖRÖSNÉ KESZLER E. – NEMÉNYINÉ GYIMESI I. (2007) A kommunikáció alapjai. Budapest : Perfekt Gazdasági Tanácsadó – Oktató és Kiadó Rt. ISBN 963 394 520 8.
- GRIFFIN, E. 2003. Bevezetés a kommunikációelméletbe. Budapest: Harmat Kiadó. ISBN 963 9148 52 0
- HERNÁDI, S. 2003. Beszédművelés. Budapest: Osiris Kiadó. ISBN 9633894700.
- HORÁNYI, Ö. 1977. Kommunikáció I. Budapest: Közgazdasági és Jogi Könyvkiadó. ISBN 963 220 532 4
- HORÁNYI, Ö. Kommunikáció II. Budapest: General Press. ISBN 963 9459 05 4
- HORVÁTHOVÁ, K. – SZÖKÖL, I. 2016. A pedagógia kommunikáció. Komárom: SJE TTK
- NÉMETH E. (2002) Az önismeret és a kommunikációs készség fejlesztése. Budapest : Századvég Kiadó. ISBN 963 9211 31 1.
- PLÉH, Cs. – SÍKLAKI, J. – TERESTYÉNI, T. 2002. Nyelv – kommunikáció – cselekvés. Budapest: Osiris Kiadó. ISBN 963 379 304 1
- RÓKA, J. 2005. Kommunikációtan. Budapest: Századvég Kiadó. ISBN 963059211303

SZÓKÖL I. – FECSÓ SZ. – SOÓKY M. (2020) Hatékony pedagógiai kommunikáció. Bratislava : Metodicko-pedagógické centrum. ISBN 978-80-565-1450-4.					
Language, knowledge of which is necessary to complete a course: Hungarian, Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Gábor Lőrincz, PhD., PaedDr. Patrik Baka, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KZS2a-P/22	Name: Slovak communication skills
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment will be in the form of a portfolio, consisting of the individual components completed during the course. The components of the portfolio are defined and discussed with the students. The portfolio will have separate but mandatory components: <ol style="list-style-type: none"> 1. active participation in seminars during the semester Assessment criteria: <ul style="list-style-type: none"> - Participation in discussion, responsible completion of assignments (5 points). - Active participation in individual exercises, problems and tasks (5 points) <ol style="list-style-type: none"> 2. Intermediate evaluation of the oral presentation (40 points) Evaluation criteria: <ul style="list-style-type: none"> - Reading comprehension and reproduction of the text (10 points) - Fluency (10 points) - Pronunciation and intonation (20 points) <ol style="list-style-type: none"> 3. final examination (score: 50 points) Assessment criteria: <ul style="list-style-type: none"> - Basic features of the Slovak written language (10 points) - Slovak phonetic system, orthoepia, orthoepic phenomena, prosodic features of speech (10 points) - Spelling, basic morphology and syntax of the Slovak language and the application of grammatical phenomena in communication and text production (30 points) Student's time requirement: 4 credits = 120 hours (contact hours: 39, self-study: 30, didactic portfolio preparation: 34, oral presentation processing and preparation: 20). Translated with www.DeepL.com/Translator (free version)	
Results of education: Knowledge: - The student will be able to name the basic concepts and expressions used in the theory of contemporary Slovak written language and linguistic culture - The student will be able to characterize the sound system of Slovak language, classify the syllables of Slovak literacy and be able to name the basic differences between the Slovak and Hungarian alphabets. - The student will know the basic principles of correct written Slovak pronunciation and will be able to identify basic pronunciation errors. - The student will know the prosodic properties of speech and will be able to intone correctly in oral speech. - The student will be able to produce a written	

or electronic text correctly in Slovak according to the principles of spelling - The student will be able to explain the basic relationship between spelling and pronunciation - The student will be able to read any non-fiction or fiction text according to the principles of written pronunciation, understand the text and be able to convey its content correctly - The student will be able to recognise ways of communicating effectively in different communication situations - The student will be able to deal with common communication problems and will acquire knowledge of how to avoid these communication problems effectively. Abilities: - The student will be able to use the acquired knowledge in the communication process in the workplace and in different situations of everyday life. - The student will be able to apply the acquired theoretical knowledge and to identify the content of the specific objectives to be achieved in the implementation of the acquired knowledge. - The student will be able to apply the theoretical knowledge of Slovak orthoepia and orthography in the production of written and oral expressions. - The student will be able to apply the acquired knowledge in the improvement of spelling and pronunciation in the educational process. - The student will be able to understand the phonetic and graphical system of the Slovak written language. - The student will be able to master Slovak written pronunciation and explain its basic principles. - The student will be able to master the basics of written orthoepia and to learn the pronunciation of individual syllables of the Slovak alphabet. - The student will be able to apply theoretical knowledge of orthoepia to personal development of orthoepic skills and to use it to guide students in correct pronunciation. - The student will have a practical knowledge of the basic principles of Slovak orthography, with particular emphasis on the basic phenomena of spelling. - The student will be able to identify the specific features of Slovak spelling in contrast to native spelling - The student will be able to use spontaneously the acquired orthographic and spelling skills - The student will be able to apply receptive and productive communication skills flexibly in a wide variety of communication situations, both in the formal workplace and in the informal private sphere Competences: - The student will be able to apply the acquired theoretical knowledge, practical skills and habits, which presuppose successful mastery of the pronunciation and spelling of written Slovak, in his/her own creative practice in educational and training activities. - Based on theoretical knowledge, the student will be able to apply principles of spelling in the preparation of oral speeches, dialogues and debates, as well as in the writing and correction of written speeches - The student will be able to carry out targeted cognitive development of communication skills and will be able to plan independently selected activities which will enhance both theoretical and practical knowledge - The student will be able to apply acquired knowledge and skills flexibly in the specific context of the educational process and in interpersonal relationships.

Translated with www.DeepL.com/Translator (free version)

Brief syllabus:

1. The spoken Slovak language and its basic features 2. The sound system of the Slovak language. Classification of the vowels of the written Slovak language today. Contrasting features of the Slovak and Hungarian alphabets 3. Orthophonic and orthophonic phenomena in vowels. Correct pronunciation and pronunciation errors 4. Suprasegmental phenomena, prosodic features of speech and practising correct intonation 5. Spelling, Slovak writing style, basic spelling principles 6. Phonetic-phonological, morphological and syntactic differences between Slovak and Hungarian 7. 9. effective communication, communication problems and communication problem solving 10. producing short and coherent oral speeches in the context of SERR communication topics 11. written and electronic communication in Slovak. Personal letters, notices, invitations, short official documents. Practising communication skills in Slovak 13. Demonstrating communication skills. Describing experiences and events, stories about culture, history and customs.

Literature:

ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. ISBN 978-80- 969945-7-1.

HALÁSZOVÁ, A.: Ypsilon 1. Metodická príručka. Bratislava: TERRA, 2013. ISBN 978-80-8098-127-3.

HALÁSZOVÁ, A.: Ypsilon 4. Metodická príručka. Bratislava: TERRA, 2014. ISBN 978-80-8098-283-6.

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-60-223-3265-1.

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011. ISBN 978-80-223-3035-0.

IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8.

MŮGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. ISBN 978-80-8094-756-9.

PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X.

Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006.

WEIDLEROVÁ, A. – WEIDLER, E.: Sloh na dlani. Bratislava: Príroda, 2003. ISBN 80-07-01332-6.

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: PaedDr. Mária Pálinská, PaedDr. Jaroslav Vlnka, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ KZS2a-V/22	Name: Slovak communication skills
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment will be in the form of a portfolio, consisting of the individual components completed during the course. The components of the portfolio are defined and discussed with the students. The portfolio will have separate but mandatory components: 1. active participation in seminars during the semester Assessment criteria: - Participation in discussion, responsible completion of assignments (5 points). - Active participation in individual exercises, problems and tasks (5 points) 2. Intermediate evaluation of the oral presentation (40 points) Evaluation criteria: - Reading comprehension and reproduction of the text (10 points) - Fluency (10 points) - Pronunciation and intonation (20 points) 3. final examination (score: 50 points) Assessment criteria: - Basic features of the Slovak written language (10 points) - Slovak phonetic system, orthoepia, orthoepic phenomena, prosodic features of speech (10 points) - Spelling, basic morphology and syntax of the Slovak language and the application of grammatical phenomena in communication and text production (30 points) Student's time requirement: 4 credits = 120 hours (contact hours: 39, self-study: 30, didactic portfolio preparation: 34, oral presentation processing and preparation: 20). Translated with www.DeepL.com/Translator (free version)	
Results of education: Knowledge: - The student will be able to name the basic concepts and expressions used in the theory of contemporary Slovak written language and linguistic culture - The student will be able to characterize the sound system of Slovak language, classify the syllables of Slovak literacy and be able to name the basic differences between the Slovak and Hungarian alphabets. - The student will know the basic principles of correct written Slovak pronunciation and will be able to identify basic pronunciation errors. - The student will know the prosodic properties of speech and will be able to intone correctly in oral speech. - The student will be able to produce a written	

or electronic text correctly in Slovak according to the principles of spelling - The student will be able to explain the basic relationship between spelling and pronunciation - The student will be able to read any non-fiction or fiction text according to the principles of written pronunciation, understand the text and be able to convey its content correctly - The student will be able to recognise ways of communicating effectively in different communication situations - The student will be able to deal with common communication problems and will acquire knowledge of how to avoid these communication problems effectively. Abilities: - The student will be able to use the acquired knowledge in the communication process in the workplace and in different situations of everyday life. - The student will be able to apply the acquired theoretical knowledge and to identify the content of the specific objectives to be achieved in the implementation of the acquired knowledge. - The student will be able to apply the theoretical knowledge of Slovak orthoepia and orthography in the production of written and oral expressions. - The student will be able to apply the acquired knowledge in the improvement of spelling and pronunciation in the educational process. - The student will be able to understand the phonetic and graphical system of the Slovak written language. - The student will be able to master Slovak written pronunciation and explain its basic principles. - The student will be able to master the basics of written orthoepia and to learn the pronunciation of individual syllables of the Slovak alphabet. - The student will be able to apply theoretical knowledge of orthoepia to personal development of orthoepic skills and to use it to guide students in correct pronunciation. - The student will have a practical knowledge of the basic principles of Slovak orthography, with particular emphasis on the basic phenomena of spelling. - The student will be able to identify the specific features of Slovak spelling in contrast to native spelling - The student will be able to use spontaneously the acquired orthographic and spelling skills - The student will be able to apply receptive and productive communication skills flexibly in a wide variety of communication situations, both in the formal workplace and in the informal private sphere Competences: - The student will be able to apply the acquired theoretical knowledge, practical skills and habits, which presuppose successful mastery of the pronunciation and spelling of written Slovak, in his/her own creative practice in educational and training activities. - Based on theoretical knowledge, the student will be able to apply principles of spelling in the preparation of oral speeches, dialogues and debates, as well as in the writing and correction of written speeches - The student will be able to carry out targeted cognitive development of communication skills and will be able to plan independently selected activities which will enhance both theoretical and practical knowledge - The student will be able to apply acquired knowledge and skills flexibly in the specific context of the educational process and in interpersonal relationships.

Translated with www.DeepL.com/Translator (free version)

Brief syllabus:

1. The spoken Slovak language and its basic features 2. The sound system of the Slovak language. Classification of the vowels of the written Slovak language today. Contrasting features of the Slovak and Hungarian alphabets 3. Orthophonic and orthophonic phenomena in vowels. Correct pronunciation and pronunciation errors 4. Suprasegmental phenomena, prosodic features of speech and practising correct intonation 5. Spelling, Slovak writing style, basic spelling principles 6. Phonetic-phonological, morphological and syntactic differences between Slovak and Hungarian 7. 9. effective communication, communication problems and communication problem solving 10. producing short and coherent oral speeches in the context of SERR communication topics 11. written and electronic communication in Slovak. Personal letters, notices, invitations, short official documents. Practising communication skills in Slovak 13. Demonstrating communication skills. Describing experiences and events, stories about culture, history and customs.

Literature:

ALABÁNOVÁ, M.: Slovenský jazyk a literatúra v menšinových školách. Nitra: UKF, 2005. ISBN 978-80- 969945-7-1. HALÁSZOVÁ, A.: Ypsilon 1. Metodická príručka. Bratislava: TERRA, 2013. ISBN 978-80-8098-127-3. HALÁSZOVÁ, A.: Ypsilon 4. Metodická príručka. Bratislava: TERRA, 2014. ISBN 978-80-8098-283-6. KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-60-223-3265-1. KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina B1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2011. ISBN 978-80-223-3035-0. IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8. MÜGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. ISBN 978-80-8094-756-9. PALENČÁROVÁ, J. – KESSELOVÁ, J. – KUPCOVÁ, J.: Učíme slovenčinu komunikačne a zážitkovo. Bratislava: SPN, 2003. ISBN 80-10-00328-X. Spoločný európsky rámec pre jazyky (SEERR). Bratislava: SPÚ, 2006. WEIDLEROVÁ, A. – WEIDLER, E.: Sloh na dlani. Bratislava: Príroda, 2003. ISBN 80-07-01332-6.

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: PaedDr. Jaroslav Vlnka, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ LOH-P/22	Name: Logic games for development
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lessons is a prerequisite for completing the course. During the semester, the student develops and delivers preparatory activities including developmental games for teaching kindergarten mathematics. The semester work will be assessed on the demandingness of the elaboration in terms of content and form, as well as on the timeliness of the elaboration. The final assessment of the subject will be as follows: 50% of the final evaluation will be the preparation of the developed teaching activities and the other 50% will be the presentation of the teaching activities. The total workload of the student will be based on the distribution of working hours (2 credits = 60 hours): <ul style="list-style-type: none"> ● Participation in exercises (20 hours), ● preparation of teaching activities (20 hours), ● preparing a presentation of the preparations for educational activities (20 hours), For assessment A, 90-100% of the total score must be obtained; for assessment B, 80-89%; for assessment C, 70-79%; for assessment D, 60-69%; for assessment E, 50-59%.	
Results of education: Knowledge: <ul style="list-style-type: none"> ● Understand the basic concepts and terminology used in mathematics; ● acquire a basic knowledge of mathematics and master the principles of developing mathematical thinking in pre-school education; ● basic knowledge of how to construct mathematical models of simple practical problems and how to find and develop mathematical tools and procedures to solve them; ● knowledge of basic methods and playful activities and the ability to apply them to the development of basic concepts of set operations and logic; ● knows the principles of classification and ordering and can apply them to the planning and solution of tasks in kindergarten; ● master various techniques for constructing, representing, decomposing and assembling planar and spatial shapes in kindergarten; ● theoretical knowledge of the methods of constructing basic geometric shapes; ● know how to use appropriate methods and tools for determining length in pre-school education; 	

Skills:

- Ability to plan and evaluate individual, group and frontal mathematical activities in pre-primary education;
- master the various techniques, procedures and methods of solving mathematical problems to a level that enables them to teach these techniques to children in pre-primary education;
- is able to use theories, methods and procedures independently and creatively to develop playful activities that develop children's thinking;
- can identify the mathematical basis of mathematical concepts in pre-school education;
- the ability to ask questions that arouse children's curiosity and create opportunities to observe, seek and explore new knowledge
- the ability to apply basic mathematical knowledge in the production of teaching materials;;

Competences:

- have a positive attitude, ready to practise their profession;
- Ability to develop and plan teaching and learning activities in the field of mathematics in kindergarten;
- has an awareness of the usefulness of mathematical knowledge and its applicability in practical life;
- is aware of the importance of developing the basic conditions for understanding and acquiring knowledge of the foundations of number theory in pre-school education;
- can plan and organise their own 'scientific' activities effectively;
- can classify the demandingness of activities according to children's abilities

Brief syllabus:

- Methods and forms of developing mathematical thinking in pre-school education.
- Methods of introducing the concept of sets, basic set operations in pre-school education.
- Methods of conceptualisation, comparison, classification and ordering of objects, logic of set creation in pre-school education.
- Methods of introducing basic combinatorial concepts, selection and arrangement of objects and persons.
- Activities for creating sequences according to the different properties of objects in pre-school education.
- Methods of introducing basic geometric concepts in pre-school education.
- Activities and games to develop measuring and comparison skills in pre-school education.
- Development of children's spatial and planimetric orientation through play in pre-school education.
- Games to develop logical, creative and problem-solving thinking in pre-school education.

Literature:

- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban: Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.
- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejvel, szívvvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

• Berta, T.: Logikai táblás játékok - Gondolkodás fejlesztés logikai táblás játékkal - 1. vyd. - Komárno : Inštitút pre Inováciu Vzdelávania n.o., 2019. - 109 s. - ISBN 978-80-972934-4-4.

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: prof. Dr. Krisztián Józsa, PhD., Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MEE/22	Name: Theory and methodology of ecology and environmental education
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 10s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in lectures, seminars, and practical lessons. The partial evaluation consists of preparing a seminar paper, which the student will present at the seminar (evaluation for the expertise of sources, graphic documentation, and presentation, 30%). During the practical lessons, the student will prepare observation protocols on a given ecological topic, which he will also process from a didactic point of view (20%). At the end of the semester, the acquired knowledge will be tested by a written test (50%). 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. Student load: 3 credits = 90 hours: 13 hours of lectures, 26 hours of seminars and 13 practical lessons, 18 hours of preparation for the seminar work, and 20 hours of preparation for the exam.	
Results of education: The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he will be able to learn about natural systems and their interactions to create environmentally conscious behaviour and a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows ecological processes and interactions in the system and consciously organizes ecologically relevant pedagogical processes. - The student can create an overview of the relationship between man and nature and the position of man in nature, - The student knows the main phases of the transformational action of the human environment and understands their natural, social and economic consequences. - The student knows the main principles of sustainability, the principles of sustainability education, and the possibilities of developing children's environmental culture. Abilities: <ul style="list-style-type: none"> - The student can get to know natural systems more and more perfectly, develops ecological thinking, and collects and processes independent information to identify ecological problems. - The student can convey a sustainable way of life. - The student can establish and develop relationships with various institutions and effectively collaborate to make sustainability a reality. 	

- The student can develop and implement a sustainability program in his/her institutional environment.

Attitudes:

- The student can create a positive relationship with the ecological phenomena of the environment.

- The student can engage in a dynamic, ethical approach and positive culture formation in his own life and the lives of the people around him.

- The student is open to possible collaborations, participatory programs, new theories and methods, and their application and integration in the field of sustainability.

- As an active citizen, the student is active in pedagogical areas of education within his competencies; he takes responsibility for the ecological formation of his environment, living space, and community.

Brief syllabus:

1. Subject, factors, and concept of ecology. Ecological systems. The concept of ecosystems, their characteristics, and classification.

2. Earth as a unified system. Criteria and main types of systems. Properties of environmental systems.

3. Cyclic and linear systems. Ecological balance. Abiotic environmental factors (sunlight, temperature, water, soil, air) impact living organisms.

4. Biotic environmental factors and their impact on living organisms. Populations. Their group characteristics and interactions between populations.

5. Properties of biocenoses. The flow of substances and energy in biocenoses. Food chains, food networks. Biological production and use of energy. Biomass.

6. The origin and development of the biosphere concerning terrestrial conditions. Biogeochemical cycle of elements.

7. Basic concepts and contexts of environmental protection.

8. The concept of sustainable development. Environmental, social and economic aspects of sustainability.

9. The history of humankind in the light of its impact on the planet/biosphere is a description of changes in man's mentality toward the environment.

10. Problems of the Anthropocene age, the main environmental-social-economic megatrends in the world and Central Europe.

11. Human reactions and reactions to problems from the global level to the individual level. Possible solutions and best practices for social participation. Elements of the circular economy.

12. Pedagogy of sustainability, principles that must be followed when forming a relationship with the environment, rules for creating, preserving, and further developing a cultured environment.

13. Summary of findings.

Literature:

DARVAY, S., NEMCSÓK, J., FERENCZY, Á.: Fenntartható fejlődés. Polgári szemle: Gazdasági és társadalmi folyóirat, 2016 - 12 (4-6). pp. 88-104. ISSN 1786-6553 https://polgariszemle.hu/images/content/pdf/psz_2016_4-6.szam_7.pdf

HAAS, M., ONDROVÁ, E., ŠVAJDA, J.: Environmentálna výchova/Environmental education. Vydavateľstvo: Ústav vysokohorskej biológie Žilinskej univerzity, 2008, 135 strán

KERÉNYI, A.: Európa természet és környezetvédelme. Nemzeti Tankönyvkiadó, Budapest, 2003

KOVÁTS-NÉMETH, M.: Az erdőpedagógiától a környezetpedagógiáig. Comenius Kft, Pécs, 2010, ISBN 978-963-9687-18-9

<p>KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1</p> <p>KRISKA, Gy., Maklári Jenőné, Scheuer, Zs.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.</p> <p>LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Eva Tóthová Tarová, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MEV7a-P/22	Name: Methodology of aesthetic education in kindergarten
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Podmienky na absolvovanie predmetu: <ul style="list-style-type: none"> • active participation of the student in seminars, • student participation in assignments and involvement in analysis and discussion during seminars and exercises • submission of term papers in physical and digital form and its presentation • successful completion of the final examination - Semester thesis evaluation - max. 50 points: <ul style="list-style-type: none"> - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the submitted works - 10 points. - Successful completion of the course includes the submission of term papers in digitized form in .pdf document format, with the quality and content of this document being evaluated separately according to the following criteria - max. 30 points: <ul style="list-style-type: none"> - formal aspect - 10 points - quality of reproductions of works - 10 points - digital media skills (working with hardware and software) -10 points - Test in Art History and Didactics - max. 70 points: <ul style="list-style-type: none"> - Assessment criteria for the test: recognise, identify and compare works of different periods, know the meaning of different terms in Art History and Didactics final examination pass mark - 200 points: A : 180 - 200 points (90 - 100%) B: 160 - 179 points (80 - 89%) C: 140 - 159 points (70 - 79%) D: 120 - 139 points (60 - 69%) E: 100 - 119 points (50 - 59%) Fx: 0 - 99 points (0 - 49%) Total student workload: 4 credits = 120 hours <ul style="list-style-type: none"> • 26 hours participation in seminars and exercises (contact hours); 47 hours self-study; 47 hours semester thesis preparation. 	
Results of education:	

Knowledge

The student:

- is oriented in the theory and basic concepts of visuality, aesthetics and art
- knows the structuring of the content of pre-primary education within the national curriculum
- is familiar with the basic concepts of medieval art history and knows the relevant artefacts and works of that period
- knows the tools of fine art and their correct use
- knows art techniques and their fields of application
- knows the material and technological background necessary for art education of children
- has the scientific and methodological knowledge to ensure and support the harmonious and comprehensive development of the personality of the 3-6-year-old child.
- knows the stages of drawing development in a 3-6-year-old child
- plans and organises forms of visual education and craft activities

The student is able to:

- for the correct use of the tools of the visual arts and their appropriate application
- choose and apply appropriate art techniques on the surface and in space
- use elements of visual language in different ways on the desktop and in space
- express himself using art techniques on a given theme
- perform certain graphic, plastic and digital processes.
- respect the individual needs of children and recognise the needs of children with special educational needs and will address their appropriate development on an individual basis.

The student:

- has basic practical experience in planning, organising and designing art activities
- adaptively applies his comprehensive knowledge in the practice of kindergarten visual education. knows the age characteristics and individual characteristics of the child, determines and selects appropriate educational, developmental goals, tasks and content of visual activities.

Competencies:

The student is able to:

- apply practical knowledge of the curriculum, which is used in creative production procedures
- apply the theoretical knowledge of the curriculum, using it in a creative way
- establish their own procedures for achieving their goals when planning and implementing art activities
- working independently in creative production procedures or in learning the curriculum
- identify with their own future profession, in which they are fluent in developing their own abilities and skills
- accept children's individual characteristics, diversity and inclusiveness.
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- support children's thinking and creative processes and their visual expression

Brief syllabus:

1. Interpretation of the concept of aesthetics, its connection with visuality and fine arts
2. High and popular culture, beauty and taste as an aesthetic category, value systems in definitions of art, self-development of aesthetic literacy
3. Creativity, visuality, aesthetics - creativity and intelligence, levels of creativity, creativity in visual education, the development of aesthetic perception in preschool age, methods of visual education activities used in pre-primary education
4. Working frameworks and methods, visual education in pre-primary education, general characteristics of visual activities

5. Planning, analysis and practical implementation of visual education activities in pre-primary education
6. The aesthetics of children's drawings: the theory of the development of drawing and its stages in children and youth and its influence on avant-garde artists
7. Compositional exercises in space - relief, object, sculpture, sculpture, construction, deconstruction
8. Methodology of perceiving and reading works of art - analysis of works of art, folk art techniques, museum pedagogy
9. Reform pedagogical movements in art education - education through art and education for art, project-based pedagogy and alternative methods in visual education, contemporary art education
10. Theory and practice of digital competences - aspects and rules for the development of digital competences, digital techniques in pre-primary education
11. Trends and models and prominent figures in the field of visual education
12. The basics of art history: the great migrations of peoples, Islamic art, Far Eastern art, early Christianity, Byzantine art, Romanesque and Gothic art

Literature:

- BALÁZSNÉ SZŰCS J. Miből lett a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.
- BÁLVÁNYOS H. Esztétikai-Művészeti ismeretek nevelés : Vizuális kultúra II.Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.
- ALMÁSI M. Anti-esztétika: Séták a művészetfilozófiák. Budapest: Helikon Kiadó, 2003, 206 s. ISBN 963 208 807 7.
- BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 161 s. ISBN 978-80-8122-335-8.
- BROWN P. The World of Late Antiquity : AD 150-750. London: Thames and Hudson, 1971, 216 s. ISBN 0-15-597633-8.
- ECO U. A szépség története. Budapest: Európa Könyvkiadó, 2007, 438 s. ISBN 978 963 07 8308 8.
- FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.
- GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.
- GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.
- KÁRPÁTI A. Vizuális képességek fejlődése. Budapest: Nemzeti Tankönyvkiadó, 1995, 695 s. ISBN 963 18 6824 9.
- KÁRPÁTI A. A gyermekrajztól a fiatalok vizuális nyelvéig. 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.
- KÁRPÁTI A. A középkori Európa művészete : Művészettörténet V. Budapest: ELTE ÉKP Központ, 1996, 123 s. ISBN 963 9063 01 0.
- LASSUS J. Ranokresťanské a byzantské umenie. Umenie sveta: Architektúra, mozaika, maľba, plastika, šperky 200 reprodukcií. Bratislava: Pallas, 188 o. 1971.
- SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.
- SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

Language, knowledge of which is necessary to complete a course: Hungarian, Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MHC11b-P/22	Name: Methods of musical activities in kindergarten
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student actively participates in seminars and exercises during the semester. The prerequisite for passing the course is: - The student participates in group and individual assignments and music-making activities (25 points) - Students will produce a term paper on a given topic, as required and according to the knowledge acquired, in small groups (25 points) - The condition for passing the course is an examination based on the theoretical knowledge covered (50 points). The student may obtain a maximum of 100 points in total. Total student load: 4 credits = 120 hours - 39 hours: participation in seminars and exercises, - 6 hours study of literature. - 15 hours: preparation of individual and group assignments during the semester - 20 hours: preparation and presentation of the term paper - 40 hours: self-study, exam preparation. Final assessment: Successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points must be obtained for the final course grade: A = 90-100% (100-90 points), B = 80-89% (89-80 points), C = 70-79% (79-70 points), D = 60-69% (69-60 points), E = 50-59% (59-50 points), FX = 0-49% (49 - 0 points).	
Results of education: Knowledge: - Knows the methodological background, procedures and didactic intention for the teaching process of HV at the pre-primary level. - It has an overview of the structure of pre-primary education,	

- Has an overview of musical activities in pre-primary education
- Is able to navigate in pedagogical documentation
- Understands the reasons and internal links for structuring the content of pre-primary education within the framework of the national curriculum and the school curriculum
- Knows the specific material and technological background of educational activities

Skills:

- Applies basic pedagogical strategies in accordance with the content of pre-primary education
- Plans children's tasks and activities for the effective achievement of the defined objectives of individual musical activities
- Plans educational activities respecting the needs and age and individual characteristics of the children in the group
- Has basic practical experience in identifying a child's multicultural background
- Applies and uses a variety of strategies in planning educational activities.
- Creates a positive group climate and atmosphere.

Competencies:

- Knows the content and didactics of HV pre-primary education, can work with the current curriculum.
- Has an overview of conducting individual music activities in the Kindergarten.
- Applies the elements of music and music education in his/her pedagogical practice.
- Plans and implements educational activities, is prepared to teach music education in the Kindergarten.
- Creates a positive relationship of children to music.
- Strengthens cultural identity and transmits cultural heritage and knows how to navigate the issues of multiculturalism.
- Establishes a positive attitude towards the profession.
- Identifies with the profession of pre-primary teacher.
- Plans and implements self-development and professional growth and navigates opportunities for further musical education and development

Brief syllabus:

Goal, tasks and content of music education in kindergarten according to the current state program.
 Development of musical abilities and skills of preschool children
 Aesthetic-emotional effect of music.
 Teaching methods of music education in kindergarten.
 Vocal activities in preschool age.
 Rhythmic activities in preschool age.
 Instrumental activities of preschool children.
 Perceptual activities, methodological procedure of listening to music in the Kindergarten.
 Movement activities in preschool age.
 Dramatic activities in preschool education.
 Preparation and planning of musical activities in the Kindergarten.
 Group projects/semester work.
 Group projects/ term papers.

Literature:

BALOGH, M. – CZIKÓ, G. 2000. Az óvodai zenei nevelés módszertana. Losonc, <http://www.nyeomszsz.org/orszavak/pdf/Ovodai+zenei+neveles.pdf>
 BARÁTH, I. 1953. Óvodai énektanítás : módszer és dalok, óvónők számára. Budapest : Tankönyvkiadó, ISBN 0002447.
 Dr. DARÓCZY, E. 1993. Óvodapedagógia. Budapest : Nemzeti Tankönyvkiadó.

ERŐS, I 1993. Zenei alapképesség. Budapest : Akadémiai Kiadó. ISBN 9630565072.
 FALUS, A. 2016. Zene és egészség : Tanulmánygyűjtemény : Zene, egészség, nevelés, test, lélek. Budapest ; Budapest : Kossuth Kiadó. (Eduvital, ISSN 2498-8138). - ISBN 978-973-09-8630-4.FORRAI, K. 1974. Ének az óvodában. EMB, ISBN 963 330 740 6.
 GERZSÁNYNÉ JUHÁSZ R. 2004. Micsoda madarak járnak. Budapest : Nemzeti Tankönyvkiadó, ISBN 9631927539KECSKEMÉTY, V. 1977. A nevelőmunka programja a bölcsődékben és az óvodákban. Bratislava : Slovenské pedagogické nakladateľstvo. ISBN 0013874.
 HOVÁNSZKI J. 2008. Zenei nevelés az óvodában : Szöveggyűjtemény. Debrecen : Didakt Kft., ISBN 978-963-87120-5-9.
 MÉSZÁROS, I. 1966. Esztétikai nevelés az óvodában. Budapest : Tankönyvkiadó. ISBN 0013872.
 SZARKA, Á. 1974. Az óvodai ének-zene foglalkozások módszertana. Budapest : Tankönyvkiadó. ISBN 0011817.
 TÖRZSÖK, B. 1982. Zenehallgatás az óvodában. Budapest : Editio Musica, ISBN 9633307422.
 ZILÁHI, J. 1980. Az óvodai foglalkozások módszertana - II. Osztály. Budapest : Nemzeti Tankönyvkiadó, ISBN 963 18 5905 3.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MJN1a-P/22	Name: Hungarian language and norms of language
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students will give an interactive short presentation on a freely chosen topic of Hungarian linguistics (max. 10 points, which is 1/3 of the overall evaluation), and during the exam period they take a written exam (max. 20 points, which is 2/3 of the overall evaluation). In specific cases, students may prepare an interactive poster presenting a freely chosen topic of Hungarian linguistics instead of giving an interactive short presentation (max. 10 points, which is 1/3 of the overall evaluation). However, this poster must be submitted no later than the 10th week of the semester. Students must gain at least 5 points (50%) for the interactive short presentation/ interactive poster in order to participate in the written exam. To pass the written exam, students must earn at least 10 points (50%). The total score students may get is 30 points (10 points for the interactive short presentation/interactive poster, 20 points for the written exam). Criteria of evaluating the interactive short presentation: 1. content of the short presentation: choice of topic, purpose of the short presentation, used literature, etc. (2 points) 2. verbal and non-verbal expression: logical and comprehensible explanations, appropriate mode of expression, eye contact, etc. (2 points) 3. use of visual, acoustic, audio-visual tools: digital presentation (structure, keywords, images, etc.), short audio recordings, videos, etc. (2 points) 4. involving the audience: questions and answers, quizzes and tests, tasks, etc. (2 points) 5. compliance with the time frame: approx. 20 minutes (2 points) Criteria for evaluating the interactive poster: 1. content of the poster: choice of topic, purpose of the poster, used literature, etc. (2 points) 2. the aesthetics of the poster: structure, arrangement of text and images, etc. (2 points) 3. the form of the poster: language, spelling, form of references, etc. (2 points) 4. the interactivity of the poster: questions, tests, tasks, etc. (2 points) 5. the possibilities of applying the knowledge in pedagogical practice: formulation of proposals (2 points) Criteria for evaluating the written exam: – the knowledge of topics that students can gain by regularly preparing from the theoretical and practical content of seminars and professional literature	

- the knowledge of specific topics that students can gain by regularly preparing from the actual supplementary literature.

Student workload: 4 credits = 120 hours (26 hours for participation in lessons; 54 hours for preparing an interactive short presentation/interactive poster, as well as preparing for the lessons; 40 hours for preparing for the exam).

Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.

Results of education:

Knowledges:

- Students become familiar with the general questions and issues of Hungarian linguistics.
- They know the basic data, concepts, rules as well as theoretical and methodological principles related to linguistics.
- They get a coherent knowledge of the Hungarian language, its rules, the mode and conditions of its operation, as well as its relationship to other languages.

Skills:

- Students will be able to determine the place of linguistics in the system of sciences.
- They will be able to independently and effectively formulate the purpose and subject of linguistic research.
- They will be able to apply the acquired linguistic knowledge to specific linguistic examples.
- They will be able to apply the acquired linguistic knowledge in pedagogical practice.

Competencies:

- Students will have a socially accepted civil attitude and a positive way of thinking about their profession and target group.
- They will be able to recognize the socio-cultural context of a child's development on their own.
- They will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- They will be able to formulate their own point of view and perspective towards issues related to Hungarian linguistics, and will be able to critically review and defend them constructively.
- Students will be able to deal with problems in the context of pedagogical work caused by the diversity of the educated population.
- They will be able to keep up with the current development of Hungarian linguistics, and will be able to improve professionally.

Brief syllabus:

The concept, subject, areas, research methods of linguistics. Language as a sign system. Language levels

2. The birth of language. The relationship between language and thinking. Language functions

3. Language, speech, language skills

4. The Hungarian language among the languages of the world (geolinguistic, genetic and typological characteristics)

5. Vocabulary of the Hungarian language (division of the vocabulary, ways of forming words, dictionaries)

6. Variants of the Hungarian language and language norms

7. Language ideologies (basic concepts, categorisation, identification)

8. Language myths and language superstitions (basic concepts, categorisation, refutation of language myths and superstitions)

9. Language cultivation and its place in pedagogical practice: the prestige of the standard version of the Hungarian language, language correctness

10. The appearance of the sociolinguistic approach to language in pedagogical practice: teaching linguistic tolerance

11. Grammar exercises (vocabulary of the Hungarian language)

12. Grammar exercises (Hungarian grammar)

Literature:

- A. JÁSZÓ, A. 1994. A magyar nyelv könyve. Budapest: Trezor Kiadó. ISBN 963 9088 92 7
- BALÁZS, G. (ed.) 2011. Nyelvészetről mindenkinek. 77 nyelvészeti összefoglaló. Budapest: Inter. ISBN 978-963-89240-0-1
- CRYSTAL, D. 2003. A nyelv enciklopédiája. Budapest: Akadémiai Kiadó. ISBN 963 379 211 8
- DANKÓ, E. 2016. Nyelvi-kommunikációs nevelés az óvodában : Módszertani kézikönyv a 3-7 éves korosztály fejlesztéséhez. Budapest: Flaccus Kiadó. ISBN 978-615-5278-23-7
- DOMONKOSI, Á. – LŐRINCZ, J. – OKOSNÉ BOZSIK, G. (et al.) 2008. Beszédművelés, nyelvi norma. Eger: Líceum Kiadó. ISBN 978-963-9894-04-4
- FODOR, I. 2001. Mire jó a nyelvtudomány? Budapest: Balassi Kiadó. ISBN 9635064098
- ISTÓK, B. – LŐRINCZ, G. – LŐRINCZ, J. 2021. A lexikai variánsok és az alakpárok kapcsolatrendszere. In: Magyar Nyelvőr 145/3. 330–356. ISSN 1585-4515
- KÁLMÁN, L. – TRÓN, V. 2007. Bevezetés a nyelvtudományba. Budapest: Tinta Könyvkiadó. ISBN 978-963-7094-65-1
- KÓNYA, I. 2006. Bevezetés a nyelvtudományba. Komárno: Selye János Egyetem. ISBN 8089234038
- LANSTYÁK, I. 2018. Nyelvalakítás és nyelvi problémák. Somorja: Fórum Kisebbségkutató Intézet. ISBN 978-80-89978-00-7
- MÁTÉ, J. 1997. A 19. századi nyelvtudomány rövid története : Elméletek, irányzatok és módszerek I. Budapest: Nemzeti Tankönyvkiadó, 1997. ISBN 963-18-7650-0
- MÁTÉ, J. 1998. Elméletek, irányzatok és módszerek II. A 20. századi nyelvtudomány történetének főbb elméletei és irányzatai. Budapest: Nemzeti Tankönyvkiadó. ISBN 963 18 8342 6
- KENESEI, I. 2004. A nyelv és a nyelvek. Budapest: Akadémiai Kiadó. ISBN 9630579596
- NÁDASDY, Á. 2020. Milyen nyelv a magyar? Budapest: Corvina. ISBN 978 963 13 6643 3
- PÉNZES, I. 2004. Anyanyelvi kavalkád. Dunaszerdahely: Lilium Aurum. ISBN 8080621691
- SÁNDOR, K. 2014. Határtalan nyelv. Bicske: SZAK Kiadó Kft. ISBN 978-963-9863-37-8
- SAUSSURE, F. 1967. Bevezetés az általános nyelvészetbe. Budapest: Gondolat. ISBN 0007991
- SIMON, Sz. 2010. Nyelvi szondázások. Alkalmazott nyelvészeti tanulmányok a szlovákiai magyar nyelvhasználat köréből. Dunaszerdahely: Lilium Aurum. ISBN 978-80-8062-418-7
- SZEPESY, Gy. 1986. Nyelvi babonák. Budapest: Gondolat Kiadó. ISBN 963 281 604 8
- TELEGDI, Zs. 1984. Bevezetés az általános nyelvészetbe. Budapest: Tankönyvkiadó. ISBN 963 17 7452
- ZIMÁNYI, Á. 1999. Nyelvhelyesség. Eger: EKTF Líceum Kiadó.

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: Szabolcs Simon, PhD., Mgr. Gábor Lőrincz, PhD., Mgr. Vojtech Istók, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MKO1b-V/22	Name: Minority competencies
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures and seminars, - participation of the student in the assignments and participation in the analysis and discussions during lectures and seminars, - an essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a project proposal for an educational activity with the aim of developing the student's intercultural and minority competences (50 points) - a test on the theoretical part of the subject (50 points). Criteria for evaluation of the essay: - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for evaluation of the educational activity project proposal: - Content (20 points), - originality (10 points), - formality (10 points), - presentation of the literature review (10 points). Total student load: 4 credits = 120 hours - 39 hours attendance at lectures, seminars and tutorials (contact hours); 31 hours self-study; 30 hours preparation for seminars; 20 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum score of the course. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	

Results of education:

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, minority identity.

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:**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhDr. József Liszka, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MMA7b-V/22	Name: Methods of extracurricular activities
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment for the students consists of several parts to successfully complete the course Students create their own half-year work, visit a leisure organization and make presentations about how the organization works. Small groups organize a leisure event. Mandatory half-yearly submissions: •Preparation of a small group of non-formal education organizations in Slovakia - the selection of an organization - and a description of the organization's structure and activities. The creation of a fictitious independent organization in a given area. (Min. 5 pages; score: 10 points) Assessment criteria: - Feasibility and content (3 points) - Team work (2 points) - Creation of a self-fictitious voluntary organization (4 points) - Content and format requirements (1 points) Either: •Prepare a small group half-year submission of work on non-formal education organizations in the world - select an organization - and describe the organization's structure and activities. (Min. 5 pages; score: 10 points) Assessment criteria: - Feasibility and content (3 points) - Team work (2 points) - Presentation Of the selected organization (4 points) - Content and format requirements (1 points) •Small group (3-4 people) planning and voluntary organization of an informal activity. (At least 5 pages spread; implementation of group activities; score 20 points) Assessment criteria: - Development of an activity plan in a selected leisure organization (5 points) - In the preparation of the relevant activity group (10 points) - Team work (4 points) Content and format requirements (1 points) The student will receive 70 points for the exam. Total student exposure: 26 hours of attendance at contact, 30 hours of follow-up for half a year, 34 hours of preparation for the exam.	
Results of education: Knowledge:	

- The student will be able to work with theoretical knowledge.
- The student will be able to work with basic legal information when setting up a voluntary organization.
- The student will be able to obtain information on the activities of volunteer organizations in Slovakia and the world.

Capabilities:

- The student is able to navigate through the methods of non-formal education.
- The student will be able to expand his or her knowledge and self-training.
- The student will be able to develop his/her own method of non-formal education.
- The student will be able to develop its own event options, which it can organize.
- The student will be able to work with others in the team.

Competences:

- The student will be able to apply his/her knowledge in the course of his/her future work. It will be able to interact not only with students, parents, but also with various non-formal education institutions.
- The student will be able to develop targeted self-training related to non-formal education.
- The student will be able to independently design activities that enhance his or her knowledge of non-formal education.
- 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:

Definition of basic concepts - formal education, non-formal education, lifelong learning. The historical background of non-formal education. A basic legal background for the establishment of a voluntary organization. Non-formal education in Slovakia. IUVENTA, NUCŽV, SAAIC, AIVD. Non-formal education in the context of universities in Slovakia. Evaluation of the tools used to recognize non-formal educational outcomes. Non-formal education in the EU - ERASMUS+. Non-formal education in the world WORDL LEISURE ORGANIZATION. Lectures - students and evaluation of some Slovak volunteer organizations. Lectures - students and the evaluation of individual voluntary organizations in the world. Analysis and implementation of prepared leisure activities.

Literature:

A. Brozmanová - Gregorová, J. Šolcová, M. Siekelová: Dobrovoľníctvo mládeže na Slovensku – aktuálny stav a trendy-2018;

Dobrovoľníctvo <https://www.iuventa.sk/sk/Projekty/Dobrovolnictvo.alej>

https://www.dobrovolnickecentra.sk/images/stories/files/1.dobrovolnictvo_mladeze_online_2018

Eőry Vilma (2013) Értelmező szótár +A-K=1 kötet, 2.Kiadás, Kiadó-TINTA Könyvkiadó, Budapest, 949 p., ISBN 978-963-7094-72-9

E. Novotná – Prepájanie formálneho a neformálneho vzdelávania – výzva pre vzdelávanie budúcnosti – 2019 -<https://epale.ec.europa.eu/sk/blog/prepajanie-formalneho-neformalneho-vzdelavania-vyzva-pre-vzdelavanie-buducnosti>

<https://www.worldleisure.org/>

Eőry Vilma (2013) Értelmező szótár +L-ZS=2 kötet, 2.Kiadás, Kiadó-TINTA Könyvkiadó, Budapest, 877 p., ISBN 978-963-7094-73-6

ETENIM KFFT: Az informális és nem–formális tanulási keretek között szerzett tudás elismertetése – 2006, file:///C:/Users/user/AppData/Local/Temp/nonformalis_061010.pdf

Farkas Éva (2014) A rejtett tudás A nem formális környezetben szerzett tanulási eredmények hitelesítése, SZTE JGYPK FI 60p., ISBN 978-615-5455-08-7 pdf: <https://mek.oszk.hu/16200/16217/16217.pdf>

Fudaly, P., Lenčo, P., 2008. Neformálne vzdelávanie detí a mládeže. Bratislava: IUVENTA. [online].[cit. 4. 8. 2018]. Dostupné na internete: file:///F:/NEF-VYCH_VZD/publikacia_fudaly_lenco.pdf

Győrpál Zsuzsanna: A tanulás rejtett színterei – Nem-formális tanulási módszerek az ERASMUS +Projektokban – 2020

KONÍČKOVÁ, J., 2018. Týchto 10 vecí mladí nevyhnutne potrebujú pre život, no v školách ich to neučíme. [online].[cit. 19. 8. 2018]. Dostupné na internete: <https://eduworld.sk/cd/jaroslava-konickova/4943/tychto-10-veci-mladi-nevyhnutne-potrebuju-pre-zivot-no-v-skolach-ich-to-neucime>

Pusztai Gabriella, Lukács Ágnes (2014) Közösségteremtők, Kiadó Debreceni Egyetem, 406 p., ISBN 978-963-318-424-0

Pusztai Ferenc (2003) Magyar értelemző szótár 2. Átdolgozott kiadás, Kiadó- Akadémiai Kiadó,1507 p., ISBN 9630578743

Rekognizácia neformálneho vzdelávania v práci s mládežou IUVENTA – Slovenský inštitút mládeže - <https://www.iuventa.sk/sk/Projekty/Neformalne-vzdelavanie/Rekognizacia-neformalneho-vzdelavania-v-praci-s-mladezou.alej>

SMITH, M. K., 1996. Non-formal education. In: The encyclopedia of informal education.

THOMSON, S., 2016. The most important skills of tomorrow, according to five global leaders. [online].[cit. 19. 8. 2018]. Dostupné na internete: <https://www.weforum.org/agenda/2016/10/the-most-important-skills-of-tomorrow-according-to-five-global-leaders>

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MPK/22	Name: Development of children's motor skills
Types, range and methods of educational activities: Form of study: Lecture / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>The final assessment is a summary assessment of theoretical knowledge and practical skills. An active participation of 80% in school hours is a prerequisite for evaluation. The criteria for obtaining credits take into account the cultural area of nursery education (health and movement) in the current state education program. The evaluation will include the preparation of a seminar on education activities focusing on the achievement of performance standards, the "movement and physical well-being" sub-area ("health and movement" cultivations). The student creates a self-manufactured tool to improve kindergarten physical activity - a social kinesthetic game with detailed policy explanations and instructions for use. The theoretical knowledge shall be confirmed during the examination period by an oral examination. Workshops in 5 pages (A4, T.N.R.: 12, r.: 1,5), training activities focusing on performance standards, from the movement and physical field within the field of health and movement. The content of the seminar work is a fully developed warm-up part of educational activities and its main part is focused on the achievement of performance standards, the 'movement and physical aptitude' sub-area (the 'health and movement' cultivator). The main section of the lesson plan is discussed in advance with the principal instructor in the subject.</p> <p>Fulfillment of this requirement is a condition for participation in the final oral knowledge check. Evaluation criteria (maximum number of points: 25): The format of the seminar work, the feasibility of content and application options in the context of pedagogical practice, the appropriate selection of physical exercises and kinesthetic games, the use of good terminology, good practice tracking, and the choice of sentences for teaching, educational activities and practical feasibility. Presentation of the warm-up exercises, different types of warm-up (n=3), the practical material of which corresponds to the selected age class (pre-school, younger school, school). Compliance with this requirement is a condition for participation in the final written knowledge check.</p> <p>Assessment criteria: In order to meet this requirement, it is desirable to present the warm-up practices developed, with an indication of practical management and an interpretation of terminology depending on age. Completed/not completed. Hand-made ancillary device: Preparation of a kinesthetic game rules according to age class, the purpose of the toy is to determine exactly the amount of weight of the appropriate age bracket. A basic requirement</p>	

is the possibility of using the toy presented under practical conditions. Compliance with this requirement is a condition for participation in the oral final examination.

Assessment criteria: In order to meet this requirement, it is desirable to establish a device which meets the essential requirements for direct application in practical conditions. Completed/not completed.

- An oral examination of the methodological characteristics of physical education and physical education in kindergarten, the content of the current ISCED in kindergarten, the theory and methodology of kinesthetic games, the specificities of developing kindergarten children's mobility, using non-traditional tools, methodology for developing kinesthetic abilities, music-motion games - ritual training through toys.

Participation in the oral knowledge check is conditional on the fulfillment of the various conditions for obtaining credit (participation, health practices, auxiliary device, preparation of a lesson plan, and practical demonstration of sample exercises).

Assessment criteria (maximum score 50): The minimum criterion for passing the oral test is 26 points (minimum 50 %).

Effective assessment:

A: 100-91%

B: 90-81 %

C: 80-71%

D: 70-61 %

E: 60-51%

FX: 49 %

Total student load: 5 credits = 150 hours

Participation in a 39-hour lecture and seminar (contact); 21 hours of preparation - half-year work, 50 hours of self-study, 20 hours of practical presentation of the warm-up section, different types of warming-up, 20 hours of auxiliary device.

Results of education:

Knowledge:

- The student is able to work with theoretical knowledge.
- It is able to produce a written lesson plan for educational activities aimed at meeting performance standards, health and movement – an artificial area, sub-area for movement and physical well-being, health practices - condoms.
- The student is able to create various tools to improve the mobility of children.
- The student is able to set up individual exercises for condoms to warm up.

Capabilities:

- The student will know how to navigate the current ISCED in the area of health and movement.
- The student knows how to enhance his or her knowledge and self-training.
- The student will create a creative tool to improve the mobility of kindergartens.
- The learner is able to develop his/her own competence for performance-oriented educational activities, for the sub-area of competence of nursery and pre-school attendance.

Competences:

- The student will be able to continue to apply his knowledge to his work.
- The student is able to communicate not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student is able to develop self-training in a targeted way.
- The student shall be able to design independently and to select activities which enhance his or her knowledge and contribute to his or her professional development.
- The student is capable of: Being reliable, helpful, encouraging, attentive and accepted, creating an open atmosphere for learning

Brief syllabus:

The specificity of physical education and the method of physical education in pre-primary education. Developing motor capability in pre-school and early school children. The content standards of the 'health and movement' literacy area in the AOP in pre-school education (performance and content standards within the selected sub-area). Development of coordination capabilities with non-traditional tools - development of basic mobility skills. Use of Laterality on the move - create one- and two-way motion combinations. Development of self-sufficiency through non-traditional means of support - improving children's physical exercise, literacy of movement. Preparing for game games with a kinesthetic game - ensuring a positive transfer. Preparatory kinesthetic games for the game - ensuring a positive transfer - using natural movements - using different sports tools. Conducting kinesthetic exercises, games for more complex physical practices - providing a positive transfer - practice headlands, exercise. Development of acrobatics skills - exercise modified versions of Blueing's and Gymnastically practices. Compliance with rules, cooperation, in music-and-motion games. Learning the content of the game's motion, music and text harmony. Development of rhythms while walking, running. Reactions to changes in the tempo of music. Create forms of movement to the speed of the music. Dance and motion improvisation. Developing healthy breathing practices - learning relaxation techniques.

Literature:

Barát László: Óvodás- és kisiskoláskorúak testnevelése, Nitra 2015, ISBN 978-80-558-0768-3
 Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285 s.
 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.
 Famosi István: Mozgásfejlődés, Dialóg Campus, 2011
 Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.
 Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.
 Pappné Gazdag Zsuzsanna: Játsszunk gyógyító tornát 1. : Új lehetőségek a hanyagtartás javítására óvodás és kisiskolás korban, korszerű ismeretek alapján összeállított gyakorlatokkal, módszertani ajánlással. / - 1. vyd. - Budapest: Flaccus, 2011. - s. - ISBN 978-963-9412-36-1
 Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004
 Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017 ISBN 978-80-89257-75-1
 Štátny vzdelávací program– pre predprimárne vzdelávanie v materských školách. 2016. Bratislava. 112 s.
 (https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.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. (www.minedu.sk)

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

Hungarian, Slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022
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Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.
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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MTU10b-V/22	Name: Learning methodologies
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - Participation in a written form of verification of theoretical knowledge of students (50 points, - Selected questionnaire to find out the cognitive or learning styles of one student group (min. 15 respondents), evaluate the results and assign learning methods, document the results and conclusions through a study of min. 4 A4 pages (50 points). Total student workload: 26 hours of contact time, 34 hours of study preparation, 30 hours of preparation for the knowledge test. Final assessment: - A = 90 - 100% (100 - 90 points) - B = 80 - 89% (89 - 80 points) - C = 70 - 79% (79 - 70 points) - D = 60 - 69% (69 - 60 points) - E = 50 - 59% (59 - 50 points) - FX = 0 - 49% (49 - 0 points)	
Results of education: Knowledge The student knows: - Professional concepts and theories of cognitive and metacognitive functions, their disorders, - the basics of learning styles and personality theory, - the most important theories of learning styles, their neurological foundations, - the cognitive system of learning styles, the learning environment and motivation, - the most important concepts of learning methods, - external and internal conditions of learning, - basic characteristics of mnemonic methods, - the basics of making professional records. Skills The student will be able to: - Evaluate, using questionnaires, their own cognitive and learning styles as well as the cognitive and learning styles of others, - Based on the results, suggest methods of learning to others, - consciously create a system of external and internal conditions for learning,	

- make records professionally.

Competencies:

Student:

- Accepts the diversity and particularities in the relationship between cognition and methods of learning,
- design and create external and internal conditions for learning,
- demonstrates openness to emerging learning problems, uses professional knowledge and experience in the field of cognitive and learning styles, applies their evaluation and summarizes the conclusions in order to solve the problem,
- presents a responsible approach to learning problems in individuals,
- Independently plans learning conditions and environments that accept the individual learner's personality,
- develops professional competences in the field of learning.

Brief syllabus:

1. Cognitive functions and their development
2. Cognitive disorders and their neurological basis
3. Early theories of metacognition
4. Metacognition, metacognitive strategies and styles
5. Self-regulatory learning
6. Object relations of self-regulated learning
7. Competence and learning styles
8. Basic characteristics of learning styles
9. Neurological foundations of learning styles theory, hemispheric laterality
10. Learning style and learning environment
11. Learning and feelings, motivation to learn
12. Learning methods and techniques
13. Relationship between teaching styles and learning styles

Literature:

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.

Engage: The Trainer's Guide to Learning Styles / Jeanine O'Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.

Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.

A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.

Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

Hogyan tanuljunk?: Kulcs a sikeres tanuláshoz / Allan Mundsack. - 1. vyd. : Panem, 2006. - 228 s. - ISBN 963 545 4309.

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: prof. Dr. Péter Tóth, PhD., Dr. habil. Erika Kopp, PhD., Dr. László Pribék, PhD., PaedDr. Beáta Kiss					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ MVV7b-P/22	Name: Methodology of fine arts education in kindergarten
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <ul style="list-style-type: none"> • active participation of the student in seminars, • student participation in assignments and involvement in analysis and discussion during seminars and exercises • submission of term papers in physical and digital form and its presentation • successful completion of the final examination - Semester thesis evaluation - max. 50 points: <ul style="list-style-type: none"> - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the submitted works - 10 points. - Successful completion of the course includes the submission of term papers in digitized form in .pdf document format, with the quality and content of this document being evaluated separately according to the following criteria - max. 30 points: <ul style="list-style-type: none"> - formal aspect - 10 points - quality of reproductions of works - 10 points - digital media skills (working with hardware and software) -10 points - Test in Art History and Didactics - max. 70 points: <ul style="list-style-type: none"> - Assessment criteria for the test: recognise, identify and compare works of different periods, know the meaning of different terms in Art History and Didactics final examination pass mark - 200 points: A : 180 - 200 points (90 - 100%) B: 160 - 179 points (80 - 89%) C: 140 - 159 points (70 - 79%) D: 120 - 139 points (60 - 69%) E: 100 - 119 points (50 - 59%) Fx: 0 - 99 points (0 - 49%) Total student workload: 4 credits = 120 hours <ul style="list-style-type: none"> • 26 hours participation in seminars and exercises (contact hours); 47 hours self-study; 47 hours semester thesis preparation. 	
Results of education:	
Knowledge	

The student:

- is oriented in the theory and basic concepts of visuality, aesthetics and art
- knows the structuring of the content of pre-primary education within the national curriculum
- is familiar with the basic concepts of medieval art history and knows the relevant artefacts and works of that period
- knows the tools of fine art and their correct use
- knows art techniques and their fields of application
- knows the material and technological background necessary for art education of children
- has the scientific and methodological knowledge to ensure and support the harmonious and comprehensive development of the personality of the 3-6-year-old child.
- knows the stages of drawing development in a 3-6-year-old child
- plans and organises forms of visual education and craft activities Skills

The student is able to:

- for the correct use of the tools of the visual arts and their appropriate application
- choose and apply appropriate art techniques on the surface and in space
- use elements of visual language in different ways on the desktop and in space
- express himself using art techniques on a given theme
- perform certain graphic, plastic and digital processes.
- respect the individual needs of children and recognise the needs of children with special educational needs and will address their appropriate development on an individual basis.

The student:

- has basic practical experience in planning, organising and designing art activities
- adaptively applies his comprehensive knowledge in the practice of kindergarten visual education. knows the age characteristics and individual characteristics of the child, determines and selects appropriate educational, developmental goals, tasks and content of visual activities.

Competencies

The student is able to:

- apply practical knowledge of the curriculum, which is used in creative production procedures
- apply the theoretical knowledge of the curriculum, using it in a creative way
- establish their own procedures for achieving their goals when planning and implementing art activities
- working independently in creative production procedures or in learning the curriculum
- identify with their own future profession, in which they are fluent in developing their own abilities and skills
- accept children's individual characteristics, diversity and inclusiveness.
- feel responsible for methodologically correct planning, organisation and implementation of art activities
- support children's thinking and creative processes and their visual expression

Brief syllabus:

1. Methods of visual education activities used in pre-primary education
2. Compositional exercises in space - relief, object, sculpture, sculpture, construction, deconstruction
3. Creativity and visuality - creativity and intelligence, levels of creativity, creativity in visual education, development of creativity in preschool
4. Working frameworks and methods, visual education in pre-primary education, general characteristics of visual activities
5. Planning, analysis and practical implementation of visual education activities in pre-primary education
6. Theory of drawing development and its stages in children and adolescents

7. Visual language and visual communication - reading and interpreting images
8. Methodology of perceiving and reading works of art - analysis of works of art, folk art techniques, museum pedagogy
9. Reform pedagogical movements in art education - education through art and education for art, project-based pedagogy and alternative methods in visual education, contemporary art education
10. Theory and practice of digital competences - aspects and rules for the development of digital competences, digital techniques in pre-primary education
11. Trends and models and prominent figures in the field of visual education
12. The basics of art history: the great migrations of peoples, Islamic art, Far Eastern art, early Christianity, Byzantine art, Romanesque and Gothic art

Literature:

- BALÁZSNÉ SZŰCS J. Miből leTT a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.
- 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.
- BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 161 s. ISBN 978-80-8122-335-8.
- BROWN P. The World of Late Antiquity : AD 150-750. London: Thames and Hudson, 1971, 216 s. ISBN 0-15-597633-8.
- FEUER M. A gyermekrajzok fejlődéslélektana. Budapest: Akadémiai Kiadó, 2000, 405 o. ISBN 9630577321.
- GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.
- GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.
- KÁRPÁTI A. Vizuális képességek fejlődése. Budapest: Nemzeti Tankönyvkiadó, 1995, 695 s. ISBN 963 18 6824 9.
- 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.
- KÁRPÁTI A. A középkori Európa művészete : Művészettörténet V. Budapest: ELTE ÉKP Központ, 1996, 123 s. ISBN 963 9063 01 0.
- LASSUS J. Ranokrest'anské a byzantské umenie. Umenie sveta: Architektúra, mozaika, maľba, plastika, šperky 200 reprodukcií. Bratislava: Pallas, 188 o. 1971.
- SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.
- SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ OB/22	Name: Defence of final exam
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 10	
Recommended semester/trimester of study: 7., 8..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>When preparing the final thesis, the student follows the instructions of his/her thesis supervisor and the Rector's Directive on the editing, registration, access and archiving of final theses at J. Selye University. The recommended length of the bachelor thesis is 30 to 40 pages (54 000 to 72 000 characters including spaces). The deadline for submission of the thesis is set in the timetable of the academic year concerned. The originality of the thesis is assessed in the central thesis register. A report on the originality of the thesis shall be drawn up on the result of the originality check. The originality check is a prerequisite for the defence. The submission of the thesis shall be accompanied by the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic on behalf of the University. The final thesis will be assessed by the thesis supervisor and a referee, who will draw up opinions according to the established criteria. The supervisor of the thesis assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the supervisor of the thesis, the logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of the elaboration of the topic, the contribution of the thesis, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, the orthography and stylistics, and the originality. The referee assesses in particular the topicality and appropriateness of the topic of the thesis, the determination of the aim of the thesis and its fulfilment, the logical structure of the thesis, the continuity of the chapters, their proportionality, the relevance and appropriateness of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the handling of the literature, the formal aspect of the thesis, the orthography and stylistics, and the originality. The State Examination Committee will assess the originality of the work, the contribution of the student's work to the solution of the research problem, the independence of the student, his/her ability to solve the research problem - from the search of literature sources, setting the objectives, the choice of research methodology, the choice of material, through the implementation of the research, his/her ability to evaluate the results, discuss the results, summarize the results, present their relevance to the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with</p>	

time limits, etc. The State Examination Board, in a closed session, will evaluate the course of the defence and decide on the classification to be awarded. When classifying, it comprehensively assesses the quality of the final thesis and its defence, taking into account the opinions and the course of the defence, and gives the defence one common mark. The final grade may be the same as in the assessments, but it may also be better or worse, depending on the course of the defence. Final grade: A - 100 - 91%, B - 90 - 81%, C - 80 - 71%, D - 70 - 61%, E - 60 - 50%. Credit will not be awarded to a student who fails to achieve more than 50%. The decision on the result of the defence will be announced publicly by the chairman of the committee together with the result of the theoretical oral part of the state examination.

Results of education:

Knowledge: - The student knows the structure of a scientific publication; - the student can independently and creatively use scholarly sources; - the student can analyse and evaluate the current state of the problem in his/her field; - the student can synthesize and apply the acquired theoretical knowledge in practical educational activities; - the student can adequately choose research procedures and apply them functionally. Skills: - By processing the final thesis, the student should demonstrate the ability to independently acquire theoretical and practical knowledge and creatively apply and use it in solving specific problems, - the student is able to present and defend his/her professional position on the problems of educational work and to find ways of solving them; - the student has developed the skills of independent learning, which enables him/her to continue further studies; - the student can understand the complexity of phenomena and formulate decisions even with incomplete or limited information, embracing social and ethical responsibility in the application of their knowledge and in decision making; - the student will be able to justify the ideas presented as well as to formulate practical conclusions and recommendations in a sophisticated manner; - the student will be able to prepare a presentation of the results of his/her own research activities; - the student will be able to apply the principles of scientific integrity and ethics. Competencies: - The student will be able to demonstrate his/her linguistic and professional culture and his/her own attitude towards the professional problems of his/her studies; - the student is able to argue and methodically apply knowledge in theoretical, didactic and methodological contexts, - the student is able to implement and synthesize the acquired knowledge in practice; - the student is able to creatively apply knowledge in solving the assigned tasks, analyze the problem and synthesize a new solution, - the student is able to answer the supervisor's and opponent's questions at the required level in order to successfully defend the final thesis.

Brief syllabus:

The defense of the thesis has a course: 1. Presentation of the thesis to the students. 2. Presentation of the main points from the written opinions of the thesis supervisor and the opponent. 3. Student's answers to the thesis supervisor's and opponent's questions. 4. A professional discussion of the thesis with questions for the student. The student's presentation of the thesis should include, in particular, the following points: 1. Brief justification of the choice of the topic, its topicality, practical contribution. 2. Clarification of the objectives and methods used in the elaboration of the thesis. 3. The main content problems of the thesis. 4. Conclusions and practical recommendations reached by the author of the thesis. During the presentation, the student has at his/her disposal his/her own copy of the thesis or an electronic presentation. The speech is to be delivered independently, in the scope of 10 min. The student may use computer technology. The thesis is available to the committee before and during the 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 www.ujs.sk					
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:					
Date of last update: 24.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ OPR-P/22	Name: Exploring living and non-living nature
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: One of the conditions for completing the course is active participation in class. In addition, the student will hand in the assignments and homework to be handed in during the semester. The assessment will take into account the content and form of the assignment sheets and the deadline for submission. The final mark for the subject is calculated as follows: 0,50 x% points for the assignments to be handed in and the homework sheets + 0,50 x% for the written examination. To achieve grade A, 90-100% of the total score is required; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59% of the total score is required.	
Results of education: On successful completion of the course, the student will: Knowledge: <ul style="list-style-type: none"> - Acquires basic theoretical knowledge of the field of Man and Nature; - To master the basic concepts and terminology used in biology, physics and chemistry; - have the basic knowledge to understand natural phenomena and the laws of natural processes; - understand the natural aspects of human life and be able to explain natural phenomena in their environment; - master different ways of understanding the natural environment (in a realistic way and in accordance with current scientific knowledge); - master environmental knowledge and understand the problem of environmental pollution; Skills: <ul style="list-style-type: none"> - is able to plan and organise his/her own "scientific" activities effectively; - Ability to organise and organise his/her own scientific activities; - Ability to formulate hypotheses, draw conclusions and generalisations, interpret data and describe their context; - can perceive the essential properties of objects and phenomena and the causal links between natural phenomena and gradually (at elementary level) understand the relationships between them; - the ability to ask questions that arouse children's curiosity and provide opportunities for observation, exploration and discovery of new knowledge; 	

- to solve problem situations in everyday life in the context of scientific knowledge;

Competences:

- Has a positive attitude and is prepared to practise his/her profession;
- ability to work effectively both independently and as part of a team;
- has a positive attitude towards living and non-living nature, natural phenomena and science in general;
- acquire the knowledge necessary for personal decision-making on civic and cultural issues on local and global issues such as health, environment, nature, technological development, etc;
- recognise the usefulness of scientific knowledge and its application in practical life.

Brief syllabus:

The exercises focus on empirical scientific knowledge. During practical lessons, students carry out interesting experiments to explore nature, observe and investigate different natural phenomena. Simple experiments, which do not require special materials and equipment, can be used in later pedagogical practice.

Literature:

ARNOLD, N.: Ismerd meg! Látványos konyhai kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-53-0.

ARNOLD, N.: Ismerd meg! Lebilincselő tudományos kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-54-7.

ARNOLD, N.: Ismerd meg! Lenyűgöző szabadtéri kísérletek. 1. vyd. - Budapest : Álomgyár Kiadó, 2020. - 80 s. - ISBN 978-963-5700-52-3.

EISENREICH, W., HANDEL, A., ZIMMER, U.E.: Állat- és növényhatározó: természetjáróknak /. - 3. vyd. - Budapest : Móra Kiadó, 2014. - 559 s. - ISBN 978 963 11 9589 7
HARTDÉGENNÉ, RIEDER, É.: Környezetismeret: 1. kötet általános iskola 1. osztály - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 49 s. - ISBN 978-963-19-5588-0.

KALI, N., MOJZES, K., SZEYDL, K.: Vidám kísérletek : 1-4. osztály. - 1. vyd. - Budapest : Babilon Kiadó, 2017. - 112 s. - ISBN 978-963-294-432-6.

KOVÁCS, K. E.: Fedezd fel a világot! = Természettudományos kísérletek gyerekeknek. Debrecen : Kocka Kör Tehetséggondozó Kulturális Egyesület, 2014. - 152 s. - ISBN 978-615-5267-06-2.

PRUGLI, I.: Környezetismeret, Természetismeret. - Budapest: Nemzeti Tankönyvkiadó, 2000. - 16. - ISBN 0009474.

SIMON, T.: Kis növényhatározó rendszertani és ökológiai tájékoztatóval – Budapest: Nemzeti Tankönyvkiadó, 1996. – 212 s. – ISBN 9631870251.

ZÁTONYI, S.: Fizikai kísérletek környezetünk tárgyaival. 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 64 s. - ISBN 963 19 5734 9

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: Mgr. Andrea Vargová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ OPR-V/22	Name: Exploring living and non-living nature
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: One of the conditions for completing the course is active participation in class. In addition, the student will hand in the assignments and homework to be handed in during the semester. The assessment will take into account the content and form of the assignment sheets and the deadline for submission. The final mark for the subject is calculated as follows: 0,50 x% points for the assignments to be handed in and the homework sheets + 0,50 x% for the written examination. To achieve grade A, 90-100% of the total score is required; for grade B, 80-89%; for grade C, 70-79%; for grade D, 60-69%; and for grade E, 50-59% of the total score is required.	
Results of education: On successful completion of the course, the student will: Knowledge: <ul style="list-style-type: none"> - Acquires basic theoretical knowledge of the field of Man and Nature; - To master the basic concepts and terminology used in biology, physics and chemistry; - have the basic knowledge to understand natural phenomena and the laws of natural processes; - understand the natural aspects of human life and be able to explain natural phenomena in their environment; - master different ways of understanding the natural environment (in a realistic way and in accordance with current scientific knowledge); - master environmental knowledge and understand the problem of environmental pollution; Skills: <ul style="list-style-type: none"> - is able to plan and organise his/her own "scientific" activities effectively; - Ability to organise and organise his/her own scientific activities; - Ability to formulate hypotheses, draw conclusions and generalisations, interpret data and describe their context; - can perceive the essential properties of objects and phenomena and the causal links between natural phenomena and gradually (at elementary level) understand the relationships between them; - the ability to ask questions that arouse children's curiosity and provide opportunities for observation, exploration and discovery of new knowledge; 	

- to solve problem situations in everyday life in the context of scientific knowledge;

Competences:

- Has a positive attitude and is prepared to practise his/her profession;
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- has a positive attitude towards living and non-living nature, natural phenomena and science in general;
- acquire the knowledge necessary for personal decision-making on civic and cultural issues on local and global issues such as health, environment, nature, technological development, etc;
- recognise the usefulness of scientific knowledge and its application in practical life.

Brief syllabus:

The exercises focus on empirical scientific knowledge. During practical lessons, students carry out interesting experiments to explore nature, observe and investigate different natural phenomena. Simple experiments, which do not require special materials and equipment, can be used in later pedagogical practice.

Literature:

ARNOLD, N.: Ismerd meg! Látványos konyhai kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-53-0.

ARNOLD, N.: Ismerd meg! Lebilincselő tudományos kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-54-7.

ARNOLD, N.: Ismerd meg! Lenyűgöző szabadtéri kísérletek. 1. vyd. - Budapest : Álomgyár Kiadó, 2020. - 80 s. - ISBN 978-963-5700-52-3.

EISENREICH, W., HANDEL, A., ZIMMER, U.E.: Állat- és növényhatározó: természetjáróknak /. - 3. vyd. - Budapest : Móra Kiadó, 2014. - 559 s. - ISBN 978 963 11 9589 7
HARTDÉGENNÉ, RIEDER, É.: Környezetismeret: 1. kötet általános iskola 1. osztály - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 49 s. - ISBN 978-963-19-5588-0.

KALI, N., MOJZES, K., SZEYDL, K.: Vidám kísérletek : 1-4. osztály. - 1. vyd. - Budapest : Babilon Kiadó, 2017. - 112 s. - ISBN 978-963-294-432-6.

KOVÁCS, K. E.: Fedezd fel a világot! = Természettudományos kísérletek gyerekeknek. Debrecen : Kocka Kör Tehetséggondozó Kulturális Egyesület, 2014. - 152 s. - ISBN 978-615-5267-06-2.

PRUGLI, I.: Környezetismeret, Természetismeret. - Budapest: Nemzeti Tankönyvkiadó, 2000. - 16. - ISBN 0009474.

SIMON, T.: Kis növényhatározó rendszertani és ökológiai tájékoztatóval – Budapest: Nemzeti Tankönyvkiadó, 1996. – 212 s. – ISBN 9631870251.

ZÁTONYI, S.: Fizikai kísérletek környezetünk tárgyaival. 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 64 s. - ISBN 963 19 5734 9

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: Mgr. Andrea Vargová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PAP8a-P/22	Name: Theory and methodology of physical activities that can be performed in nature
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>The final assessment is a summary assessment of the theoretical and practical knowledge of the patient's tolerance (active activities in nature), cycling and sport activities in nature, with an emphasis on the use of competences taking into account basic pre-primary conditions. The student performs a given distance or cycle route every day - movement in nature; students have the possibility to choose a course of travel or cycle. During the course, students will each day follow a selected tourist route, with a compulsory and selective nature residence scheme, demonstrating basic practical knowledge of group tourism and residence in kind. The fulfillment of daily tour routes is a form of tour and cycling, based on a choice of students, in which practical knowledge is learned and developed.</p> <p>They independently prepare half a year's work for educational activities aimed at meeting performance standards, for the part of movement and physical fitness, for the education area of health and movement - for pre-primary schools. A project on nature conservation is being prepared. Final examination of the theoretical part. The specific theme selected will be defined at the beginning of the course in agreement with the teacher. Evidence of theoretical knowledge is given in writing at the end of the course (open and closed questions).</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> ● a pedestrian or cycle route is taken every day. Performance of the practical part of the training - participation in tourist activities (travel or cycling and various types of difficulty, with a selective nature residence program in accordance with the schedule of the course, in group tourism, outdoor activities and outdoor activities, and in outdoor sports. /failed) <p>Assessment criteria: Active participation and fulfillment of individual tourist routes. (pass/no)</p> <ul style="list-style-type: none"> ● half-year work in 5-8 pages (A4, v.p: 12, r.: 1,5), physical activity in nature, physical activity in nature and the specific features of outdoor sports at a selected level. education and implementation of the content of education in kind (a specific theme is defined from the selected question in agreement with the teacher at the beginning of the course). (maximum number of points: 15) <p>Assessment criteria (max. Score 15): The formal side of the half-year work, the possibilities of content and application under pedagogical practice, the presentation and correct application of existing legislation, the quality of the processing of the selected topic.</p> <ul style="list-style-type: none"> ● preparation of a project on nature conservation (range 1x A3;) 	

Assessment criteria: (Met/failed)

- Knowledge verification (open and closed questions) in the field of the principle of residence in nature, physical activities in nature and outdoor sports; information in nature; basic knowledge and knowledge of topography on the map; the selection, planning and preparation of tourist (cycle) routes, the physical means needed to carry out tourism and cycling, the safety standards and legislation needed to implement tourism and cycling, the principles of crisis management, nature protection, the program of physical activity in nature.

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %).

Final assessment:

A: 100-91%

B: 90-81%

C: 80-71%

D: 70-61%

E: 60-50%

FX: 49% or less

Total student workload (module 2): 4 credits = 120 hours participation in 40-hour lectures and exercises (contact); 30 hours self-study; 25-hour half-year work preparation; 25-hour project work preparation.

Results of education:

Knowledge:

- The student is able to work with theoretical knowledge.
- The student is able to develop a school in pre-primary nature, such as educational activities to meet performance standards, the physical exercise sub-area, the health and mobility of condoms.

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- The student can develop a variety of natural materials to help develop in-kind motor skills.

Capabilities:

- The student will be able to navigate through the ISCED 1 Education area of health and physical activity.
- The student has the ability to expand his or her knowledge and self-training.
- The student can create their own creative tools to improve the mobility of kindergartens.
- The student is able to develop his/her own preparation for seasonal activity, training to meet performance standards, and the disabled part of children's kindergartens.

Competences:

- The student will be able to apply his/her knowledge in the course of his/her future work.
- The student is able to connect not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student is able to implement a targeted self-training development.
- 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 possibilities of achieving the content of ISCED1 (Education Area: Health and movement) in nature. Developing mobility (walking, running, jump, climbing, stamping and taking) in nature. Use of natural obstacles for the making of kinesthetic games. Management of tourist equipment. Forms of tourism, stays in nature, and characteristics of physical activity in nature and selected outdoor sports (training and development of specialized skills). Principles for the organization of physical

activities in nature. The organization of tourism activities in nature (special features of tourism, cycling and outdoor sports) for a selected age class (nursery and early school). Topographical background, orientation in nature, orientation on the map. The selection, planning, preparation of a dialog (cycling) for the implementation of tourist and cycling routes and capital goods. Safety standards and legislative requirements for the implementation of tourist and cycling ("safe on bicycles"). Crisis management. Principles of nature conservation. The use of new equipment for cycling training, basic knowledge of transport.

Literature:

- Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285.s.
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. ISBN 978-80-8122-192-7.
- Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, KOMPRESS nyom. Kft.-Komárom, ISBN 978-963-12-1663-9
- Dobay Beáta: A sportturizmus kezdetei Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1129-2
- Dobay Beáta: A természetiskola szervezése Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1124-7
- Feketeová Iveta, Il'ková Slávka: Škola v prírode v materskej škole, 2016, Vyd. RAABE, ISBN 978-80-8140-222-768.s.
- Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.
- Junger, J. et al.: Turistika a športy v prírode, Prešovská univerzita, Prešov, 2002
- Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005
- Kizivatová Tatiana: Škola v prírode, 2015, Vyd. RAABE, ISBN 978-80-8140-198-5
- Ministerstvo školstva SR, Organizačný poriadok Detská doprava súťaž „Na bicykli bezpečne“, <https://www.minedu.sk/data/att/15865.pdf> Ministerstvo školstva SR, 2016. 180 s. ISBN 978-80-969407-5-2.
- (www.statpedu.sk, www.minedu.sk)
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách, Bratislava 2016, https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf
- Telesná a športová výchova – primárne vzdelávanie, ISCED1 (<https://www.minedu.sk/data/att/7490.pdf>)
- Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus, 1999
- Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk)
- Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
- Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

Hungarian, Slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PAP8a-V/22	Name: Theory and methodology of physical activities that can be performed in nature
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>The final assessment is a summary assessment of the theoretical and practical knowledge of the patient's tolerance (active activities in nature), cycling and sport activities in nature, with an emphasis on the use of competences taking into account basic pre-primary conditions. The student performs a given distance or cycle route every day - movement in nature; students have the possibility to choose a course of travel or cycle. During the course, students will each day follow a selected tourist route, with a compulsory and selective nature residence scheme, demonstrating basic practical knowledge of group tourism and residence in kind. The fulfillment of daily tour routes is a form of tour and cycling, based on a choice of students, in which practical knowledge is learned and developed.</p> <p>They independently prepare half a year's work for educational activities aimed at meeting performance standards, for the part of movement and physical fitness, for the education area of health and movement - for pre-primary schools. A project on nature conservation is being prepared. Final examination of the theoretical part. The specific theme selected will be defined at the beginning of the course in agreement with the teacher. Evidence of theoretical knowledge is given in writing at the end of the course (open and closed questions).</p> <p>Assessment criteria:</p> <ul style="list-style-type: none"> ● a pedestrian or cycle route is taken every day. Performance of the practical part of the training - participation in tourist activities (travel or cycling and various types of difficulty, with a selective nature residence program in accordance with the schedule of the course, in group tourism, outdoor activities and outdoor activities, and in outdoor sports. /failed) <p>Assessment criteria: Active participation and fulfillment of individual tourist routes. (pass/no)</p> <ul style="list-style-type: none"> ● half-year work in 5-8 pages (A4, v.p: 12, r.: 1,5), physical activity in nature, physical activity in nature and the specific features of outdoor sports at a selected level. education and implementation of the content of education in kind (a specific theme is defined from the selected question in agreement with the teacher at the beginning of the course). (maximum number of points: 15) <p>Assessment criteria (max. Score 15): The formal side of the half-year work, the possibilities of content and application under pedagogical practice, the presentation and correct application of existing legislation, the quality of the processing of the selected topic.</p> <ul style="list-style-type: none"> ● preparation of a project on nature conservation (range 1x A3;) 	

Assessment criteria: (Met/failed)

- Knowledge verification (open and closed questions) in the field of the principle of residence in nature, physical activities in nature and outdoor sports; information in nature; basic knowledge and knowledge of topography on the map; the selection, planning and preparation of tourist (cycle) routes, the physical means needed to carry out tourism and cycling, the safety standards and legislation needed to implement tourism and cycling, the principles of crisis management, nature protection, the program of physical activity in nature.

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %).

Final assessment:

A: 100-91%

B: 90-81%

C: 80-71%

D: 70-61%

E: 60-50%

FX: 49% or less

Total student workload (module 2): 4 credits = 120 hours participation in 40-hour lectures and exercises (contact); 30 hours self-study; 25-hour half-year work preparation; 25-hour project work preparation.

Results of education:

Knowledge:

- The student is able to work with theoretical knowledge.
- The student is able to develop a school in pre-primary nature, such as educational activities to meet performance standards, the physical exercise sub-area, the health and mobility of condoms.

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- The student can develop a variety of natural materials to help develop in-kind motor skills.

Capabilities:

- The student will be able to navigate through the ISCED 1 Education area of health and physical activity.
- The student has the ability to expand his or her knowledge and self-training.
- The student can create their own creative tools to improve the mobility of kindergartens.
- The student is able to develop his/her own preparation for seasonal activity, training to meet performance standards, and the disabled part of children's kindergartens.

Competences:

- The student will be able to apply his/her knowledge in the course of his/her future work.
- The student is able to connect not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student is able to implement a targeted self-training development.
- 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 possibilities of achieving the content of ISCED1 (Education Area: Health and movement) in nature. Developing mobility (walking, running, jump, climbing, stamping and taking) in nature. Use of natural obstacles for the making of kinesthetic games. Management of tourist equipment. Forms of tourism, stays in nature, and characteristics of physical activity in nature and selected outdoor sports (training and development of specialized skills). Principles for the organization of physical

activities in nature. The organization of tourism activities in nature (special features of tourism, cycling and outdoor sports) for a selected age class (nursery and early school). Topographical background, orientation in nature, orientation on the map. The selection, planning, preparation of a dialog (cycling) for the implementation of tourist and cycling routes and capital goods. Safety standards and legislative requirements for the implementation of tourist and cycling ("safe on bicycles"). Crisis management. Principles of nature conservation. The use of new equipment for cycling training, basic knowledge of transport.

Literature:

- Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285.s.
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. ISBN 978-80-8122-192-7.
- Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, KOMPRESS nyom. Kft.-Komárom, ISBN 978-963-12-1663-9
- Dobay Beáta: A sportturizmus kezdetei Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1129-2
- Dobay Beáta: A természetiskola szervezése Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1124-7
- Feketeová Iveta, Il'ková Slávka: Škola v prírode v materskej škole, 2016, Vyd. RAABE, ISBN 978-80-8140-222-768.s.
- Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.
- Junger, J. et al.: Turistika a športy v prírode, Prešovská univerzita, Prešov, 2002
- Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005
- Kizivatová Tatiana: Škola v prírode, 2015, Vyd. RAABE, ISBN 978-80-8140-198-5
- Ministerstvo školstva SR, Organizačný poriadok Detská doprava súťaž „Na bicykli bezpečne“, <https://www.minedu.sk/data/att/15865.pdf> Ministerstvo školstva SR, 2016. 180 s. ISBN 978-80-969407-5-2.
- (www.statpedu.sk, www.minedu.sk)
- Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách, Bratislava 2016, https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf
- Telesná a športová výchova – primárne vzdelávanie, ISCED1 (<https://www.minedu.sk/data/att/7490.pdf>)
- Torsten Kunz: Pszichomotoros fejlesztés az óvodában, Dialóg Campus, 1999
- Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk)
- Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013,
- Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PAZ8b-P/22	Name: Theory and methodology of physical activities that can be performed in different seasons
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> • students will have the opportunity to choose between a floating training course and a ski course. • the final assessment is a summary assessment of the theoretical and methodological knowledge and practical skills of swimming and the taste, with an emphasis on the use of competences in basic education. • during the course, the students will perform daily hands-on classes. They present methodological skills in the delivery of educational content. • completion of the subject shall be conditional on the development of a six-year work on issues related to the specificities of physical activity in the aquatic or winter environment, aimed at the chosen level of education and at achieving the educational content according to the initial training course or course. • the specific theme selected will be defined at the beginning of the course in agreement with the teacher. Evidence of theoretical knowledge is provided in writing at the end of the course (open and closed questions). Specific conditions for the performance of the subject: <ul style="list-style-type: none"> • active participation in practical training — participation in practical and theoretical training in the course, where the basic practical skills associated with the methodology of swimming pools and ski instruction are demonstrated. Assessment criteria: Active participation and fulfillment of the content of the course theory and practice activities. (completed/not completed) Information on the accompanying text document <ul style="list-style-type: none"> • half-year work in 5-8 pages (e.g. Ms Word, A4, minimum 10 pages, A4 format, 12-point times new Roman font, line spacing: 1,5), developing the specific features of kinesthetic activities in the aquatic environment and in the winter environment for a selected stage of education and content implementation during the course of the floating training course and/or ski course (development of a part of the curriculum selected from subjects jointly defined by the instructor at the beginning of the course) (max. number of points: 15). Assessment criteria (max. Score 15): The form to be submitted, the content and application possibilities, the pedagogical practice, the awareness and correct application of existing legislation, the quality of the processing of the selected topic.	

- evaluation of the effectiveness of the text document (15 points):
- topic description, good practice planning (4 points),
- interbuilding of good methodological practices on the subject (7points),
- a description of the legal context (2 points),
- content and format requirements (2 points).
- use the correct method - during swimming instruction or skiing training - teach hours (maximum number of points: 15).

Assessment criteria: Use of appropriate practices and good methodological sequences to achieve the goal of the clock; good pedagogical judgment and the resolution of specific problem tasks during teaching, error correction.

- final exam - (open and closed questions) on swimming instruction or ski instruction, methodology, lesson planning.

Safety standards and legislation for the training of swimming pools and skiing courses. Courses, first aid, nature conservation principles, a program of physical activity in the aquatic and winter environments in terms of education standards (ISCED1).

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %).

- successful completion of written completion of the subject,
- written assessment of its effectiveness (50 points):
- 46 to 50 points A,
- 41 to 45 points B,
- 36 to 40 points c,
- 31 to 35 points D,
- 26 to 30 points E,
- 0 to 25 points FX.

Total student workload: 4 credits = 120 hours

40 hours of attendance at lectures and exercises (contact); 30 hours of self-study; 25 hours of study preparation; 25 hours of practical swimming instruction or ski instruction with different tasks.

Results of education:

Knowledge:

- The student is able to use the vocational terms of a training course or a training course.
- The student is able to design a course of swimming instruction or ski instruction according to the latest regulations and legislation.
- The student is able to organize the training of swimming and ski.
- The student will be able to teach the school-class the pedagogical methods of swimming or skiing.
- The student will be able to learn and use the basics of kinesthetic, listening games in the aquatic and winter environments.
- The student is able to work with theoretical knowledge.

Skills:

- The student is able to find information in the ISCED1 at school.
- The student has the ability to expand his knowledge and self-training.
- The student is able to work with various theoretical information, such as laws, regulations, regulations, swimming and taste.
- The student is able to choose the appropriate methods for swimming learning or for skiing school pupils.
- The trainee can independently gather information on the latest methods of swimming instruction or ski training.

- The student is able to create a lesson for seasonal activities in school education.

Competences:

- The trainee is able to apply the knowledge he has acquired throughout his work.
- The student is able to connect not only with the students but also with the parents.
- The student has the ability to provide professional reasons for his activity.
- The student will be able to implement targeted self-training development.
- The student can independently plan the activity and expand his knowledge to help him/her make a choice.
- The student is capable of performing reliable, helpful, encouraging, attentive and accepted behavior, and creating an open atmosphere.

Brief syllabus:

Opportunities to achieve the content of ISCED 1 in schools for student education, kinesthetic activities in school-to-water and winter environments. Developing mobility skills (walking, running, jumping, climbing) in the aquatic or winter environment. The use of induced kinesthetic games in aquatic or winter environments. Water is used as a playful method. Fundamentals of Shizes on flat terrain. Use of various aids. Types of modes of transport, floating ports and water activities. Knowledge and application of basic techniques, methods and techniques in situ. Principles for the organization of physical activities in the aquatic or winter environment (nursery). Selection, planning and preparation of the content of a floating or ski course. Tangible assets required achieving float or taste. Safety and regulatory requirements for the conduct of floating or ski courses. Use of new teaching tools and teaching methods.

Literature:

- Benčuriková, E.: Plavecká príprava detí predškolského veku, ICM Agency, Bratislava 2008, ISBN: 978-80-89257-08-9
- Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285.s.
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. 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
- Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, Komárom KOMPRESS kiadó, ISBN978-963.12-1663-9, 90 p.
- Dosek Ágoston : Módszertani irányzatok a síoktatásban értékteremtés vagy élményszerzés?, TE, Budapest, 2016, https://tf.hu/files/docs/rekreacio-tanszek/oktatasi-segedanyagok/sioktatas/OKJ_s%C3%ADoktat%C3%B3_k%C3%A9pz%C3%A9s_m%C3%B3dszertan_Dosek_%C3%81goston.pdf
- Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005
- Feketeová Iveta, Il'ková Slávka: Škola v prírode v materskej škole, 2016, Vyd. RAABE, ISBN 978-80-8140-222-768.s.
- Macejková, Y. et al.: Biomechanika a technika plaveckých spôsobov. PEEM, Bratislava, 2005, ISBN 809674562X, 9788096745623
- Štátny vzdelávací program– predprimárne vzdelávanie v materských školách. 2016. Bratislava. 112 s. (https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_110a0_6jul2016.pdf)
- Telesná a športová výchova – primárne vzdelávanie, ISCED 1(<https://www.minedu.sk/data/att/7490.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. (www.minedu.sk)
Židek J. et al.. Lyžovanie. PEEM: Bratislava, 2004. ISBN 80-88901-90-1
Walter Bucher: 1017 sísport játék és gyakorlat, Dialóg Campus Pécs, 2001, ISBN 963 9123-87 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. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PAZ8b-V/22	Name: Theory and methodology of physical activities that can be performed in different seasons
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 40s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <ul style="list-style-type: none"> • students will have the opportunity to choose between a floating training course and a ski course. • the final assessment is a summary assessment of the theoretical and methodological knowledge and practical skills of swimming and the taste, with an emphasis on the use of competences in basic education. • during the course, the students will perform daily hands-on classes. They present methodological skills in the delivery of educational content. • completion of the subject shall be conditional on the development of a six-year work on issues related to the specificities of physical activity in the aquatic or winter environment, aimed at the chosen level of education and at achieving the educational content according to the initial training course or course. • the specific theme selected will be defined at the beginning of the course in agreement with the teacher. Evidence of theoretical knowledge is provided in writing at the end of the course (open and closed questions). <p>Specific conditions for the performance of the subject:</p> <ul style="list-style-type: none"> • active participation in practical training — participation in practical and theoretical training in the course, where the basic practical skills associated with the methodology of swimming pools and ski instruction are demonstrated. <p>Assessment criteria: Active participation and fulfillment of the content of the course theory and practice activities. (completed/not completed)</p> <p>Information on the accompanying text document</p> <ul style="list-style-type: none"> • half-year work in 5-8 pages (e.g. Ms Word, A4, minimum 10 pages, A4 format, 12-point times new Roman font, line spacing: 1,5), developing the specific features of kinesthetic activities in the aquatic environment and in the winter environment for a selected stage of education and content implementation during the course of the floating training course and/or ski course (development of a part of the curriculum selected from subjects jointly defined by the instructor at the beginning of the course) (max. number of points: 15). <p>Assessment criteria (max. Score 15): The form to be submitted, the content and application possibilities, the pedagogical practice, the awareness and correct application of existing legislation, the quality of the processing of the selected topic.</p> <ul style="list-style-type: none"> • evaluation of the effectiveness of the text document (15 points): 	

- topic description, good practice planning (4 points),
- interbuilding of good methodological practices on the subject (7points),
- a description of the legal context (2 points),
- content and format requirements (2 points).
- use the correct method - during swimming instruction or skiing training - teach hours (maximum number of points: 15).

Assessment criteria: Use of appropriate practices and good methodological sequences to achieve the goal of the clock; good pedagogical judgment and the resolution of specific problem tasks during teaching, error correction.

- final exam - (open and closed questions) on swimming instruction or ski instruction, methodology, lesson planning.

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Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %).

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- written assessment of its effectiveness (50 points):
- 46 to 50 points A,
- 41 to 45 points B,
- 36 to 40 points c,
- 31 to 35 points D,
- 26 to 30 points E,
- 0 to 25 points FX.

Total student workload: 4 credits = 120 hours

40 hours of attendance at lectures and exercises (contact); 30 hours of self-study; 25 hours of study preparation; 25 hours of practical swimming instruction or ski instruction with different tasks.

Results of education:

Knowledge:

- The student is able to use the vocational terms of a training course or a training course.
- The student is able to design a course of swimming instruction or ski instruction according to the latest regulations and legislation.
- The student is able to organize the training of swimming and ski.
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- The student will be able to learn and use the basics of kinesthetic, listening games in the aquatic and winter environments.
- The student is able to work with theoretical knowledge.

Skills:

- The student is able to find information in the ISCED1 at school.
- The student has the ability to expand his knowledge and self-training.
- The student is able to work with various theoretical information, such as laws, regulations, regulations, swimming and taste.
- The student is able to choose the appropriate methods for swimming learning or for skiing school pupils.
- The trainee can independently gather information on the latest methods of swimming instruction or ski training.
- The student is able to create a lesson for seasonal activities in school education.

Competences:

- The trainee is able to apply the knowledge he has acquired throughout his work.
- The student is able to connect not only with the students but also with the parents.
- The student has the ability to provide professional reasons for his activity.
- The student will be able to implement targeted self-training development.
- The student can independently plan the activity and expand his knowledge to help him/her make a choice.
- The student is capable of performing reliable, helpful, encouraging, attentive and accepted behavior, and creating an open atmosphere.

Brief syllabus:

Opportunities to achieve the content of ISCED 1 in schools for student education, kinesthetic activities in school-to-water and winter environments. Developing mobility skills (walking, running, jumping, climbing) in the aquatic or winter environment. The use of induced kinesthetic games in aquatic or winter environments. Water is used as a playful method. Fundamentals of Shizes on flat terrain. Use of various aids. Types of modes of transport, floating ports and water activities. Knowledge and application of basic techniques, methods and techniques in situ. Principles for the organization of physical activities in the aquatic or winter environment (nursery). Selection, planning and preparation of the content of a floating or ski course. Tangible assets required achieving float or taste. Safety and regulatory requirements for the conduct of floating or ski courses. Use of new teaching tools and teaching methods.

Literature:

- Benčuriková, L.: Plavecká príprava detí predškolského veku, ICM Agency, Bratislava 2008, ISBN: 978-80-89257-08-9
- Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285.s.
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. ISBN 978-80-8122-192-7.
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Walter Bucher: 1017 sísport játék és gyakorlat, Dialóg Campus Pécs, 2001, ISBN 963 9123-87 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. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PDI/22	Name: Pedagogical diagnosis
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's final assessment (max. 100 points = 100%) consists of the various results of the work done during the semester and the final test. Depending on the type of educational module chosen (Module 1 Kindergarten Pedagogy, Module 2 Public Education), the conditions for completing the subject are the following: General conditions for completing the subject (Module 1, Module 2): - active participation in lectures and seminars, - the student's participation in assigned tasks, analyses and discussions during lectures and seminars, - preparation of the student's seminar presentation / preparation of the thesis to be submitted, - successful final exam Specific conditions for completing the subject in Module 1 Kindergarten Pedagogy: - practical application of diagnostic tool: DIFER Specific conditions for completing the subject in Module 2 Public Education: - practical application of a diagnostic tool based on the given age in the field of social relations, learning motivation or cognitive skills (based on the joint choice of the students and the instructor). During the semester, students must complete the following tasks: - During the semester: 1a) written work in the form of a case study (group work; min 4 pages; max 20 points) or 1b) making a diagnostic record/observation sheet (group work; min 4 pages; max 20 points). Aspects of evaluation 1a/ o description of the case from a diagnostic point of view, application of technical terminology (8 points), o content and form (6 points), o the suitability of the strategies proposed for the development of the problematic area(s) (6 points). Optional: written work or lecture/presentation. 1b/ o content (6 points),	

- o form (6 points),
- o categorization of fields, technical terminology (8 points).

Optional: written work or lecture/presentation.

2.) Application of a diagnostic tool in practice: (individual work; max 48 points)

- o Module 1 Kindergarten Pedagogy: Measurement in the field - DIFER test,
- o Module 2 Public Education: practical application of a chosen diagnostic tool in the field (based on the given age) to diagnose social skills, learning motivation or cognitive skills (optional).

Aspects of evaluation

- o content and form (8 points)
- o application of the test, recording of data (20 points),
- o the quality of the evaluation of the results and the preparation of the measurement report (20 points).

- At the end of the semester:

Completed final test (max 32 points)

Aspects of evaluation: based on the scores achieved A = 90-100% (29-32 points); B = 80-89% (25-28 points); C = 70-79% (21-24 points); D = 60-69% (17-20 points); E = 50-59% (13-16 points) of the total score.

The student's total workload in terms of the distribution of working hours (Module 1; Module 2; 5 credits = 150 working hours):

- Participation in lectures and seminars (39 working hours).
- The student's research work in connection with the seminar presentation/thesis to be submitted and its preparation (28 working hours).
- Work in the field and data recording: application of a diagnostic tool and processing the results (48 working hours).
- Preparation for the final test (35 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%; 90-100 points), B (80-89%; 80-89 points), C (70-79%; 70-79 points), D (60-69%; 60 - 69 points), E (50- 59%; 50- 59 points).

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,
- knows the criteria and diagnosis options for suitability for school,
- able to identify and characterize the forms and methods of cooperation,
- 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.

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/ in kindergarten education/ in school educational facilities. 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. The limits of the teacher's/educator's diagnostic competences and their factors. The tasks and diagnostic activities of pedagogical employees at each level of training.

Pedagogical evaluation as the basic category of pedagogical diagnostics. Basic requirements of diagnostic, formative and summative assessment.
Methods and tools of pedagogical diagnostics and their practical application.
Documenting the results of pedagogical diagnostics. Diagnostic record/observation sheets.
Diagnosing in practice.
Module 1 Kindergarten Pedagogy: Diagnosing and measuring school readiness. Eligibility factors of school readiness. Didactic tests. DIFER.
Module 1 Public Education: Social skills. Measuring learning motivation. Diagnosis of cognitive abilities. Computer-based testing.
Integration is inclusion. A child/student with special educational and educational needs in the school/kindergarten. Institutional integration of children/students with special educational needs.
Integration, learning and behaviour disorder.
Practical application of educational programs for children/students with health impairments.
The individual educational plan of the child/student with special educational needs. The starting points and content of its creation.
Cooperation with legal representatives, institutions and professionals.

Literature:

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- JÓZSA, K.- ZENTAI, G.- HAJDUNÉ HOLLÓ, K. 2017. A gondolkodás fejlesztése 4–8 éves életkorban. Szeged: Mozaik Kiadó. ISBN 978-963-697-802-0.
- NAGY, J. – JÓZSA, K. – VIDÁKOVICH, T.- FAZEKASNÉ FENYVESI, M. 2019. DIFER Programcsomag: Diagnosztikus fejlődésvizsgáló és kritériumorientált fejlesztő rendszer 4–8 évesek számára. 11. javított kiadás. Szeged: Mozaik Kiadó. ISBN
- ZELINKOVÁ, O. 2011. Pedagogická diagnostika a individuální vzdělávací program. Praha: Portál. 208 s. ISBN 978-80-2620-044-4.
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 Vzdelávacie programy pre deti so zdravotným znevýhodnením pre predprimárne vzdelávanie. 2017. Bratislava: Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky a Štátny pedagogický ústav. 283 s. [online]. Interneten elérhető: <https://www.statpedu.sk/files/sk/deti-ziaci-so-svvp/deti-ziaci-so-zdravotnym-znevychodnenim-vseobecny-intelektovym-nadanim/vzdelavacie-programy/vp-deti-so-zz-schvalene-maj-2017.pdf>

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. Dr. Krisztián Józsa, PhD., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PHC5b-P/22	Name: Practical musical activities
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, the student actively participates in seminars and exercises, participates in group and individual tasks and projects. During the semester: <ul style="list-style-type: none"> • The student works in smaller groups, compiles a collection of songs, prepares worksheets, with which he gets 50 points. • Completion of the subject is an ongoing assessment, based on acquired practical skills and abilities in playing the instrument, and a didactic test based on theoretical knowledge 50 points. A student can get a maximum of 100 points in total. Total workload of the student: 4 credits = 120 hours <ul style="list-style-type: none"> • 39 hours: participation in seminars and exercises, • 5 hours: studying professional literature and collecting musical material • 36 hours: preparing tasks during the semester, practicing/acquiring practical skills of playing a musical instrument • 35 hours: self-study, preparation and presentation of semester work. Final evaluation: The condition for successful completion of the subject is obtaining at least 50 points from the maximum possible evaluation of the subject. The following percentages and points must be obtained for the final evaluation of the subject: A = 90-100% (100 – 90 points), B = 80-89% (89 – 80 points), C = 70-79% (79 – 70 points), D = 60-69% (69 – 60 points), E = 50-59% (59 – 50 points), FX = 0-49% (49 – 0 points).	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student has an overview of basic musical terms and concepts of music theory, necessary for playing the soprano recorder and has basic knowledge of reading and writing sheet music. • The student masters the basics of playing the recorder and children's musical instruments. 	

- Can play the recorder cleanly, min. 60-70 children's and folk songs, adequate for the age characteristics of preschool age.
- The student is able to sing selected children's and folk songs with solmization syllables and also use signs of phonogestics.
- The student is able to transpose children's and folk songs.
- Knows folk musical instruments and simple children's rhythmic and melodic instruments, which he can creatively use in musical activities.
- The student is able to create a simple rhythmic and melodic accompaniment to children's songs.
- Controls the classification of children's games and children's folk songs according to various musical and music-pedagogical criteria.
- Knows and knows how to navigate the issues of folk customs, habits, traditions, holidays of life and religious folk customs during the church year.
- Knows the structure of pre-primary education.

Skills:

- In the process of interpretation on the recorder, can apply marked musical, dynamic or agogic signs.
- The student is able to play fluently from the sheet at a moderate pace.
- The student is able to choose suitable musical material with an educational purpose.
- The student focuses on the possibilities of applying music-movement, music-instrumental and music-dramatic activities in the pre-primary educational process.
- The student is able to adapt skills in playing children's musical instruments when implementing the educational process in kindergarten.
- The student is able to apply musical elements in connection with other educational areas.
- The student is able to improvise through musical elements.
- The student has basic practical experience in identifying a child's multicultural environment.
- Respects the specifics of pre-primary education.

Competences:

- The student is competent to use the possibilities of playing the recorder and playing a musical instrument in his pedagogical practice.
- Creates a positive attitude of children towards music and playing a musical instrument.
- Supports children's self-expression through music and elements of music, movement, dance, drama and other artistic elements.
- Creates a positive attitude of children towards music and playing a musical instrument.
- Realizes the importance and positive impact of active music making and playing a musical instrument in pre-primary education.
- Accepts the developmental differences and psychological characteristics of each child
- Strengthens cultural identity and passes on cultural heritage to children and knows how to navigate the issue of multiculturalism.
- Takes a positive attitude towards the profession.
- The student identifies with the profession of teacher for pre-primary education.
- Communicates and cooperates with the external environment.
- The student plans and realizes his self-development and professional growth and orients himself in the possibilities of further musical education and improvement in playing a musical instrument.

Brief syllabus:

Acquisition of basic skills and technique in playing the soprano recorder.

Continuous expansion of musical material in accordance with the principle of succession. Children's songs - musical material and a set of children's songs suitable for preschool age.

Children's songs with music-movement elements - games and dances, games and songs (characteristic dance types, types and types of music-movement games).

Musical instruments - classification of musical instruments, children's musical instruments - Orff's instrument, folk children's musical instruments.

Musical-instrumental activities and playing on the body in the pre-primary educational process.

Instrumentation of children's songs and possibilities of application of musical instruments in the elementary educational process. Production of musical instruments - self-made musical instruments.

Activation methods and techniques of motivation in playing a musical instrument, or in playing the soprano recorder.

Children's musical-dramatic activities - dramatization of children's songs through musical-movement, musical-instrumental, dance and other artistic elements.

Folk customs and traditions in individual seasons. Holidays of life and an artistic representation of experiencing the holidays.

Religious folk customs during the church year.

Possibilities of cross-subject relationships and connecting thematic areas of education.

The positive influence of music and the possibilities of development through music, music therapy elements in music education and alternative music-pedagogical directions and concepts.

Improvisation, musical creativity and expression through musical, musical-movement, musical-dramatic, musical-expressive and musical-instrumental elements

Literature:

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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: 0

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

Teacher: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ POA-V/22	Name: Physical activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The following conditions shall apply to the subject: General conditions for the performance of the subject: <ul style="list-style-type: none"> • active participation in the course is at least 80%, • various forms of kinesthetic activities: play balls, sultanas, swimming, aerobic exercise, body construction, exercise (kinesthetic activity selected by the student). General conditions for the performance of the subject: <ul style="list-style-type: none"> • active participation in the course is at least 80%, • course evaluation criteria: active participation, completed — not completed. • Demonstration Of the sporting activity chosen By the student: In the case of game games - demonstration of the training of an attacker and defense; in the case Of swimming, - demonstration of the technical features of different swimming pools; fitness - demonstration of certain basic practices for different muscle groups and without devices; Assessment: Presentation of the elements of the selected sport activity - 20p. Final assessment: A: 100-91% B: 90-81 % C: 80 % TO 71 % D: 70 TO 61 % E: 60-51% FX: 50 % Total student workload (module 2): 1 credits = 30 hours participation in 13 hours of practical training (contact); 27 hours of self-training for the specific sport.	
Results of education: Knowledge: The student shall be able to apply the practical skills of the chosen sport. The student recognizes the relationship between the chosen sport and a healthy lifestyle. Capabilities: The student is familiar with the basic features and practices of the chosen sport. The student can expand his knowledge and self-training. Competences: The student can also apply the knowledge acquired to the active use of leisure time. The student is able to independently plan the activity and expand his knowledge.	
Brief syllabus:	

Understand the importance of physical activity as an essential part of everyday life and its impact on mental and physical health. Learn about football/football, table tennis, basketball, volleyball rules (according to selected sports activities). Speech - different muscle groups of the body, from several aspects. Preparation of a series of practice in aerobic and step-aerobic, aerobic vessels. Stand-alone balls in my gymnasium. According to the selected ball roll. Kinesthetic activities in different load zones — according to the sport activities selected. Preparation of a weekly microcycle plan to improve aerobic capacity.

Literature:

1005 röplabda játék és gyakorlat / Edi Bachmann, Martin Bachmann. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2000. - 344 s. - ISBN 963 9123 84 6.

1006 kosárlabda játék és gyakorlat / Peter Vary. - 1. vyd. - Budapest-Pécs : Dialóg Campus Kiadó, 2001. - 317 s. - ISBN 963 9123 85 4.

1008 torna játék és gyakorlat : Kézikönyv tanároknak, edzőnek, játékosoknak / Ursula Häberling-Spöhel. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2003. - 271 s. - ISBN 963 9310 93 x.

1014 asztalitenisz játék és gyakorlat : Kézikönyv tanároknak, edzőknek, játékosoknak / Harry Blum. - 1. vyd. - Budapest - Pécs : Dialóg Campus Kiadó, 2004. - 323 s. - ISBN 963 9542 07 5.

Die fitnesspyramide / Bob Anderson, Ed Burke. - Ulm : Franz Spiegel Buch GmbH, 1997. - 117 s. - ISBN 3585335258.

Sport a családban / Takács László. - Budapest : Sport, 1973. - 380 s. - ISBN 963 253 512 x.

Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia/ Beáta Dobay-Elena Bendíková, 2016. ISBN 978-963-12-7613-8

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPH9b-P/22	Name: Pedagogy and psychology of play
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the subject is the student's active participation in the seminars and exercises, completion of assignments during the semester, preparation and presentation, and passing the final exam. The evaluation of the subject as a summation of the total number of points awarded for fulfilling the conditions takes place in the following form: during the semester, the student prepares, presents and submits two independently seminar work (max. 50 points), successful completion of the final exam max. 50 points. Evaluation of individual semester papers - content max. 10 points, formal aspect max. 5 point, presentation max. 5 points, application of didactic tools and technical tools max. 5 point. The student can earn a maximum of 100 points during the semester. Evaluation of the effectiveness of the subject based on the scores achieved: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%, FX 49-0%. The student's total workload : 4 credits = 120 hours 39 hours of participation in seminars and exercises (contact hours); 41 hours of continuous preparation and presentation of tasks; 40 hours independent study and exam preparation. The requirements and conditions for completing Module 1 and Module 2 are the same, as is the curriculum its content and thematic units. The differences in the topic descriptions of the tasks to be submitted are shown, adjusted to the characteristics of the modules and the profile of the graduate.	
Results of education: Knowledge: <ul style="list-style-type: none"> • the student is able to define and understand the concept of the game from several points of view, especially considering the pedagogic and psychological approach, • the student knows the types and classification of games and playful activities, • the student knows the objective and subjective conditions of games and playful activities, • the student understands the importance of creating a positive atmosphere in the classroom through the games, • the student knows the methods and forms of assessment and self-assessment of children/ students during the implementation of games, • the student knows the game planning pedagogical and didactic principles. 	

Skills:

- the student is able to identify the individual and group interests of children/students in education in activities and outside of the educational process, also from the point of view of games,
- the student is able to design games based on various strategies for the purposes of education and according to its content,
- the student supports the positive attitude of the children/students in being active and fulfilling to spend free time,
- the student is able to apply the acquired knowledge of the pedagogical-psychological disciplines in his own activities as a kindergarten teacher/educator.

Competencies:

- the student applies the theoretical and practical knowledge of game pedagogy and game psychology in his own pedagogical practice,
- the student is able to assess the appropriateness and suitability of the planned games,
- the student is able to create a positive atmosphere in the class by involving the games and playful activities,
- the student is able to planning, preparation, implementation and evaluation the games and playful activities,
- the student manages the educational activities, with emphasis on the children/students active learning through games and playful activities,
- the student assumes responsibility for observing ethical principles and the results correct interpreting,
- the student identifies with the profession of kindergarten teacher/educator,
- the student has a positive attitude towards the profession,
- the student shows an empathic attitude towards diversity, can accept the class/group diversity,
- the student is able to cooperate and communicate with the external environment,
- the student plans and implements self-development and professional development.

Brief syllabus:

Introduction to the study of game pedagogy - the interpretation of game in each historical era, defining the concept of the game.

Introduction to the study of game psychology, the basics of game therapy.

The characteristics and peculiarities of games in preschool education and school education in progress.

Theories and types of game, pedagogical categorization of game.

Approaches and application of game therapy.

Subjective conditions of game in preschool, elementary school and school age (the teacher/educator personality, classroom atmosphere, experiences).

Objective conditions of game in preschool, elementary school and school age (place, object and technical support – resources, time dimension).

The game's organizational, implementation and evaluation strategies, methods and forms - whether the children/also with students' self-assessment.

Game design and its components.

Organization, implementation and evaluation of games and playful activities.

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.
B. MEHES, V. 1993. Az óvónő és az óvodai játék. Budapest : Calibra, 1993. 131 o. ISBN 963 7740 619.

DOBAY, B. 2016. Mozgásos játékgyűjtemény (óvó-és alsó tagozatos pedagógusok részére) Komárom : Selye János Egyetem Tanárképző Kara, 2016. 135 o. ISBN 978-80-8122-192-7.

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

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

KIKUŠOVÁ, S.- KRÁLIKOVÁ, M. 2004. Dieťa a hra. Bratislava : Sofa, 2004. s. 107. ISBN 80-89033-42-3.

KOLEKTÍV AUTOROV.. 2011. Veľká kniha hier. Bratislava : Svojtka & Co., s.r.o. 2011, 28 s. [online]. ISBN 978-80-8107-406-6. Dostupné na internete: <https://www animator.sk/hry-a-aktivy/-/blogs/velka-kniha-hier>

KONIČKOVÁ, J. Hry pre deti v školskom klube. [online]. Hry pre deti v školskom klube eduworld.sk

KOVÁCS, GY. - BAKOSI, É. 2005. Játék az óvodában. Debrecen : Didakt Kft, 2005. ISBN 963 212 778 1.

KOVÁCS, GY. - BAKOSI, É. 2005. Játékpedagógiai ismeretek. Debrecen : Center – Print Kft, 2005. 258 o. ISBN 963 460 912 0.

MASZLER, I. 2002. Játékpedagógia. Pécs : Comenius Oktató és Kiadó Bt. 124 o. ISBN 9789638671196.

PERLAI, R, 2014. Az óvodáskor fejlesztőjátékai, Budapest : Flaccus Kiadó, 151.o. ISBN 978-615-5278-16-7.

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 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk).

STRÉDL, T. 2012. Dramatoterapia a jej socialialzačné možnosti. 1. vyd. Komárno : Univerzita J. Selyeho, 2012. 111. s. ISBN 978-80-8122-033-3.

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.

SZŐKÖL, I. 2020. Hatékony pedagógiai kommunikáció. 1. vyd. Bratislava : Metodicko-pedagogické centrum. 2020. 104 s. ISBN 978-80-565-1450-4.

Iná literatúra:
Aktuálne dostupná vybraná literatúra z elektronických zdrojov v oblasti pedagogiky hry.

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: Gyöngyi Gál, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD., PaedDr. Terézia Strédl, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPH9b-V/22	Name: Pedagogy and psychology of play
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the subject is the student's active participation in the seminars and exercises, completion of assignments during the semester, preparation and presentation, and passing the final exam. The evaluation of the subject as a summation of the total number of points awarded for fulfilling the conditions takes place in the following form: during the semester, the student prepares, presents and submits two independently seminar work (max. 50 points), successful completion of the final exam max. 50 points. Evaluation of individual semester papers - content max. 10 points, formal aspect max. 5 point, presentation max. 5 points, application of didactic tools and technical tools max. 5 point. The student can earn a maximum of 100 points during the semester. Evaluation of the effectiveness of the subject based on the scores achieved: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%, FX 49-0%. The student's total workload : 4 credits = 120 hours 39 hours of participation in seminars and exercises (contact hours); 41 hours of continuous preparation and presentation of tasks; 40 hours independent study and exam preparation. The requirements and conditions for completing Module 1 and Module 2 are the same, as is the curriculum its content and thematic units. The differences in the topic descriptions of the tasks to be submitted are shown, adjusted to the characteristics of the modules and the profile of the graduate.	
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B. MEHES, V. 1993. Az óvónő és az óvodai játék. Budapest : Calibra, 1993. 131 o. ISBN 963 7740 619.

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KOLEKTÍV AUTOROV.. 2011. Veľká kniha hier. Bratislava : Svojtka & Co., s.r.o. 2011, 28 s. [online]. ISBN 978-80-8107-406-6. Dostupné na internete: <https://www animator.sk/hry-a-aktivy/-/blogs/velka-kniha-hier>

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MASZLER, I. 2002. Játékpedagógia. Pécs : Comenius Oktató és Kiadó Bt. 124 o. ISBN 9789638671196.

PERLAI, R, 2014. Az óvodáskor fejlesztőjátékai, Budapest : Flaccus Kiadó, 151.o. ISBN 978-615-5278-16-7.

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 Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách (statpedu.sk).

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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.

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Iná literatúra:
Aktuálne dostupná vybraná literatúra z elektronických zdrojov v oblasti pedagogiky hry.

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: PaedDr. Alexandra Nagyová, PhD., Mgr. Anita Tóth-Bakos, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX1-P/22	Name: Pedagogical practice 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of ste subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 1 (PPX1). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student’s active participation in pedagogical practice (5 days of observation) in the specified time interval in accordance with the directive, • Student’s participation in assigned tasks and involvement in analysis and discussions during pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 1 (PPX1), • development of a portfolio from pedagogical practice in a kindergarten, the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o characteristics of the class (name, number of enrolled children in the class, and other observations of the student). 2. Records from the observation of daily activities in the kindergarten: <ul style="list-style-type: none"> o games and activities of the children's choice, o health exercises, o educational exercises, o outside exercises. 3. Detailed analysis of the daily activities of the selected day, in accordance with the principles of the pedagogical practice at the Faculty of Education of J. Selye University 4. Attachments – photos, list of studied pedagogical documentation and others. <ul style="list-style-type: none"> • evaluating the quality of the portfolio (max. 50 points) • content : 35 points, 	

- formal structure: 15 points.

The student's total workload: 1 credit = 30 hours

- 25 hours of participation in pedagogical practice: of which 20 hours of supervision and 5 hours of analysis (contact hours); 5 hours of portfolio preparation.

The condition for successful completion of the subject is:

1.) submission of a completed, confirmed and signed protocol, which proves participation in the Pedagogical practice 1,

2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

- Absolved = 50-100% (25-50 points)
- Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the procedures for targeted observation of activities in kindergarten.

Skills:

- the student can independently observe and record the course of daily activities in the kindergarten,
- the student can independently analyze the course of daily activities in kindergarten,
- the student can independently evaluate the course of daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the course of daily activities in kindergarten,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of the course of daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation to the course of the educational process.

Brief syllabus:

Introduction to pedagogical practice. Observation in kindergarten.

Ethical principles of pedagogical practice in kindergarten.

Organizational requirements of pedagogical practice in kindergarten.

Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.

Requirements for describing the interior and exterior of a kindergarten.

Aspects of characterizing children in the kindergarten.

Aspects of observing the daily activities in kindergarten.

Aspects of analyzing the daily activities in kindergarten.

The foundations of the pedagogical reflection of the observed activities under the guidance of the leading teacher, and its aspects.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

Literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškoliní a primární pedagogika. Praha : Portál, 2010. 455 s. ISBN 978-80-7367-828-9.

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.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

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>.

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>.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: <https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf>.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

Notes:**Evaluation of subjects**

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD.

Date of last update: 22.02.2022
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Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.
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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX1-V/22	Name: Pedagogical practice 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of ste subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 1 (PPX1). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student’s active participation in pedagogical practice (5 days of observation) in the specified time interval in accordance with the directive, • Student’s participation in assigned tasks and involvement in analysis and discussions during pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 1 (PPX1), • development of a portfolio from pedagogical practice in a kindergarten, the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o characteristics of the class (name, number of enrolled children in the class, and other observations of the student). 2. Records from the observation of daily activities in the kindergarten: <ul style="list-style-type: none"> o games and activities of the children's choice, o health exercises, o educational exercises, o outside exercises. 3. Detailed analysis of the daily activities of the selected day, in accordance with the principles of the pedagogical practice at the Faculty of Education of J. Selye University 4. Attachments – photos, list of studied pedagogical documentation and others. <ul style="list-style-type: none"> • evaluating the quality of the portfolio (max. 50 points) • content : 35 points, 	

- formal structure: 15 points.

The student's total workload: 1 credit = 30 hours

- 25 hours of participation in pedagogical practice: of which 20 hours of supervision and 5 hours of analysis (contact hours); 5 hours of portfolio preparation.

The condition for successful completion of the subject is:

- 1.) submission of a completed, confirmed and signed protocol, which proves participation in the Pedagogical practice 1,
- 2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

- Absolved = 50-100% (25-50 points)
- Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the procedures for targeted observation of activities in kindergarten.

Skills:

- the student can independently observe and record the course of daily activities in the kindergarten,
- the student can independently analyze the course of daily activities in kindergarten,
- the student can independently evaluate the course of daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the course of daily activities in kindergarten,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of the course of daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation to the course of the educational process

Brief syllabus:

Introduction to pedagogical practice. Observation in kindergarten.

Ethical principles of pedagogical practice in kindergarten.

Organizational requirements of pedagogical practice in kindergarten.

Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.

Requirements for describing the interior and exterior of a kindergarten.

Aspects of characterizing children in the kindergarten.

Aspects of observing the daily activities in kindergarten.

Aspects of analyzing the daily activities in kindergarten.

The foundations of the pedagogical reflection of the observed activities under the guidance of the leading teacher, and its aspects.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

Literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolsní a primární pedagogika. Praha : Portál, 2010. 455 s. ISBN 978-80-7367-828-9.

KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava : UK, 2021. 218 s. ISBN 978-80-223-5140-9. Dostupné na internete <https://www.fedu.uniba.sk/fileadmin/pdf/Sucasty/Katedry/KPPE/publikacie/Kozuchova_Cavosjky_Pedagogika_volneho_casu_deti.pdf> .

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.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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.

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>.

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>.

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/>>.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Vyhláška Ministerstva školstva Slovenskej republiky č. 323/2008 Z. z. o špeciálnych výchovných zariadeniach. Dostupné na:

<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/323/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: < https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf >. Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Dr. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX2-P/22	Name: Pedagogical practice 2
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 2 (PPX2). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student’s active participation in pedagogical practice (5 days) in the specified time interval in accordance with the directive, • Student’s participation in assigned tasks and involvement in analysis and discussions during pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2 (PPX2), • development of a portfolio from pedagogical practice in the children's school club (5 days), the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of the school and children's school club, <ul style="list-style-type: none"> o general characteristics of the elementary school and children's school club (name, number of classes and groups, total number of students and teachers, environment, and other observations of the student), o characteristics of the group (name, number of enrolled children in the group, and other observations of the student), o characteristics of the selected pupil with a focus on his individual needs. 2. Records from the observation of children's activities in the school club. 3. Detailed analysis of children’s activities on the selected day, in accordance with the principles of pedagogical practice at the Faculty of Education of J. Selye University. 4. Attachments – photos, list of studied pedagogical documentation and others. <ul style="list-style-type: none"> • evaluating the quality of the portfolio (max. 50 points) <ul style="list-style-type: none"> o content 35 points, o formal structure 15 points The student’s total workload: 1 credit = 30 hours	

- 25 hours of participation in pedagogical practice: of which 20 hours of supervision and 5 hours of analysis (contact hours); 5 hours of portfolio preparation.

The condition for successful completion of the subject is:

- 1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2,
- 2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

- Absolved = 50-100% (25-50 points)
- Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process the school children's club,
- the student knows the individual stages of educational activity in the school children's club,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation in the school children's club,
- the student knows the procedures for targeted observation of activities in the children's school club.

Skills:

- the student can independently observe and record the activities of interest in the school children's club,
- the student can independently analyze the activities of interest in the school children's club,
- the student can independently evaluate the activities of interest in the school children's club,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can navigate in the pedagogical documentation of the school children's club.

Competencies:

- the student is capable of implying his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the activities of interest in the children's school club,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of activities in the children's school club,
- the student is able to independently observe and analyze the interior and exterior of the school children's club, in relation to the effective educational process.

Brief syllabus:

Introduction to pedagogical practice in the school children's club.

Ethical principles of pedagogical practice in the children's school club.

Organizational requirements of pedagogical practice in the children's school club.

Material-technical, hygienic and safety requirements of pedagogical practice in the children's school club.

Aspects of the interior and exterior in the children's school club.

Aspects of describing a group of students in the school children's club.

Aspects of observing the activities in the children's school club.

Aspect of analysis the activities of interest in the school children's club.

Pedagogical reflection and the basics of professional analysis of observed activities with a practicing teacher.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

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.

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest' : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOŽUCHOVÁ, M. - ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava : UK, 2021. 218 s. ISBN 978-80-223-5140-9. Dostupné na internete <https://www.fedu.uniba.sk/fileadmin/pdf/Sucasty/Katedry/KPPE/publikacie/Kozuchova_Cavosjky_Pedagogika_volneho_casu_deti.pdf> .

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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, 2015. Inovovaný štátny vzdelávací program pre 1. stupeň ZŠ. [online]. Bratislava : ŠPÚ, 2015. 27 s. Dostupné na internete:

<<http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/>>.

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/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J. Selyeho.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Dr. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX2-V/22	Name: Pedagogical practice 2
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 2 (PPX2). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student's active participation in pedagogical practice (5 days) in the specified time interval in accordance with the directive, • Student's participation in assigned tasks and involvement in analysis and discussions during pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2 (PPX2), • development of a portfolio from pedagogical practice in the children's school club (5 days), the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of the school and children's school club, <ul style="list-style-type: none"> o general characteristics of the elementary school and children's school club (name, number of classes and groups, total number of students and teachers, environment, and other observations of the student), o characteristics of the group (name, number of enrolled children in the group, and other observations of the student), o characteristics of the selected pupil with a focus on his individual needs. 2. Records from the observation of children's activities in the school club. 3. Detailed analysis of children's activities on the selected day, in accordance with the principles of pedagogical practice at the Faculty of Education of J. Selye University. 4. Attachments – photos, list of studied pedagogical documentation and others. <ul style="list-style-type: none"> • evaluating the quality of the portfolio (max. 50 points) <ul style="list-style-type: none"> o content 35 points, o formal structure 15 points The student's total workload: 1 credit = 30 hours	

- 25 hours of participation in pedagogical practice: of which 20 hours of supervision and 5 hours of analysis (contact hours); 5 hours of portfolio preparation.

The condition for successful completion of the subject is:

- 1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2,
- 2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

- Absolved = 50-100% (25-50 points)
- Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process the school children's club,
- the student knows the individual stages of educational activity in the school children's club,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation in the school children's club,
- the student knows the procedures for targeted observation of activities in the children's school club.

Skills:

- the student can independently observe and record the activities of interest in the school children's club,
- the student can independently analyze the activities of interest in the school children's club,
- the student can independently evaluate the activities of interest in the school children's club,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can navigate in the pedagogical documentation of the school children's club.

Competencies:

- the student is capable of implying his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the activities of interest in the children's school club,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of activities in the children's school club,
- the student is able to independently observe and analyze the interior and exterior of the school children's club, in relation to the effective educational process.

Brief syllabus:

Introduction to pedagogical practice in the school children's club.

Ethical principles of pedagogical practice in the children's school club.

Organizational requirements of pedagogical practice in the children's school club.

Material-technical, hygienic and safety requirements of pedagogical practice in the children's school club.

Aspects of the interior and exterior in the children's school club.

Aspects of describing a group of students in the school children's club.

Aspects of observing the activities in the children's school club.

Aspect of analysis the activities of interest in the school children's club.

Pedagogical reflection and the basics of professional analysis of observed activities with a practicing teacher.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

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.

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest' : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOŽUCHOVÁ, M. - ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava : UK, 2021. 218 s. ISBN 978-80-223-5140-9. Dostupné na internete <https://www.fedu.uniba.sk/fileadmin/pdf/Sucasty/Katedry/KPPE/publikacie/Kozuchova_Cavosjky_Pedagogika_volneho_casu_deti.pdf> .

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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, 2015. Inovovaný štátny vzdelávací program pre 1. stupeň ZŠ. [online]. Bratislava : ŠPÚ, 2015. 27 s. Dostupné na internete: <<http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/>>.

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/>>.

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Dr. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX3-P/22	Name: Pedagogical practice 3
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 3 (PPX3). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student's active participation in pedagogical practice (5 days observation and assistance) in the specified time interval in accordance with the directive, • Student's cooperation during the completion of the tasks, active participation in the analysis and discussion during the pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 3 (PPX3), • development of a portfolio from pedagogical practice in the kindergarten (5 days), the structure of which is as follows: <ul style="list-style-type: none"> • 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o characteristics of the class (name, number of enrolled children in the class, and other observations of the student). 2. Records from the observation of daily activities in the kindergarten: <ul style="list-style-type: none"> o games and activities of the children's choice, o health exercises, o educational exercises, o outside exercises. 3. Lessons preparations made by the student. 4. Analysis, evaluation and self-evaluation of the realized activities in the kindergarten. 5. Attachments - photos, list of studied pedagogical documentation and others. • evaluating the quality of the portfolio (max. 50 points) 	

o content 35 points,

o formal structure 15 points

The student's total workload: 1 credit = 30 hours

20 hours of participation in pedagogical practice; 10 hours of analysis and portfolio preparation.

The condition for successful completion of the subject is:

1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2,

2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

• Absolved = 50-100% (25-50 points)

• Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the procedures for targeted observation of activities in kindergarten.
- the student knows the development process of the preparation of the kindergarten activities.

Skills:

- the student can independently observe and record the course of daily activities in the kindergarten,
- the student can independently analyze the daily activities in kindergarten,
- the student can independently evaluate the daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.
- The student can work together with the employees of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the daily activities in kindergarten,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation the daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation with the educational process.
- the student is able to independently realized the activities in the kindergarten,
- the student is able to independently plan, manage, methodologically derive and evaluate the activities in kindergarten.

Brief syllabus:

Ethical principles of pedagogical practice in kindergarten.

Organizational requirements of pedagogical practice in kindergarten.

Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.

Analysis of kindergarten activities and the educational process.

Development of written preparation for kindergarten activities. Evaluation of the implemented educational activities. Pedagogical reflection.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

Literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolsní a primární pedagogika. Praha : Portál, 2010. 455 s. ISBN 978-80-7367-828-9.

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.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

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>.

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>.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN 978-80-8188-172-6. Dostupné na internete: <https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf>.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0
Teacher: PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD.	
Date of last update: 22.02.2022	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX3-V/22	Name: Pedagogical practice 3
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 3 (PPX3). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student's active participation in pedagogical practice (5 days observation and assistance) in the specified time interval in accordance with the directive, • Student's cooperation during the completion of the tasks, active participation in the analysis and discussion during the pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 3 (PPX3), • development of a portfolio from pedagogical practice in the kindergarten (5 days), the structure of which is as follows: <ol style="list-style-type: none"> • 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o characteristics of the class (name, number of enrolled children in the class, and other observations of the student). 2. Records from the observation of daily activities in the kindergarten: <ul style="list-style-type: none"> o games and activities of the children's choice, o health exercises, o educational exercises, o outside exercises. 3. Lessons preparations made by the student. 4. Analysis, evaluation and self-evaluation of the realized activities in the kindergarten. 5. Attachments - photos, list of studied pedagogical documentation and others. • evaluating the quality of the portfolio (max. 50 points) 	

o content 35 points,

o formal structure 15 points

The student's total workload: 1 credit = 30 hours

20 hours of participation in pedagogical practice; 10 hours of analysis and portfolio preparation.

The condition for successful completion of the subject is:

1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 2,

2.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Overall evaluation of the success of the subject:

• Absolved = 50-100% (25-50 points)

• Not absolved = 49 – 0% (0 – 24 points)

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the procedures for targeted observation of activities in kindergarten.
- the student knows the development process of the preparation of the kindergarten activities.

Skills:

- the student can independently observe and record the course of daily activities in the kindergarten,
- the student can independently analyze the daily activities in kindergarten,
- the student can independently evaluate the daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.
- The student can work together with the employees of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when observing, analyzing and evaluating the daily activities in kindergarten,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation the daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation with the educational process.
- the student is able to independently realized the activities in the kindergarten,
- the student is able to independently plan, manage, methodologically derive and evaluate the activities in kindergarten.

Brief syllabus:

Ethical principles of pedagogical practice in kindergarten.

Organizational requirements of pedagogical practice in kindergarten.

Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.

Analysis of kindergarten activities and the educational process.

Development of written preparation for kindergarten activities. Evaluation of the implemented educational activities. Pedagogical reflection.

Pedagogical documentation.

Requirements and structure of the portfolio from pedagogical practice.

Portfolio preparation.

Literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

BORBÉLYOVÁ, D. a kol. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno : UJS, 2019. 161 s. ISBN 978-80-8122-335-8.

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.

DOBAY, B. 2007. Az óvodai testnevelés alapjai. Komárno : Selye János Egyetem, 2007. 290 s. ISBN 978-80-89234-257.

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.

KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolsní a primární pedagogika. Praha : Portál, 2010. 455 s. ISBN 978-80-7367-828-9.

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.

PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

SIVÁK, J. Minőség az óvodában. Budapest : Okker, 2001, 272 o. ISBN 963-9228-50-8.

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>.

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>.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácia a ďalšej dokumentácii. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

ŽOLDOŠOVÁ, K. 2016. Človek a príroda. Bratislava : SPÚ, 2016. 59 s. ISBN

978-80-8188-172-6. Dostupné na internete: <https://www.statpedu.sk/files/sk/svp/zavadzanie-isvp-ms-zs-gym/materska-skola/zrevidovane_clovek-priroda_na_zverejnenie.pdf>.

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0
Teacher: Dr. László Pribék, PhD.	
Date of last update: 22.02.2022	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX4-P/22	Name: Pedagogical practice 4
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 30s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 4 (PPX4). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student's active participation in pedagogical practice (5 days' continuous pedagogical practice) in the specified time interval in accordance with the directive, • Student's cooperation during the completion of the tasks, active participation in the analysis and discussion during the pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves student's participation in the pedagogical practice 4 (PPX4), • Independent management of educational activities, • development of a portfolio from pedagogical practice in the kindergarten (5 days), the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o the characterization of the selected child, with particular regard to his individual characteristics and needs, 2. Lessons preparations made by the student. 3. Analysis of the realized activities in the kindergarten: <ul style="list-style-type: none"> o detailed didactic analysis – teaching methods, goals, teaching aids, didactic principles, organizational forms (choosing the one category), o detailed analysis of the content and process during the realized activities – selection of content, interdisciplinary approach, atmosphere and climate (choosing the one category), o control questions, o self-evaluation. 4. Attachments - photos, list of studied pedagogical documentation and others. 	

- evaluating the quality of the portfolio (max. 50 points)
 - o content: 20 points,
 - o methodology of the preparation to the lessons: 25 points,
 - o formal structure: 5 points.

The student's total workload: 2 credits = 60 hours

- 30 hours of participation in pedagogical practice; 10 hours of preparation writing and creating teaching aids, 10 hours analysis; 10 hours portfolio preparation.

The condition for successful completion of the subject is:

- 1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 4,
- 2.) Evaluation between grades A-E from the leading teacher of the kindergarten,
- 3.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Final evaluation:

- 46 – 50 points A,
- 41 – 45 points B,
- 36 – 40 points C,
- 31 – 35 points D,
- 25 – 30 points E,
- 0 – 24 points FX.

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the development process of the preparation of the kindergarten activities.

Skills:

- the student can independently analyze the daily activities in kindergarten and the educational process,
- the student can independently evaluate the daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.
- The student can independently create the preparation for educations,
- The student can work together with the employees of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when analyzing and evaluating the course of daily activities in kindergarten,
- the student is able to design his own work procedures for effective analysis and evaluation the daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation with the educational process,
- the student is able to independently realized the activities in the kindergarten,
- the student is able to independently plan, manage, methodologically derive and evaluate the activities in kindergarten.
- the student is able to self-evaluation,
- the student is able to choose the correct teaching methods, organizational forms, didactic aids,
- the student is able to fulfill the role of a teacher in accordance with professional expectations.

Brief syllabus:

Ethical principles of pedagogical practice in kindergarten.
 Organizational requirements of pedagogical practice in kindergarten.
 Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.
 Analysis of kindergarten activities and the educational process.
 Development of written preparation for kindergarten activities.
 Evaluation of the implemented educational activities, self-evaluation.
 Pedagogical documentation.
 Requirements and structure of the portfolio from pedagogical practice.
 Portfolio preparation.

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.
 FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.
 HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.
 KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava : UK, 2021. 218 s. ISBN 978-80-223-5140-9. Dostupné na internete <https://www.fedu.uniba.sk/fileadmin/pdf/Sucasty/Katedry/KPPE/publikacie/Kozuchova_Cavosjky_Pedagogika_volneho_casu_deti.pdf> .
 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.
 PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.
 SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
 SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.
 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/>>.
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.
 Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
 Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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: PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PPX4-V/22	Name: Pedagogical practice 4
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 30s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to pedagogical practice 4 (PPX4). The conditions for passing the subject in Module 1 Preschool Pedagogy are as follows: <ul style="list-style-type: none"> • Student’s active participation in pedagogical practice (5 days’ continuous pedagogical practice) in the specified time interval in accordance with the directive, • Student’s cooperation during the completion of the tasks, active participation in the analysis and discussion during the pedagogical practice, • submission of a completed, confirmed and signed protocol, which proves student’s participation in the pedagogical practice 4 (PPX4), • Independent management of educational activities, • development of a portfolio from pedagogical practice in the kindergarten (5 days), the structure of which is as follows: <ol style="list-style-type: none"> 1. Characteristics of practice kindergarten, <ul style="list-style-type: none"> o general characteristics of the kindergarten (name, number of classes, total number of children and teachers for pre-primary education, environment of the kindergarten, and other observations of the student), o the characterization of the selected child, with particular regard to his individual characteristics and needs, 2. Lessons preparations made by the student. 3. Analysis of the realized activities in the kindergarten: <ul style="list-style-type: none"> o detailed didactic analysis – teaching methods, goals, teaching aids, didactic principles, organizational forms (choosing the one category), o detailed analysis of the content and process during the realized activities – selection of content, interdisciplinary approach, atmosphere and climate (choosing the one category), o control questions, o self-evaluation. 4. Attachments - photos, list of studied pedagogical documentation and others. 	

- evaluating the quality of the portfolio (max. 50 points)
 - o content: 20 points,
 - o methodology of the preparation to the lessons: 25 points,
 - o formal structure: 5 points.

The student's total workload: 2 credits = 60 hours

- 30 hours of participation in pedagogical practice; 10 hours of preparation writing and creating teaching aids, 10 hours analysis; 10 hours portfolio preparation.

The condition for successful completion of the subject is:

- 1.) submission of a completed, confirmed and signed protocol, which proves participation in the pedagogical practice 4,
- 2.) Evaluation between grades A-E from the leading teacher of the kindergarten,
- 3.) obtaining at least 50% of the maximum point evaluation of the subject (50 points).

Final evaluation:

- 46 – 50 points A,
- 41 – 45 points B,
- 36 – 40 points C,
- 31 – 35 points D,
- 25 – 30 points E,
- 0 – 24 points FX.

Results of education:

Knowledge:

- the student has basic theoretical knowledge of the educational process of pre-primary education,
- the student knows the individual stages of educational activities in kindergarten,
- the student knows the structure of the school system of the Slovak Republic,
- the student knows school legislative documents,
- the student knows the pedagogical documentation of the kindergarten,
- the student knows the development process of the preparation of the kindergarten activities.

Skills:

- the student can independently analyze the daily activities in kindergarten and the educational process,
- the student can independently evaluate the daily activities in kindergarten,
- the student can navigate in the school legislative documents and search for relevant information in them,
- the student can orient in the pedagogical documentation of the kindergarten.
- The student can independently create the preparation for educations,
- The student can work together with the employees of the kindergarten.

Competencies:

- the student is able to imply his own theoretical and pedagogical knowledge when analyzing and evaluating the course of daily activities in kindergarten,
- the student is able to design his own work procedures for effective analysis and evaluation the daily activities in the kindergarten,
- the student is able to independently observe and analyze the interior and exterior of the kindergarten, in relation with the educational process,
- the student is able to independently realized the activities in the kindergarten,
- the student is able to independently plan, manage, methodologically derive and evaluate the activities in kindergarten.
- the student is able to self-evaluation,
- the student is able to choose the correct teaching methods, organizational forms, didactic aids,
- the student is able to fulfill the role of a teacher in accordance with professional expectations.

Brief syllabus:

Ethical principles of pedagogical practice in kindergarten.
 Organizational requirements of pedagogical practice in kindergarten.
 Material-technical, hygienic and safety requirements of pedagogical practice in kindergarten.
 Analysis of kindergarten activities and the educational process.
 Development of written preparation for kindergarten activities.
 Evaluation of the implemented educational activities, self-evaluation.
 Pedagogical documentation.
 Requirements and structure of the portfolio from pedagogical practice.
 Portfolio preparation.

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.
 FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.
 HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno : UJS, 2015. 200 s. ISBN 978-80-8122-136-1.
 KOŽUCHOVÁ, M., ČAVOJSKÝ, I. 2021. Pedagogika voľného času detí. Bratislava : UK, 2021. 218 s. ISBN 978-80-223-5140-9. Dostupné na internete <https://www.fedu.uniba.sk/fileadmin/pdf/Sucasty/Katedry/KPPE/publikacie/Kozuchova_Cavosjky_Pedagogika_volneho_casu_deti.pdf> .
 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.
 PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.
 SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.
 SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.
 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/>>.
 Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. Dostupné na internete: <<https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>>.
 Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.
 Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

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. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PRD4b-P/22	Name: Gross motor development in children
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. The basic condition for obtaining credit is active participation in 80% of occupations, which includes the division of children's movement development according to the published literature. Use of basic knowledge on the development of children's movements within the educational process. Knowledge and compilation of kinesthetic exercises for the development of mobility competences for a selected age group. Active participation in the hours, continuous evaluation. An oral examination of the methodological characteristics of physical education and physical education in kindergarten, the content of ISCED in the current kindergarten, the theory and methodology for the development of mobility the possibilities of applying positive transfer. Special features of developing the mobility of children of kindergarten in kinesthetic games, using non-conventional aids, methodology for developing acrobatic-movement skills, and the use of musical-kinesthetic toys - ritual-practice through kinesthetic games. To be able to take part in oral knowledge checking, complete part-tasks during the semester (active participation in lessons learned, hands-on presentation of sample exercises). Assessment criteria (maximum score 50): The minimum criterion for passing the oral test is 26 points (minimum 50 %). Effective assessment: A: 100-91% B: 90-81 % C: 80-71% D: 70-61 % E: 60-50% FX: 49 % Total student load: 4 credits = 120 hours Participation in a 39-hour lecture and seminar (contact); 30 hours of exercise to develop children's exercise skills, 30 hours of self-study, 30 hours of practical demonstration - basic knowledge within the instructor's training process, use and conduct exercises in a professional manner to develop children's mobility.	

Results of education:

Knowledge:

- It is familiar with the current state education program, checks the implementation and evaluation of education, training and education.
- The student has basic knowledge of the relevant kinesthetic cultural field.
- The student will be able to organize leisure activities.
- The student will be able to acquire the expertise of leisure activities and individual sports games.
- The student will be able to use the knowledge of motion and the skills of the preparatory games in the wild.

Capabilities:

- The graduate knows and understands the concept of an institutional socialization process in a broader social context.
- It can work effectively as a team Member and individually control sports games and apply them in practice.
- It is ready to be self-serving, further learning and professional development.
- The student will be able to create kinesthetic games that suit the age of the student.
- The student will be able to apply his/her knowledge correctly when designing a kinesthetic gaming project.

Competences:

- The student can use his or her knowledge in the course of his or her work, which may influence his or her professional choice.
- It is able to draw up a history of problems 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 activities independently; He knows the legal requirements and the institutional context in which to supply the profession.
- It has developed a positive attitude toward socially accepted civic attitudes, their profession and their target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, a circle open to recognize and manage the working style of others.

Brief syllabus:

The theory of the movement of children according to the various literatures. The importance of children's development of mobility from a somatic, physiological and psychological, social natural point of view. Kinesthetic games and their theory of distribution. Developing the skills of children of age with old age as balls. Practical and recreational use of kinesthetic toys for the physical development of the child. Develop warm-up and follow-up practices, good walking and running patterns. Walking and running, and developing movement activities using different natural movements. The development of walking and running natural movements with a range of players in kinesthetic activities. Developing techniques for vocabulary and jumps (falls). Develop warm-up exercises, good patterns of exercise and jumping (falls). Joint sporting activities, the basis of the methodology for kinesthetic games, and its contribution to the development of children's mobility. Various kinesthetic games and their applications: Play-games, play-games with a ball (FIT-BALL), sport-like kinesthetic toys for children in the open. Theoretical knowledge of the mechanical development of the child.

Literature:

Dobay Beáta: Mozgásos játékgyűjtemény, 2016 ISBN 978-80-81-22-192-7

Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.

Farmosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9

Nádasi Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3

Gaal Sándorné.: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas: Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Hamar Pál: A mozgás mint személyiségfejlesztő tényező - 1. vyd. - Budapest: Eötvös József Könyvkiadó, 2016. - 192 s. - ISBN 978-963-995-570-7.

Pappné Gazdag Zsuzsanna: Játsszunk gyógyító tornát 1. : Új lehetőségek a hanyagtartás javítására óvodás és kisiskolás korban, korszerű ismeretek alapján összeállított gyakorlatokkal, módszertani ajánlással. / - 1. vyd. - Budapest: Flaccus, 2011. - s. - ISBN 978-963-9412-36-1

Štátny vzdelávacie program– pre predprimárne vzdelávanie v materských školách. 2016. Bratislava. 112 s. (https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.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. (www.minedu.sk)

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PRP/22	Name: Profession of teaching
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s / 5s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student's final grade (max. 100 points = 100%) consists of the results of several types of work carried out during the semester. <ul style="list-style-type: none"> - Student participation in assignments and involvement in analysis and discussion during lectures, seminars, exercises - 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 pedagogical competences of the teacher (100 points) Criteria for the assessment of the essay: <ul style="list-style-type: none"> - Presentation of a literature review (20 points), - analysis and evaluation (40 points), - drawing conclusions and formulating proposals (20 points), - elaboration (20 points). Criteria for evaluation of the educational activity project proposal: <ul style="list-style-type: none"> - Content (40 points) - originality (20 points) - formality (20 points) - presentation of the literature review (20 points) Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> - 52 hours participation in lectures, seminars and exercises (contact hours); 4 hours self-study; 4 hours preparation of term papers. The maximum number of points is 100. The course is subject to a pass mark 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 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.	
Results of education: Knowledge <ul style="list-style-type: none"> - The student knows the most important exploratory methods to reveal the social situation of groups and students, 	

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

Skills

The student will be able to:

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

Competencies:

Student:

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

Brief syllabus:

1. Professionalization, profession: professional theories; historical and sociological interpretation of professionalization.
2. History and interpretation of the development and changes in the teaching profession.
3. History of the teaching profession and teacher training. Paradigms of teacher education. Characteristics of the teaching profession.
4. Pedagogical research; the concept and results of pedeutology.
5. Career suitability, personality of the teacher.
6. The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching (when, how and why it is necessary to innovate them),
7. Theories and career models of professional development. A professionally informed interpretation of the individual, organisational and systemic relationship between continuous professional development. Innovation and collaboration in the teaching career (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.

<p>Neveléstudomány, 2020 (8) 1. sz. 80-93. http://nevelestudomany.elte.hu/downloads/2020/nevelestudomany_2020_1_83-97.pdf [2022. 02. 05.]</p> <p>Falus Iván (szerk.): Tanári pályaalakmasság – kompetenciák – sztenderdek. Nemzetközi áttekintés. Eszterházy Károly Főiskola, Eger, 2011. http://epednet.ektf.hu/eredmenyek/tanari_palyaalakmassag_kompetenciak_sztenderdek.pdf ISBN 978-963-9894-86-0 [2022. 02. 05.]</p> <p>Hercz Mária (szerk.): Pályakezdő óvodapedagógusok túlélőkészlete. http://www.jgypk.hu/mentorhalo/tananyag/Plyakezd_vodapedaggusok_tllkszleteV3/index.html [2022. 02. 05.]</p> <p>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 [2022. 02. 05.]</p> <p>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 [2022. 02. 05.]</p> <p>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</p> <p>Pukánszki Béla István: Iskola és pedagógusképzés. Gondolat, Budapest, 2013. ISBN: 9789636932282</p> <p>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 [2022. 02. 05.]</p> <p>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 [2022. 02. 05.]</p> <p>Vámos Ágnes (szerk.): Tanuló pedagógusok és az iskola szakmai tőkése. Eötvös Kiadó, ELTE, Budapest, 2016. https://www.eltereader.hu/media/2017/05/Vamos_Agnes_Tanulo_pedagogusok_READER.pdf ISBN 978-963-284-805-1 [2022. 02. 05.]</p> <p>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.</p>						
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: prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD.						
Date of last update: 22.02.2022						
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.						

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PSJ6a-V/22	Name: Prevention of deviant behavior
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>The student can obtain up to 100 points which represent 100% of all points. These points consist of the work the student provided during the semester and the results which the student has obtained on his or her final written test.</p> <p>The conditions of the subject's approval are the following: Active participation on the tutorials and seminars. The students' participation in selected exercises, analyses, discussions, during seminars and tutorials.</p> <p>The student has to prepare a written essay and presentation in the selected topic for up to 50 points. From that 4 points are attributed to the form and the structure; 8 points are attributed to the content, to professionalism and the work with the scientific literature; 6 points are attributed to creativity and interactivity; and 32 points are attributed to the proper selection of the essays scientific content.</p> <p>The final essay by the student should be made as a document and as a presentation. The length of the essay is at least 5 pages with A4 paper size and 12 point times New Roman font. The document should conform to the expected formal requirements of a professional document in its form and appearance.</p> <p>Based on the obtained points the student can get the following grade for the written essay.</p> <p>A. From the 90-100% which corresponds to 50-46 points B. From 80-89 % which corresponds to 45-41 point C. From 70-79 % which corresponds to 40-36 points D. From 60-69 % which corresponds to 35-31 points E. From 50-59 % which corresponds to 30-25 points</p> <p>If the student obtains between zero and 24 points then the student does not get approved for the essay.</p> <p>The final written test is awarded with up to 50 points. Student shall pass the test if he or she obtains at least 25 points or more.</p> <p>Based on the obtained points the student will get the following grades: A = 90-100% (50-46 point), B = 80-89% (45-41 point), C = 70-79% (40-36 point), D = 60-69% (35-31 point), E = 50-59% (30-25 point). 0-24 point =FX.</p> <p>The total amount of work required from the student and the distribution of the load</p>	

In the following calculation we considered 4 credits for the subject which corresponds to 120 hours of work.

Participation on the seminars and tutorials: 39 hours

The preparation of the essay and a presentation, and the research conducted during the preparation corresponds to 40 hours.

The preparation for the final test corresponds to 41 hours

Final grading of the subject

The student can obtain up to 100 points

In order to approve the subject the student has to obtain at least 50 points or more with the condition that both the essay, the presentation and the written test get approved. Based on the final point the student will have the following grades:

A (100%–90%; 100-90 point), B (89%–80%; 89-80 point), C (79%–70%; 79-70 point), D (69%–60%; 69-60 point), E (59%–50%; 59-50 point).

Results of education:

Knowledge

The student recognizes the signs and causes of deviant behavior. The student recognizes the influence that the teacher can have on the students from psychological and socio-pathological point of view; and how this influence can change the children's behavior with his or her family, with the environment outside the school and with the child's activities outside of school.

The student recognizes the importance of prevention of deviant behavior.

The student knows the methodology of creating preventive programs; of creating and maintaining preventive services in schools and in other institutions of education; the student is capable of both designing and implementing such services.

The student knows the design criteria of deviant behavior prevention programs.

The student knows the child's socio-cultural environment, the differences coming from the child's social environment and the methods for learning the specificities of the student's personal familiar environment.

The student knows the strategies that can improve the behavior of the students such as self-recognition, consciousness, self-respect, self-restrain and self-realization.

The student knows the general strategies of improving upon the children's social abilities such as communication, empathy, assertiveness, help, gifting, sharing and cooperation.

The student recognizes the primary, secondary and tertiary methods of prevention of deviant behavior.

Capabilities

The student recognizes the socio-pathological meanings of the child's behavior and can recognize the signs of deviant behavior.

The student has learned the methods and forms of working with children belonging to the risk group.

The student is able to apply his or her influences as a teacher. And the student can adopt his or her influences to different children with different socio-cultural levels of development.

The student accepts and is able to build positive relationships between children matching the children's social development and mental development.

The student recognizes the differences between children with respect to overcoming difficulties in the learning process.

The student can react to critical situations during his or her work as a teacher in a group of school children.

The student can create a positive atmosphere in the group or class.

The student can interact and communicate with all participants of the teaching process such as children, other teachers, parents, other professionals during counseling or prevention, during free time and during recreational activities.

The student is capable of creating the preventive programs of institutes of education.

The student is capable of professionally and efficiently communicating with the children; with the school and with the partner institutions of the school.

Competencies

The student can implement in his work the primary preventive methods of deviant behavior and socio-pathological phenomena.

The student knows and respects the professional and ethical principles of his or her work.

The student possesses required social and professional ethical principles.

The student is practicing a socially and professionally accepted approach.

The student can recognize possibilities for cooperation and can assert the efficiency of these cooperation strategies within the school and outside the school.

The student is the facilitator in his professional work and he or she is cultivating ethical values and behavior.

The student is capable of implementing school prevention programs or prevention programs of other institutions of education.

Brief syllabus:

Socio-pathological phenomena.

Forms of deviancies. Norms and forms of behavior. The reasons of socio-pathological phenomena and the reasons for people expressing deviant behavior. Healthy confidence and self-respect. Ways of coping. Work with youth from high-risk-groups. The pathological functioning of a family.

The prevention of socio-pathological phenomena in children and youth. Universal, selective and indicated prevention. Primary prevention, secondary prevention and tertiary prevention.

Crime. Prevention of crime in childhood and in youth. Addiction. Substance addiction. Alcoholism. Game addiction. General prevention of addictions.

Extremism, terrorism, human trafficking, intolerance, racism and xenophobia. Prevention of human trafficking, dangerous groups and associations, sects, cults and prevention of their formation.

Violence in family. Abuse in family. Prevention of domestic abuse.

Violence and aggression at school. Stalking. Cyber bullying. Skipping school. The prevention of aggression and stalking. The dangers and prevention in the virtual world.

National prevention programs. Projects, targeting, prevention. Drug addiction prevention, body, mental and spiritual health. Maintenance.

School prevention programs. Preventive programs in schools and other educational institutions.

Projects, targeting prevention; prevention against stalking; projects for improvement of the psychological atmosphere and for improving spiritual wellbeing; the principles of designing prevention program.

Preventive activities and programs, and their implementation. Cooperation with professionals. The directors of the previous preventive programs.

Literature:

BAGDY,E. 2002. Családi szocializáció és személyiségzavarok. 6. kiad. Budapest : Nemzeti Tankönyvkiadó, 138 s. ISBN 963 19 2415 7.

BAGDY,E.- 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 308 s. ISBN 9631922359.

BUDA, B.- ANDORKA, R.- CSEH-SZOMBATHY,L. 1974. A deviáns viselkedés szociológiája. 1. vyd. Budapest : Gondolat Kiadó, 531 s. ISBN 963 280 026 5.

BUDA, B. 1996. Alkohol és szexualitás. Budapest : Országos Alkoholológiai Intézet, 191 s. ISBN 08655499.

BUDA, B. 2003. Az iskolai nevelés - a lélek védelmében : Az iskolai mentálhigiéne alapelvei. Budapest : Nemzeti Tankönyvkiadó, 348 s. ISBN 963 19 4452 2.

BUDA, B. 2002. Drogok, drogprevenció, ifjúsági problémák, intézményi szerepzavarok. 1. vyd. : Nemzeti Drogmegelőzési Intézet, 186 s. ISBN 963 206 088 1.

BUDA, B.- KOPP, M. 2001. Magatartástudományok. 1. vyd. Budapest : Medicina Kiadó, 779 s. ISBN 963 242 350 X.

BŔHMOVÁ, P. 2011. Spolupráca školy s odborníkmi pri realizovaní prevencie sociálnopatologických javov. In Zborník vedeckovýskumných prác Katedry pedagogiky. Banská Bystrica : Univerzita Mateja Bela, Pedagogická fakulta. ISBN 978-80-557-0304-6, s. 153-162. [online]. Dostupné na internete: https://www.library.sk/ar1-umb/sk/detail-umb_un_cat-0157061-Spolupraca-skoly-s-odbornikmi-pri-realizovani-prevencie-socialnopatologickych-javov/

EMMEROVÁ, I. 2003. Primárna prevencia a programy prevencie drogových závislostí v podmienkach ZŠ v Slovenskej republike. In Sociální pedagogika- Pedagogická orientace, č.4. [online]. Dostupné na internete: <file:///C:/Users/User/Downloads/6843-Text%20%C4%8Dl%C3%A1nku-12122-1-10-20170618.pdf>

EMMEROVÁ, I. 2012. Výskyt problémového správania u žiakov základných a stredných škôl z pohľadu učiteľov. In Hroncová, J. (eds.). Zborník vedeckovýskumných prác č. 13. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. ISBN 978-80-557-0352-7. [online]. Dostupné na internete: <file:///C:/Users/User/Downloads/Zborn%C3%ADk%20AUMB%20%C4%8D%20%2013.pdf>

HOLLÁ, K.- ZELINA, M.- SEIDLER, P. 2017. Detekcia kyberagresie – kyberšikanovania a sextingu. Nitra. Pedagogická fakulta UKF v Nitre, 113s. ISBN 978-80-558-1205-2. [online]. Dostupné na internete: https://www.researchgate.net/profile/Katarina-Holla/publication/323401387_DETEKCIA_KYBERAGRESIE-KYBERSIKANOVANIA_A_SEXTINGU/links/5a94550945851535bcdab136/DETEKCIA-KYBERAGRESIE-KYBERSIKANOVANIA-A-SEXTINGU.pdf

HRONCOVÁ, J. 2012. Preventívna sociálno-výchovná činnosť v škole. Banská Bystrica: BELIANUM. Vyd. UMB v Banskej Bystrici, 343 s. ISBN 978-80-557-0596-5. [online]. Dostupné na internete: <https://www.pdf.umb.sk/app/cmsSiteAttachment.php?ID=4975>

JEDLIČKOVÁ, P. - FENYVESIOVÁ, L. - HANULIAKOVÁ, J. a kol. 2017. Prevencia kyberagresie a kyberšikanovania. Nitra : Univerzita Konštantína Filozofa v Nitre, 2017. 178 s. ISBN 978-80-557-1210-6. [online]. Dostupné na internete: <Prevenicia-kyberagresie-a-kybersikanovania.pdf> (researchgate.net)

KIŠKAŠOVÁ, E. 2014. Cesta pozitívnej zmeny. Prešov: Metodicko- pedagogické centrum, 44 s. [online]. Dostupné na internete: https://mpc-edu.sk/sites/default/files/projekty/vystup/10_ops_kiskasova_erika_-_cesta_pozitivnej_zmeny.pdf

KOLEKTÍV AUTOROV. 2006. Prevencia a eliminácia agresivity a šikanovania v školskom prostredí, 1. vyd. Bratislava: Ministerstvo školstva SR, 56 s., [online]. Dostupné na internete: http://www.pppknm.sk/data/pdf/materialy/poruchy_spravania/sikanovanie/sikanovanie_prirucka.pdf.

OLŠAVSKÁ, M. 2014. Niektoré základné informácie k prevencii sociálno-patologických javov. Bratislava: Metodicko-pedagogické centrum, 53 s. ISBN 978-80-8052-684-9. [online]. Dostupné na internete: https://archiv.mpc-edu.sk/sites/default/files/publikacie/olsavska_uz_1_1.pdf

STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.

STRÉDL, T. 2012. A pedagógiai terápia jelentősége. In: Zborník Medzinárodnej vedeckej konferencie Univerzity J. Selyeho -2012: "Vzdelávanie - identita - zdravie", Komárno 13.-14. september 2012. Komárno: Univerzita J. Selyeho, s. 778-786. ISBN 978-80-8122-044-9.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD., Gyöngyi Gál, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PSV11a-V/22	Name: Personal and social lifelong education
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for successful completion of the course: 1. active participation in lectures and seminars, 2. the preparation of a paper (minimum 20 000 characters) on a topic agreed with the instructor and meeting the criteria for scientific publication in terms of content and format, and 3. successful completion of a practice test published on the SJE Moodle platform. The assessment of the course will be calculated by summing up the total number of points awarded for the fulfilment of the conditions in the following way: max. 40 points for successful completion of the test and max. 60 points for the case study. The assessment of the pass mark for the course is based on the following scores: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX less than 50%. Total workload of the student: 2 credits = 60 hours (26 hours of lectures, seminars; 17 hours of independent study, preparation for the test and 17 hours of preparation of the paper).	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student will be familiar with the main methods of exploring the social situation of groups and learners, - The student is familiar with pedagogical methods that promote the formation and development of community, - The student is familiar with the pedagogical theories and expectations of the role of the teacher, - the student has knowledge of continuing education opportunities, - the student is knowledgeable in the field of teacher research, Skills: <ul style="list-style-type: none"> - The student is able to independently search, compare and use relevant literature sources, - The student is able to identify and compare relevant literature, analyse and evaluate relevant literature, and to identify and evaluate relevant learning resources, - the ability to identify, analyse and evaluate educational and pedagogical strategies and to identify and evaluate educational and pedagogical strategies - the ability to reflect, analyse and evaluate pedagogical experiences and views. - The student will have basic practical experience in the application of methods. Competences:	

- The student is able to formulate an independent opinion, to reflect on him/herself and on his/her work as a teacher.
- The student will be able to apply strategies for non-violent and constructive conflict resolution.
- The student takes responsibility for the mission of his/her institution,
- The student takes responsibility for the effective resolution of individual learning problems.
- The student is committed to purposeful development in self-awareness, and to continuous learning.

Brief syllabus:

1. Understanding the concept of social competence.
 2. Possibilities for developing social competence in schools.
 3. Personality, education, pedagogy.
 4. Component and socialisation systems.
 5. Inherited components of personality.
 6. Individual values and personality development
 7. Personality and social development in reform pedagogy and alternative approaches.
 8. Professional self-development.
 9. Historical and contemporary dimensions of professional development
 10. Facilitating the traineeship years.
- Principles of lifelong learning (LLL).
12. Lifelong learning as a societal need.

Literature:

1. Bagdy Emőke – Telkes József: Személyiségfejlesztő módszerek az iskolában. Nemzeti Tankönyvkiadó, Budapest, 2002, 185–284.
2. Feketéné Szakos Éva: A felnőttképzés újabb elméleti irányai. ISKOLAKULTÚRA XXIII:(9) pp. 63-74.(2013)
http://real.mtak.hu/56427/1/EPA00011_iskolakultura_2013_09_063-074.pdf
3. Imre Anna: Tanórán kívüli tanulás – pedagógusképzés és szakmai fejlődés. Pedagógusképzés. 25-37., 2016.
https://tanarkepzo.kovetsege.files.wordpress.com/2018/05/pedagc3b3guskc3a9pzc3a9s_2016.pdf
4. Nagy József (2000/2002): XXI. század és nevelés. Osiris Kiadó, Szeged. 21-61., 248-319.
5. Nagy József (2001): A személyiség alaprendszere: a célorientált pedagógia. elégtelensége, a kritériumorientált pedagógia lehetősége. Iskolakultúra, 11. 9. sz. 22-38
<https://core.ac.uk/download/pdf/95350496.pdf>
6. Nagy József – Zsolnai Anikó: Szociális kompetencia és nevelés. In Báthory Zoltán – Falus Iván (szerk.): Tanulmányok a neveléstudományok köréből. Osiris Kiadó, Budapest, 2001.
7. N. Tóth Ágnes (2015): Az élethosszig tartó tanulás mint társadalmi igény. In. A pedagógia adósságai. Savaria University Press, Szombathely. 84 – 97.
https://www.researchgate.net/publication/317042227_Az_elethosszig_tarto_tanulas_mint_tarsadalmi_igeny

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: prof. Dr. András Németh, DSc., prof. Dr. Béla István Pukánszky, DSc., Gyöngyi Gál, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PSY/22	Name: Psychology of different age groups
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars, completion of assignments during the semester, and successful completion of two written papers. During the semester, the student will prepare, present and submit two independent seminar papers, one on general psychology and one on developmental psychology. In addition to the content and form of the seminar papers, an important criterion for the evaluation of the seminar papers will be the presentation style and the communication during the presentation, the use of digital technology and infocommunication tools. A maximum of 25 points can be awarded for each seminar paper, and the successful completion of the course requires a minimum of 10 points. 10 points for each seminar paper. One of the written papers will focus on topics in general psychology based on the given topics, while the other paper will focus on topics in developmental psychology based on the given topics. The assessment of the course will be based on the sum of the total number of marks awarded for the conditions as follows: max. 50 marks for seminar papers (max. 25-25 marks) and max. 50 marks for essays (max. 25-25 marks). The assessment of the performance of the subject is based on the marks obtained: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX less than 50%. Total workload of the student: 5 credits = 125 hours (39 hours of participation in lectures, seminars and tutorials (contact hours); 36 hours of completion of mid-semester assignments, 50 hours of independent study and preparation of essays) The requirements and conditions for Module 1 and Module 2 are the same, as are the content and thematic units of the curriculum. The differences are reflected in the topic descriptions of the assignments to be submitted, in line with the characteristics of the modules and the profile of the module	
Results of education: Upon completion of the subject, the student will Knowledge: - Can understand the main terms of the subject, knows the main theoretical trends in general and developmental psychology.	

- Knowledge of the basic concepts of general psychology such as perception, cognition, learning, memory, attention, concentration, communication, thinking, intelligence, emotions and motivation.
- Knowledge of the mechanisms of cognitive, emotional and motivational processes.
- Knowledge and ability to identify the biological, psychological and sociological aspects of the stages of ontogenetic development.
- Acquires professional knowledge, developmental criteria and psychological guidelines for public education (preschool, early childhood, school age, puberty, adulthood and lifelong learning).
- Ability to apply theoretical knowledge in practice, knowledge of new and progressive trends in applied psychology.
- Be familiar with methodological approaches, structure and aspects of job descriptions.

Skills:

- Ability to independently compile psychological criteria according to the characteristics of physical and mental age.
- Ability to apply observation schemas and screening in the methodology of a given problem.
- Ability to differentiate pupils with special educational needs, able to act according to the individual curriculum.
- Be competent in educational-psychological diagnosis and screening.
- Ability to research and formulate the theoretical and practical starting points for solving problems relating to mental processes and developmental characteristics in educational practice.
- Ability to consult and collaborate with professionals and to work in teams.
- Ability to apply theoretical knowledge to pedagogical practice.

Competences:

- Respond flexibly and tactfully to problems, acting democratically and in an accepting manner.
- Applies strategies and elements of an inclusive attitude, optimal working atmosphere and cooperation.
- Applies the knowledge acquired in the fields of developmental psychology and general psychology (specificities of the different psychological processes and stages of development at different ages) in his/her studies, particularly in didactics, methodology and pedagogical practice.
- He is committed to the development of his self-awareness and to continuous training.
- Graduates are independent and creative thinkers in the planning of their studies and take responsibility for the choices they make.

Brief syllabus:

Introduction to psychology, general psychology as a separate discipline.

Biological factors of psychological phenomena, psychophysiology, perception and cognition.

Learning, memory, attention and concentration.

Speech and communication, verbal and non-verbal communication, metacommunication.

Emotions and feelings, motivation, thinking and thought processes.

Intelligence models of intelligence, emotional intelligence, creativity.

Developmental psychology, defined as a special discipline.

Physical and mental age - observation schemas.

Ontogenetic developmental stages and periodization.

Different theories of development: Piaget's cognitive theory of development, Freud's psychosexual theory of development and Erikson's psychosocial theory of development.

Generational differences and the definition of each generation (x, y, z a alpha), identities and differences, changes in the structure of intelligence.

Gardner's multiple intelligence model and its relevance for pedagogy, Rogers' person-centred theory.

Recent research and research results in the field of developmental psychology.

Literature:

GOLEMAN, Daniel, N. KISS Zsuzsanna. Érzelmi intelligencia - 4. kiad. - Budapest : Háttér, 2008. - 456 s. - ISBN 9638128666.

BUGÁN Antal, OLHÁH Attila. Fejezetek a pszichológia alapterületeiből - 1. vyd. - Budapest : ELTE EÖTVÖS Kiadó, 2006. - 592 s. - ISBN 963 463 478 8.

PLÉH Csaba, BOROSS Ottilia. Pszichológia A-Z : A pszichológia legfontosabb fogalmai magyar és angol nyelven - 1. vyd. - Budapest : Akadémiai Kiadó, 2010. - 403 s. - ISBN 978 963 8658 0.

PLÉH Csaba. Bevezetés a pszichológiába : Olvasmányok és feladatok a lélektan alapkérdéseinek tanulmányozásához - 1. vyd. - Budapest : Osiris Kiadó, 2004. - 920 s. - ISBN 963 389 478 6.

PLÉH Csaba. A lélektan története - 2. vyd. - Budapest : Osiris Kiadó, 2010. - 652 s. - ISBN 978 963 276 052 0.

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

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

BAGDY, E. 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. 308 s. ISBN 9631922359.

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

STRÉDL, T. 2009. Fejlődéslélektan (Vývinová psychológia). In Bordás-Forró-Németh-Stredl, T. 2009. Pszichológiai jegyzetek (Základy psychológie). Komárno : UJS. 2009. s. 156 – 210. ISBN 80-969251-5-6

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

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

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ PVC7a-V/22	Name: Leisure-time pedagogy and extracurricular activities
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final evaluation shall be a summary assessment of the students' theoretical knowledge and practical skills and of their work over the course of the half-year. Students are preparing separate half-year jobs. In small groups, a well-designed tour will be developed, which will be presented together by the group. A small group seminar of 5 pages (A4, v. p.: 12, r.: 1,5) will create a fictitious tour that will be prepared according to current standards. Work includes: The travel program, the steps before and after each journey and the economic costs of organization. Assessment criteria (max. Score 50): The formal aspect of the seminar work, the feasibility of content and application options for pedagogical practice, the practical implementation of teaching activity, team work, feasibility and content of self-awareness, development plan. Knowledge monitoring (open and closed issues) in the field of free time pedagogues, the situation of out-of-school pedagogic science, principles, methods and forms of non-academic education. Participation in the written knowledge check is conditional on the fulfillment of the ongoing conditions for the taking of credits (participation, preparation of seminars). Assessment criteria (maximum score 50): The minimum requirement for completion of the written part of the subject is 26 points (minimum 51 %). Successful completion of the course requires at least 50% of the maximum possible assessment of the course. The assessment is on a scale: A-90-100%, B-80-89%, C-70-79%, D-60-69%, E-50-59%, FX 49% and less Total student workload (module 2•): 3 credits = 90 hours participation in 26 hour lectures and seminars (contact); 30 hours of self-study; 34 hours of preparation for half-year work	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • The student is able to work with basic legal knowledge in organization, excursions, courses, camps. • The student will be able to find out about free time teachers on the Internet, to deal with and work on literature. Capabilities: <ul style="list-style-type: none"> • The student is able to learn about the teaching methods. 	

- The student has the ability to expand his or her knowledge and self-training.
- The student can create his/her own teaching methods.
- The student will be able to develop its own event options which it will be able to organize in the future.
- The student can work in a team.

Competences:

- The student will be able to apply his knowledge of the future in his work. It will be able to interact with different age groups and institutions.
- The student can organize excursions, courses, and camp.
- The student is able to develop self-training in a targeted way.
- 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 establish a reliable, helpful, encouraging, attentive and accepted attitude, learn about and manage the way others work.

Brief syllabus:

History of free time pedagogues.

The situation of out-of-school pedagogical science.

Principles, methods and forms of education other than teaching.

Education for a healthy lifestyle.

Free time pedagogy.

Family education.

Institutional education.

Educational establishments outside the classroom.

The rules governing the organization of excursions.

The legal provisions governing the organization of journeys.

Legislation on the organization of camps and training courses.

Presentation - individual projects developed by students.

Group lectures - present projects on various courses and the development of camps.

Literature:

Bordás Sándor, Forró Zsuzsa, Németh Margit, Stredl Terézia. 2009. Pszichológiai jegyzetek.

Komárom : Valeur s.r.o. ISBN 978-80-89234-85-1.

Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, Kompress Komárom, ISBN978-963-12-1663-9, p. 90.

Dobay Beáta, Bendíková Elena: Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia, 2016, Kompress Komárom, ISBN 978-963-12-7613-8, p.104.

Dobay Beáta: Mozgásos játékgyűjtemény- óvó és alsótagozatos pedagógusok részére, Komárno, Univerzita J. Selyeho, 2016, ISBN 135 s. - ISBN 978-80-8122-192-7.

Harvey és Marilyn Diamond. 1983. Testkontroll 2 : Útmutató az emberi testhez. Budapest : Agykontroll Kiadó. ISBN 963 7959 07 6.

Kovácsné Dr. Bakosi Éva: A szabadidő pedagógiai kérdéseire, 2013, <http://socprof.partium.ro/Documents/Training%20material%201.pdf>

Nagy Ádám. 2016. Egymásra utalva : Összebeszélünk - II. Ifjúságügyi Kongresszus konferenciakötete. Budapest : Pallasz Athéné Egyetem - Iuvenis - Ifjúság szakmai Műhely, Ifjúság szakmai Együttműködési Tanácskozás. ISBN 978-615-80555-0-5., http://real.mtak.hu/62414/1/konferencia_kotet_2_vegleges_web_u.pdf

Nagy Ádám. 2015. Ej, ráérünk arra még? : A szabadidőpedagógia elméleti alapjai. Komárno : Univerzita J. Selyeho. ISBN 978-80-8122-140-8.

Nagy Ádám, Trencsényi László. 2012. Szocializációs közegek a változó társadalomban : A nevelés esélyei: család, iskola, szabadidő, média. Budapest : ISZT Alapítvány. ISBN 978-963-08-4141-2. <https://mek.oszk.hu/18600/18690/18690.pdf>
 Zelina Miron. 2000. Alternatívne školstvo : alternatívne školy, alternatívna pedagogika, alternatívne pedagogické koncepcie a smery. Bratislava : IRIS. ISBN 80-88778-98-0.
 Zelina Miron. 2011. Stratégie a metódy rozvoja osobnosti : Metódy výchovy. Bratislava : Iris. 241 s. - ISBN 978-80-89256-60-0.

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. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RAS11b-V/22	Name: Family and school
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions of the approval of the subjects are active participation on the lectures, seminars and the submission of a written essay during the semester. The evaluation, the grading is based on the points with the following distribution: Up to 10 points for participation, Up to 30 points for solving the exercises on seminars, Up to 60 points for the submitted essay. The evaluation based on the obtained number of points: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX 50% or less. The work requirements from the student; 1 credit corresponds to 30 hours, 21 hours of active participation on the presentation and the seminars, and 9 hours of preparation 4 of the semester essay.	
Results of education: Knowledge The student knows the details of the school education and family upbringing The student knows the methods for the interacting with the parents The student knows actual, up-to-date methods for problem solving and conflict resolution. The student knows the actual trends of society and the actual difficulties that the families face in modern societies The student knows the inequalities of the society and the tension that these inequalities cause Capabilities The student is capable of individually search, compare and use relevant scientific literature The student is capable of understanding and obeying legal regulations, and to search and seek the relevant legal statute concerning his or her work The student is capable of directing a small social group The student is capable of cooperating with partners of his or her school The student accept the family values of his or her families The student is capable of using his or her theoretical knowledge with the respect to the family and school The student is capable of creating own approaches for achieving his or her goals. The student is compassionate to all groups of society	

The student is capable of critically evaluating legislation and statute regarding his or her work
The student takes responsibility for solving the problems related to his or her work

Brief syllabus:

The definition of the family and history of family
Form and function of the family
Places, duties and absence of family members
Development of family life and changes in family life
Para-normative crisis and insufficiencies in the functioning of the families
Family and school
Methods for familiarizing with family
Bases of cooperation
Methods of education and teacher communication
How problems in social life influence the school results of the child
Research about inequalities in families
Learning good family life
Amplification of the relation between the school and family. Appropriate approaches.

Literature:

Balogh László, Bolló Csaba, Dávid Imre, Tóth László, Tóth Tamás (2014): 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
Cs. F. Nemes Márta (2001): Családpedagógiai módszertan. Családi Nevelésért Alapítvány, Bp., 2001-2002.
Forward, S. (2000): Mérgező szülők. Budapest, Háttér Kiadó, 346 p.
Hegedűs Judit (2006): 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 – Sziujártó István (2013) 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. (2012). Szövetségben. Tanulmányok a család és az intézményes nevelés kapcsolatáról. Budapest, ELTE Eötvös Kiadó.
Pukánszky Béla (2001): 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 (2002): A bizalom hálójája. 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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: prof. Dr. András Németh, DSc., prof. Dr. Béla István Pukánszky, DSc., Gyöngyi Gál, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ-V/22	Name: Vocal training and hearing development
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. Depending on the type of educational module chosen (Module 1 Early Childhood Education, Module 2 Education) the conditions for passing the course are as follows: General conditions for successful completion of the course (Module 1, Module 2): <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparation of the student for the lesson /collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs with piano accompaniment provided by the teacher Total student workload (Module 1 and Module 2): 1 credit = 30 hours <ul style="list-style-type: none"> - attendance at lessons/practices (13 hours) - Lesson preparation, self-study, collection and rehearsal of selected songs (10 hours) - preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: Knowledge Upon completion of the course, the student will: <ul style="list-style-type: none"> - acquire theoretical knowledge of the physiology and hygiene of the voice, - acquire theoretical fundamentals of vocal technique and tone production, - becomes familiar with the literature in the field of voice education, - become familiar with information and communication platforms that will help them in their further development and readiness. - Familiarizes themselves with commonly used and innovative methods and tasks in the field of voice and music education, - become familiar with the goals and developmental objectives of music education - learns the limits and possibilities of his/her own vocal abilities, on the basis of which he/she plans and builds his/her individual growth. Abilities Student:	

- Will be able to use singing techniques correctly
- will be able to sing simpler children's songs individually and in a group
- will be able to hear and reproduce a shorter melody,
- appropriate to his/her singing ability, will be able to perform selected songs with accurate rhythm, clarity, tempo and character
- will be able to select and apply valuable musical material in the process of his/her educational practice.

Competencies

The student will:

- is competent to develop his/her acquired knowledge, skills and abilities and to acquire new competences through independent study, in solo singing and in the choir
- desires continuous and professional self-development
- is able to make creative use of the vocal, singing and musical knowledge acquired.
- Continues self-education through organised professional courses and training
- continuously develops his/her acquired knowledge, skills and abilities,
- carries out self-reflection and evaluation of its educational activities and activities.

Brief syllabus:

Physiology of the voice.

Correct posture, correct breathing technique, strengthening of diaphragmatic breathing, breath support.

Accurate perception of sound, formation of vowels and consonants.

Perceptual and intonation exercises.

Singing and reproduction of melodies with a small range.

Articulation and vocal exercises.

Singing exercises. Continuous elimination of bad singing habits and errors in tone production.

Distinguishing, rehearsing and comparing individual voices

Reproduction and interpretation of melodies in different registers. Different techniques of tone deployment in singing.

Music and movement exercises, children's games with singing and dancing.

Development of rhythmic sensitivity. Maintaining tempo.

Resonance exercises. Separation of head and throat sounds.

Developing inner hearing.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica. 288 o. ISBN 963 330 705 8.

FORRAI, K. 2016. Ének a bölcsődében. Budapest : Móra Könyvkiadó. 156 o. ISBN 978 963 415 455 6.

FORRAI, K. 1976. Jár a baba, jár. Budapest: Kozmosz Könyvek. ISBN 9632111117

GAJDOS, A. 2000. Gyermekek dalok. Budapest: Metódus-tan. ISBN 963 0032 57 0

JÁRDÁNYI, P. 1969. Gergő nótái - Budapest : Zeneműkiadó. ISBN 0007792.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest : Zeneműkiadó. ISMN 9790080028124

KODÁLY, Z. 1960. Ötfokú zene I. Budapest : Editio Musica,

LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest : Kriterion Könyvkiadó
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava : Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00671
 ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ1-P/22	Name: Vocal training and hearing development 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. Depending on the type of educational module chosen (Module 1 Early Childhood Education, Module 2 Education) the conditions for passing the course are as follows: General conditions for successful completion of the course (Module 1, Module 2): <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparation of the student for the lesson /collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs with piano accompaniment provided by the teacher Total student workload (Module 1 and Module 2): 1 credit = 30 hours <ul style="list-style-type: none"> - attendance at lessons/practices (13 hours) - Lesson preparation, self-study, collection and rehearsal of selected songs (10 hours) - preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: Knowledge Upon completion of the course, the student will: <ul style="list-style-type: none"> - acquire theoretical knowledge of the physiology and hygiene of the voice, - acquire theoretical fundamentals of vocal technique and tone production, - becomes familiar with the literature in the field of voice education, - become familiar with information and communication platforms that will help them in their further development and readiness. - Familiarizes themselves with commonly used and innovative methods and tasks in the field of voice and music education, - become familiar with the goals and developmental objectives of music education - learns the limits and possibilities of his/her own vocal abilities, on the basis of which he/she plans and builds his/her individual growth. Abilities Student:	

- Will be able to use singing techniques correctly
- will be able to sing simpler children's songs individually and in a group
- will be able to hear and reproduce a shorter melody,
- appropriate to his/her singing ability, will be able to perform selected songs with accurate rhythm, clarity, tempo and character
- will be able to select and apply valuable musical material in the process of his/her educational practice.

Competencies

The student will:

- is competent to develop his/her acquired knowledge, skills and abilities and to acquire new competences through independent study, in solo singing and in the choir
- desires continuous and professional self-development
- is able to make creative use of the vocal, singing and musical knowledge acquired.
- Continues self-education through organised professional courses and training
- continuously develops his/her acquired knowledge, skills and abilities,
- carries out self-reflection and evaluation of its educational activities and activities.

Brief syllabus:

Physiology of the voice.

Correct posture, correct breathing technique, strengthening of diaphragmatic breathing, breath support.

Accurate perception of sound, formation of vowels and consonants.

Perceptual and intonation exercises.

Singing and reproduction of melodies with a small range.

Articulation and vocal exercises.

Singing exercises. Continuous elimination of bad singing habits and errors in tone production.

Distinguishing, rehearsing and comparing individual voices

Reproduction and interpretation of melodies in different registers. Different techniques of tone deployment in singing.

Music and movement exercises, children's games with singing and dancing.

Development of rhythmic sensitivity. Maintaining tempo.

Resonance exercises. Separation of head and throat sounds.

Developing inner hearing.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica. 288 o. ISBN 963 330 705 8.

FORRAI, K. 2016. Ének a bölcsődében. Budapest : Móra Könyvkiadó. 156 o. ISBN 978 963 415 455 6.

FORRAI, K. 1976. Jár a baba, jár. Budapest: Kozmosz Könyvek. ISBN 9632111117

GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0

JÁRDÁNYI, P. 1969. Gergő nótái - Budapest : Zeneműkiadó. ISBN 0007792.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest : Zeneműkiadó. ISMN 9790080028124

KODÁLY, Z. 1960. Ötfokú zene I. Budapest : Editio Musica,

LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest : Kriterion Könyvkiadó
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava : Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00671
 ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ2-P/22	Name: Vocal training and hearing development 2
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. The general conditions for successful completion of the course are: <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparing for the lesson / collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs with piano accompaniment provided by the teacher Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - attendance at lessons/practices (13 hours) - Lesson preparation, self-study, collection and rehearsal of selected songs (10 hours) - preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: Knowledge Upon completion of the course, the student will: <ul style="list-style-type: none"> - expands his/her theoretical knowledge of the physiology and hygiene of the voice, - expands the basic knowledge of vocal technique - becomes familiar with professional literature in the field of voice education, - becomes familiar with simple arrangements of children's songs - familiarise themselves with information and communication platforms that will help to deepen their knowledge and understanding. - learns methodological principles for the development of key competences. - learns about the possibilities of developing musical skills - recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth. - uses his/her knowledge in his/her future teaching practice Skills Student: <ul style="list-style-type: none"> - will be able to use singing techniques correctly 	

- will be able to sing simpler children's songs individually and in a group,
- will be able to listen to and reproduce a shorter melody,
- appropriate to his/her singing ability, will be able to perform selected songs with accurate rhythm, clarity, tempo and character
- will be able to select and apply valuable musical material in the process of his/her educational practice.

Competencies

The student will:

- sings beautifully and cleanly
- is competent to develop his/her acquired knowledge, skills and abilities and to acquire new competences through independent study, in solo singing and in choral singing
- has a desire for continuous and professional self-development
- is able to make creative use of the vocal, singing and musical knowledge acquired.
- Continues self-education through organised professional courses and training
- continuously develops his/her acquired knowledge, skills and abilities,
- continuously acquires and gains new competences.
- carries out self-reflection and evaluation of its educational activities and activities.

Brief syllabus:

Correct posture, correct breathing technique, strengthening of diaphragmatic breathing, breath support.

Accurate perception of sound, articulation.

Developing hearing and intonation skills.

Dynamic and tempo changes.

Reproduction of selected songs according to their type and character.

Singing exercises. Continuous elimination of bad singing habits and errors in tone production.

Development of vocal technique and vocal training.

Reproduction and interpretation of melodies in different registers. Different techniques of tone deployment in singing.

Musical-intervention exercises with movement, children's games with singing and dancing.

Development of rhythmic sensitivity. Maintaining the rhythm. Improvisation.

Resonance exercises. Separation of head and throat sounds.

Developing inner hearing.

Singing selected children's songs with piano accompaniment.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ALMÁSI, I. 1972. Tavasz szél vizet áraszt. Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

FORRAI, K. 1991. Ének az óvodában. Budapest : Editio Musica. 288 o. ISBN 963 330 705 8.

FORRAI, K. 2016. Ének a bölcsődében. Budapest : Móra Könyvkiadó. 156 o. ISBN 978 963 415 455 6.

FORRAI, K. 1976. Jár a baba, jár. Budapest : Kozmosz Könyvek. ISBN 9632111117

GAJDOS, A. 2000. Gyermekdalok. Budapest : Metódus-tan. ISBN 963 0032 57 0

JÁRDÁNYI, P. 1969. Gergő nótái - Budapest : Zeneműkiadó. ISBN 0007792.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest : Zeneműkiadó. ISMN 9790080028124

KODÁLY, Z. 1960. Ötfokú zene I. Budapest : Editio Musica,
 LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest :
 Kriterion Könyvkiadó
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1.
 ročník základných škôl s vyučovacím jazykom maďarským. Bratislava : Slovenské pedagogické
 nakladateľstvo. ISBN 80-10-00904-0
 ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova
 pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava : Slovenské pedagogické
 nakladateľstvo. ISBN 80-10-00671
 ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15
 0414 x.
 VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék
 Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ3-P/22	Name: Vocal training and hearing development 3
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. The general conditions for successful completion of the course are: <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparing for the lesson / collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs with piano accompaniment provided by the teacher Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - attendance at lessons/rehearsals (13 hours) - Lesson preparation, self-study, collecting and rehearsing selected songs (10 hours) - Preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: Knowledge Student: <ul style="list-style-type: none"> - expands basic knowledge of voice technique - learns about professional literature in the field of voice education, - expands his/her knowledge of children's, folk art songs and their arrangements - learns about information and communication platforms that will help to deepen his/her knowledge and understanding. - acquires methodological principles for the development of key competences. - learns about innovative ways of developing musical skills - recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth. - uses his/her knowledge in his/her future pedagogical practice Skills Student: <ul style="list-style-type: none"> - will be able to work individually with his/her voice also from a methodological point of view - will be able to sing children's and folk songs in the octave range independently and in a group 	

- will be able to sing longer, more complex melodies
- will be able to perform selected songs with precise rhythm, in a clear manner, at the right tempo and in the right mood, within the limits of his/her singing and vocal abilities
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age-specific characteristics of children

Competences

The student will:

- is prepared for demanding and pure singing
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

Brief syllabus:

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Soft and supported tone deployment, correct articulation.

Ear development, intonation and vocal exercises.

Dynamic, tempo and agogic features in practice.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Exercises in singing. Ongoing correction of intonation problems and errors in voice production.

More demanding exercises in vocal technique. Confident, independent singing with respect to one's own vocal register.

Singing melodies at the correct pitch, accurate, clear tone deployment

Developing rhythmic sensitivity. Maintaining tempo. Improvisation.

Resonance exercises.

Exercises to develop aural and intonation skills. Developing the inner ear.

Clear and accurate rendition of melodies with greater range.

Intonation exercises to develop vocal culture and homogeneous sound. Singing children's, folk and art songs with piano accompaniment.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

ÁG, T. 1974. Édesanyám rózsafája = Palóc népdalok. - 1. vyd. - Bratislava : Madách Könyvkiadó.

ALMÁSI, I. 1972. Tavaszi szél vizet áraszt . Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BARSI, E. 2015. "Bodrog partj án nevedett tulipán..." : Sárospataki diákdalok a 18. századból - 1. vyd. - Budapest : Magyar Kultúra Kiadó. ISBN 978 963 89978 6 9.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.

GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0

KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124

KODÁLY, Z. 1960 Ötfokú zene I. Budapest : Editio Musica,

LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest: Kriterion Könyvkiadó

ORSOVICS, Y. 2006. Zenei nevelés az alapiskola 3. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo, 2006. ISBN 80-10-00905-9

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.

VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ4-P/22	Name: Vocal training and hearing development 4
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. The general conditions for successful completion of the course are: <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparing for the lesson / collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs with piano accompaniment provided by the teacher Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - attendance at lessons/rehearsals (13 hours) - Lesson preparation, self-study, collecting and rehearsing selected songs (10 hours) - Preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: After completing the course the student <p>Knowledge</p> <ul style="list-style-type: none"> - extends the basic knowledge of voice technique - becomes familiar with professional literature and collections of folk and art songs - expands his/her knowledge of children's, folk and artificial songs and their arrangements - acquires methodological principles for the development of key competences. - learns about innovative ways of developing musical skills - recognises the limits and possibilities of one's own vocal abilities, on the basis of which to plan and build one's individual growth. - uses his/her knowledge in his/her future pedagogical practice <p>Skills</p> <p>Student:</p> <ul style="list-style-type: none"> - will be able to work individually with his/her voice also from a methodological point of view - will be able to sing children's and folk songs in the octave range independently and in a group - will be able to sing longer, more complex melodies 	

- will be able to interpret more complex children's and folk songs and their simple arrangements with clear intonation, precise articulation in the correct tempo and character
- be able to sing a simple double voice (canon or melodic ostinato)
- will be able to perform selected songs with precise rhythm, clarity, tempo and mood, in accordance with his/her vocal and vocal abilities
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age-specific characteristics of children

Competences

The student will:

- sings purely, accurately and experientially
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

Brief syllabus:

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Soft and supported tone deployment, correct articulation.

Ear development, intonation and vocal exercises.

Dynamic, tempo and agogic features in practice.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Ongoing elimination of bad singing habits and errors in tone production.

Developing and extending vocal range.

More demanding exercises in vocal technique.

Confident, independent singing with respect to one's own vocal register.

Clear and accurate presentation of melodies with greater range.

Fundamentals of multi-voice.

Two-part arrangements - canons, melodic ostinato.

Intonation exercises to develop vocal culture and homogeneous sound. Singing children's, folk and art songs with piano accompaniment.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

ÁG, T. 1974. Édesanyám rózsafája = Palóc népdalok. - 1. vyd. - Bratislava : Madách Könyvkiadó.

ALMÁSI, I. 1972. Tavasz szél vizet áraszt . Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

BÁRDOS, L. 1971. Hetven kánon. Bp : Zeneműkiadó.

<p>BARSI, E. 2015. "Bodrog partj án nevedett tulipán..." : Sárospataki diákdalok a 18. századból - 1. vyd. - Budapest : Magyar Kultúra Kiadó. ISBN 978 963 89978 6 9.</p> <p>BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.</p> <p>CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.</p> <p>KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.</p> <p>KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124</p> <p>KODÁLY, Z. 1960 Ötfokú zene I. Budapest : Editio Musica,</p> <p>LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest: Kriterion Könyvkiadó</p> <p>ORSOVICS, Y. 2006. Zenei nevelés az alapiskola 3. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo, 2006. ISBN 80-10-00905-9</p> <p>ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3</p> <p>ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.</p> <p>RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.</p> <p>VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.</p>	
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>	
<p>Notes:</p>	
<p>Evaluation of subjects Total number of evaluated students: 0</p>	
a	n
0.0	0.0
<p>Teacher: Mgr. Yvette Orsovcics, PhD., Mgr. Kinga Süll, PhD.</p>	
<p>Date of last update: 22.02.2022</p>	
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RIZ6-P/22	Name: Vocal training and hearing development 6
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The general conditions for successful completion of the course are: <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparing for the lesson / collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs and two- or three-part arrangements of children's or folk songs Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - participation in lessons/practices (13 hours) - Class preparation, self-study, collecting and rehearsing selected songs (10 hours) - Preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: After completing the course the student <p>Knowledge</p> Student: <ul style="list-style-type: none"> - expands the basic knowledge of voice technique - becomes familiar with professional literature and collections of folk and art songs - extends his/her knowledge of children's, folk and artificial songs and their arrangements - becomes familiar with generally used and innovative methods and tasks in the field of voice and music education, - learns the limits and possibilities of his/her own vocal abilities, on the basis of which he/she plans and builds his/her individual growth. - He/she knows and is able to orient himself/herself in the vocal literature and consequently to use it correctly in the teaching process. <p>Skills</p> Student: <ul style="list-style-type: none"> - will be able to sing children's, folk and art songs in a larger range independently and in a group - be able to interpret more complex children's and folk songs and their simple arrangements with clear intonation, precise articulation in the correct tempo and character 	

- be able to sing two- or three-part arrangements (canon, arrangements of children's, folk or artificial songs)
- be able to sing longer, more complex melodies
- will be able to perform selected songs with precise rhythm, clarity, tempo and mood, within the limits of his/her vocal and vocal abilities
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age-specific characteristics of children

Competences

The student will:

- sings purely, accurately and experientially
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

Brief syllabus:

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Ongoing elimination of bad singing habits and errors in tone production.

Reproduction and interpretation of melodies in different registers

Practice of various melodic formations and motifs.

Confident, independent singing with respect to one's own vocal register.

Clear and accurate presentation of melodies with a larger range.

Development of multi-voiced singing, clear and precise intonation.

Singing two-part arrangements of children's and folk songs.

Intonation exercises to develop vocal culture and homogeneous sound.

Independent singing and reproduction of songs with piano accompaniment.

Improvement of technical specifics associated with the interpretation of selected songs.

Development of vocal dispositions and their consolidation in folk and artificial songs.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

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ALMÁSI, I. 1972. Tavaszi szél vizet áraszt . Bukarest : Kriterion Könyvkiadó. ISBN 0004775.

BÁRDOS, L. 1952. Gyöngyvirág - 1. vyd. - Budapest : Zeneműkiadó.

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BARSI, E. 2015. "Bodrog partj án nevedett tulipán..." : Sárospataki diákdalok a 18. századból - 1. vyd. - Budapest : Magyar Kultúra Kiadó. ISBN 978 963 89978 6 9.

BERECZKY, L. 1983. Ó, szép fényes Hajnalcsillag : Magyar népi karácsonyi énekek. Budapest : Egyetemi Nyomda, ISBN 963 300 098 x.

CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.

KERÉNYI, GY: Kétágú síp : Kétszólamú kórusok. Budapest : Zeneműkiadó, ISBN 0010641.

KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.

KODÁLY, Z. 1960. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Első füzet / 1. vyd. - Budapest : Zeneműkiadó Vállalat

KODÁLY, Z. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Második füzet / - 1. vyd. - Budapest : Editio Musica.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

PAPP L. 1969. 35 könnyű kétszólamú egyneműkar I. : Magyar költők verseire. Budapest : Zeneműkiadó, ISBN 0007774.

RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.

SZŐNYI, E. 1968. 33 könnyű kórus népdalokra – iskolásoknak. Budapest : Zeneműkiadó, ISBN 0007775.

VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RKZ3b-P/22	Name: Development of communication skills
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the course are the following: The final assessment is portfolio-based, with mandatory completion of the following elements during the semester: <ul style="list-style-type: none"> - Active participation in seminars and exercises (10 points) Assessment criteria: <ul style="list-style-type: none"> - Active participation in the solution of assignments (5 points) - Active participation in the exercises, problems and problems set during the semester (5 points) - Written expression: preparation of a presentation on a given topic (15 points) Assessment criteria: <ul style="list-style-type: none"> - Appropriate content, vocabulary used (10 points) - Grammatical accuracy (5 points) - Oral expression - reading (10 points) Assessment criteria: <ul style="list-style-type: none"> - Accuracy and fluency (5 points) - Correct pronunciation and intonation (5 bodov) - Oral expression - presentation of the elaborated presentation (30 points) Assessment criteria: <ul style="list-style-type: none"> - Content accuracy (10 points) - fluency of presentation (10 points) - correct pronunciation and intonation (5 points) - grammatical accuracy and vocabulary (5 points) - Final test on the material covered during the semester (35 points) Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: (For modules 1 and 2): <ul style="list-style-type: none"> - A = 90 - 100% (90 - 100 bodov) - B = 80 - 89% (80 - 89 bodov) - C = 70 - 79% (70 - 79 bodov) - D = 60 - 69% (60 - 69 bodov) - E = 50 - 59% (50 - 59 bodov) 	

- FX = 0 - 49% (0 - 49 bodov)

Total workload for students: 4 credits = 120 hours

- 26 hours of participation in seminars (contact hours); 44 hours of independent study; 50 hours of portfolio preparation.

Results of education:

Knowledge:

- The student will be able to adequately apply the acquired basic knowledge of Slovak language.
- The student will be able to use functionally words and phrases and basic sentence models in communication on the topics covered
- The student will be able to use his/her acquired linguistic knowledge effectively in receptive activities (reading and listening comprehension)
- The learner will be able to express communicative intentions in productive and interactive language activities
- The learner will be able to use polite expressions and phraseological expressions in the communicative situations studied, and will be able to recognise the difference between formal and informal expressions.
- The learner will be able to use basic language tools to conduct short dialogues and to reproduce short texts heard.

Skills:

- The student will be able to use his/her theoretical knowledge and practical skills in oral and written communication.
- The student will be able to react according to his/her level of knowledge in the communication situations discussed.
- The learner will be able to apply the vocabulary appropriately to the communication situations and topics covered
- The learner will be able to respond to oral stimuli in a grammatically correct, articulate, intelligible and appropriate way.
- The learner will be able to write short texts according to the rules of Slovak spelling.
- The learner will be able to develop and deepen his/her own communication skills and put them into practice.

Competences:

- The learner will be able to apply his/her communication skills, to communicate in monologue and dialogue form on the topics covered, to respond to the stimuli heard.
- The student will have presentation skills, be able to understand a read text and distinguish between formal and informal language constructions.
- The student will be able to develop his/her communication and linguistic competence in Slovak and to apply it appropriately to the everyday communication situations studied.

Brief syllabus:

1. to revise the knowledge acquired in the course "Introduction to Slovak".
2. Gender of nouns; Communication theme: occupations
3. noun phrasing: accusative (object case); communication topic: shopping
4. Verbs, verb types; Communication topic: Shopping
5. subject case and prepositions
6. Noun phrasing: Instrumental; Communication topic: In the restaurant
7. instrumental and its prepositions
8. communication topic: what are we travelling with? Instrumental pronunciation of the instrumental
9. verbs, additional verb types;

- 10. What time is it?
- 11. communication topic: Agenda
- 12. Day, month, year; Noun phrase: Local
- 13. The local case and its preamble.

Literature:

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2007. 7 ISBN 978 80 223 2441
 IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8.
 MŮGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. 978-80-8094-756-9.
 Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006.

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: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RLD4a-P/22	Name: Development of natural movements
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. An active participation of 80% in school hours is a prerequisite for evaluation. The criteria for obtaining credits take into account the cultural area of nursery education (health and movement) in the current state education program. The evaluation will include the preparation of a seminar on education activities focusing on the achievement of performance standards, the "movement and physical well-being" sub-area ("health and movement" cultivations). The student creates a self-manufactured tool to improve kindergarten physical activity - a social kinesthetic game with detailed policy explanations and instructions for use. The theoretical knowledge shall be passed during the examination period by an oral examination. Workshops in 5 pages (A4, T.N.R.: 12, r.: 1,5), training activities focusing on performance standards, from the movement and physical field within the field of health and movement. The content of the seminar work is a fully developed warm-up part of educational activities and its main part is focused on the achievement of performance standards, the 'movement and physical aptitude' sub-area (the 'health and movement' cultivator). The main section of the lesson plan is discussed in advance with the principal instructor in the subject. Fulfillment of this requirement is a condition for participation in the final oral knowledge check. Evaluation criteria (maximum number of points: 25): The format of the seminar work, the feasibility of content and application options in the context of pedagogical practice, the appropriate selection of physical exercises and kinesthetic games, the use of good terminology, good practice tracking, and the choice of sentences for teaching, educational activities and practical feasibility. Presentation of the warm-up exercises, different types of warm-up (n=3), the practical material of which corresponds to the selected age class (pre-school, younger school, school). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, it is desirable to present the warm-up practices developed, with practical guidance and specific terms depending on age. Completed/ not completed. Hand-made ancillary device: Preparation of a kinesthetic game rules according to age class, the purpose of the toy is to determine exactly the amount of weight of the appropriate age bracket. A basic requirement is the possibility of using the toy presented under practical	

conditions. Compliance with this requirement is a condition for participation in the oral final examination.

Assessment criteria: In order to meet this requirement, a kinesthetic toy must be developed which meets the essential requirements which can be applied in practice. Completed/not completed.

- an oral examination of the methodological characteristics of physical education and physical education in kindergarten, the content of the current ISCED in kindergarten, the theory and methodology of kinesthetic games, the practical conduct of kinesthetic games, the specificities of the development of kindergarten children's mobility, using non-traditional tools, methodological knowledge to develop kinesthetic abilities, music-on-the-go games - the ability to ritual games. Knowledge control includes the development features of natural movements, the development of movements and the implementation of natural movements in specific movement and sports activities.

Participation in the oral examination is conditional on the completion of the various sub-tasks for obtaining credit (participation in hours, health exercises, preparation of a tool, preparation of a lesson plan, practical demonstration of sample exercises).

Assessment criteria (maximum score 50): The minimum criterion for passing the oral test is 26 points (minimum 50 %).

Effective assessment:

A: 100-91%

B: 90-81 %

C: 80-71%

D: 70-61 %

E: 60-51%

FX: 49 %

Total student load: 4 credits = 120 hours attendance at a 39 hour lecture and seminar (contact); 30 hours of kinesthetic warm-up exercises for children aged 3-4 years and 5-6 years, 30 hours of self-study, 21 hours of exercise presentation - showing warm-up exercises for children aged 3-4 years and 5-6 years.

Results of education:

Knowledge:

- It is familiar with the current state education program, checks the implementation and evaluation of education, training and education.
- The trainee has a basic knowledge of the area in question.
- It is capable of working effectively as a team Member and individually managing sports games and using them.
- The student will be able to organize leisure activities.
- The student will be able to acquire the expertise of leisure activities and individual sports games.
- The student will be able to use kinesthetic and warm-up games in the natural environment.

Capabilities:

- The graduate knows and understands the concept of an institutional socialization process in a broader social context.
- The profession is ready for autonomous fulfillment, further learning and professional development.
- The student will be able to create kinesthetic games that suit the age of the student.
- The student will be able to apply his/her knowledge correctly when designing a kinesthetic gaming project.

Competences:

- The trainee can apply his or her knowledge during his or her work, which may influence his or her professional choice. It is able to draw up a history of problems 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 activities independently, He knows the legal requirements and the institutional context in which to supply the profession.
- It has a positive attitude toward socially accepted civic attitudes, their profession and their target group.
- The student will be able to develop a reliable, helpful, encouraging, attentive and accepted attitude, a circle open to recognize and manage the working style of others.

Brief syllabus:

The specificity of physical education and the method of physical education in pre-primary education. Developing motor capability in pre-school and early school children. The content standards of the 'health and movement' literacy area in the AOP in pre-school education (performance and content standards within the selected sub-area). Development of coordination capabilities with non-traditional tools - development of basic mobility skills. The mold genetic features of the development of natural movements and the division of movement activities. Possibilities for the development of movements of natural movements under natural conditions and under controlled conditions. Developing forms of movement for climbing and climbing. Good practices and corrective and corrective practices to develop a good pattern of creep climbing. Exercise climbing and climbing under and above various obstacles and use of climbing and climbing movements in a playful form in different practices. Implementing the natural movement of creep and climbing into specific movement and sport activities. Improving the proper execution of jobs, squats, kneeling, situation and hand positions. Develop a good model of movement for guide and improvement practices jobs, squats, kneeling, situation and hand positions. The pursuit and development of activities such as jobs, squats, kneeling, situation and hand positions. Development of walking and running. Develop good practice, good walking and running patterns. Walking and running, development of mobility activities. The implementation of natural movement of walking and running in specific movement and sport activities. The development of the jump (kick off, with even legs, on a foot). The design of a good pattern of movement of the jump (kick, leg, leg). Exercise and develop the jump (kick-off, pair foot, leg) and activities. The natural movement of the jump (kick-off, with even legs, on a foot) is carried out in specific motion and sports activities. The implementation of natural movements of throwing, catching, transfer and bending in specific movement and sport activities. Develop leading practices and a good pattern of movement of the sharpening process. The exercise and development of stamping and throwing, catching and activities. The implementation of natural movement in specific movement and sport activities, such as stamping out, throwing, catching, transfer, bending.

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
 Famosi István: Mozgásfejlődés, Dialog Campus, Pécs, 2007 ISBN 963-9310-06-9
 Nádas Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3
 Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.
 Hamar Pál: A mozgás mint személyiségfejlesztő tényező - 1. vyd. - Budapest : Eötvös József Könyvkiadó, 2016. - 192 s. - ISBN 978-963-995-570-7.

Pappné Gazdag Zsuzsanna: Játsszunk gyógyító tornát 1. : Új lehetőségek a hanyagtartás javítására óvodás és kisiskolás korban, korszerű ismeretek alapján összeállított gyakorlatokkal, módszertani ajánlással. / - 1. vyd. - Budapest : Flaccus, 2011. - s. - ISBN 978-963-9412-36-1
 Štátny vzdelávací program– pre predprimárne vzdelávanie v materských školách. 2016. Bratislava. 112 s. (https://www.minedu.sk/data/files/6317_svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.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. (www.minedu.sk)

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RMK1a-V/22	Name: Regional and minority culture
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: - active participation of the student in lectures and seminars, - participation of the student in the assigned tasks and involvement in the analysis and discussion during lectures and seminars, - essay in which the student analyses relevant professional, scientific literature or an article (50 points), or a proposal for a project of an educational activity with the aim of developing intercultural and minority competences of the pupil (50 points) - a test from the theoretical part of the course (50 points). Criteria for marking the essay: - presentation of a literature review (10 points), - analysis and evaluation (20 points), - drawing conclusions and formulating proposals (10 points), - elaboration (10 points). Criteria for the evaluation of the educational activity project proposal: - Content (20 points), - Originality (10 points), - Formality (10 points), - Presentation of the literature review (10 points). Total student workload: 4 credits = 120 hours - 39 hours participation in lectures, seminars and exercises (contact hours); 31 hours self-study; 30 hours preparation for seminars; 20 hours preparation of term papers. The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum score of the course. A = 90-100% (90-100 points) - B = 80-89% (80-89 points) - C = 70-79% (70-79 points) - D = 60-69% (60-69 points) - E = 50-59% (50-59 points) - FX = 0-49% (0-49 points)	
Results of education: 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, 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. (Bölcsészeti- és Művészetpedagógiai Tananyagok, ISSN 2416-1780 ; 9.) ISBN 978-963-284-657-6

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

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

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., prof. Dr. András Németh, DSc., Dr. habil. PhD. József Liszka, PhD., Dr. habil. PaedDr. Melinda Nagy, PhD., PaedDr. Patrik Baka, PhD., PaedDr. Beáta Kiss

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RMM12b-P/22	Name: Development of mathematical thinking in preschool education
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Active participation in the lessons is a prerequisite for completing the course. During the semester, the student will develop and deliver preparatory activities for teaching kindergarten mathematics with developmental games. The semester/semester work The student's total workload is divided according to the distribution of working hours (2credits = 60 hours): <ul style="list-style-type: none"> ● Participation in exercises (20 hours), ● preparation of teaching activities (26 hours), ● Preparation of presentations for the preparation of educational activities (20 hours), ● preparation for the written test (2x30 hours). The final assessment of the course is as follows: 50% of the final evaluation will be the maximum number of points for the preparation of the teaching activities and 50% of the final evaluation will be the presentation of the teaching activities. For assessment A, 90-100% of the total score must be obtained; for assessment B, 80-89%; for assessment C, 70-79%; for assessment D, 60-69%; and for assessment E, 50-59%.	
Results of education: On completion of the course, the student will learn the following: Knowledge: <ul style="list-style-type: none"> ● Acquire a basic knowledge of mathematics and master the principles of developing mathematical thinking in pre-school education; ● knowledge of the basic concepts and terminology used in mathematics; ● basic knowledge of how to construct mathematical models of simple practical problems and how to find and develop mathematical tools and procedures to solve them; ● knowledge of basic methods, playful activities and the ability to apply the principles of set operations, logic and classification and ordering to the solution of tasks in kindergarten; ● master various techniques for constructing, representing, decomposing and assembling planar and spatial shapes in pre-school education; ● theoretical knowledge of the methods of constructing basic geometric shapes; ● know how to use appropriate methods and tools for determining length in pre-school education. Skills:	

- able to plan and evaluate individual, group and frontal mathematical activities in pre-primary education;
- master the various techniques, procedures and methods of solving mathematical problems to a level that enables them to teach these techniques to children in pre-primary education;
- is able to use theories, methods and procedures independently and creatively to develop playful activities that develop children's thinking;
- can identify the mathematical basis of mathematical concepts in pre-school education;
- the ability to ask questions that arouse children's curiosity and create opportunities to observe, seek and explore new knowledge
- the ability to apply basic mathematical knowledge in the production of teaching materials;

Competences:

- have a positive attitude, ready to practise their profession;
- Ability to develop and plan independently teaching and learning activities in the field of pre-school mathematics;
- has an awareness of the usefulness of mathematical knowledge and its applicability in practical life;
- is aware of the importance of developing the basic conditions for understanding and acquiring knowledge of the foundations of number theory in pre-school education;
- can plan and organise their own 'scientific' activities effectively;
- can work effectively both independently and as part of a team;
- can classify the demandingness of activities according to children's abilities.

Brief syllabus:

- Methods and forms of developing mathematical thinking in pre-school education.
- Methods of introducing the concept of sets, basic set operations in pre-school education.
- Methods of conceptualisation, comparison, classification and ordering of objects, logic of set creation in pre-school education.
- Methods of introducing basic combinatorial concepts, selection and arrangement of objects and persons.
- Activities for creating sequences according to the different properties of objects in pre-school education.
- Methods of introducing basic geometric concepts in pre-school education.
- Activities and games to develop measuring and comparison skills in pre-school education.
- Development of children's spatial and planimetric orientation through play in pre-school education.
- Methods of developing the concept of natural number - counting and counting objects to 10.
- Games to develop logical, creative and problem-solving thinking in pre-school education.
- Structure and preparation of teaching activities focusing on the development of mathematical concepts.

Literature:

- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban: Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.
- Józsa, K., Zentai, G., Hajdúne, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Berta, T.: Logikai táblás játékok - Gondolkodás fejlesztés logikai táblás játékkal - 1. vyd. - Komárno : Inštitút pre Inováciu Vzdelávania n.o., 2019. - 109 s. - ISBN 978-80-972934-4-4.
- Pelle, B.. - Budapest : Tankönyvkiadó, 1974. - 478 s. - ISBN 963 17 0746 6.

- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Reiman, I.: Fejezetek az elemi geometriából : Speciális matematika tankönyvek. 1. vyd. : TYPOTEX Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.
- Reiman, I.: Matematika : Kézikönyvek. Budapest : Typotex Budapest, 2011. - 609 s. - ISBN 978 963 279 300 9.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejjel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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: prof. Dr. Krisztián Józsa, PhD., Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RPK3a-V/22	Name: Gross motor development
Types, range and methods of educational activities: Form of study: Lecture / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <p>The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation in the occupation is a prerequisite for inclusion. The evaluation involves developing a seminar and presenting health practices for good physical well-being, as well as relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Evidence of theoretical knowledge is given in writing during the examination period (open and closed questions). Credit terms and assessment criteria: Seminars work in a 5-page range (A4, v.p: 12, r: 1,5), the preparatory part of educational activities and the presentation of health practices for good physical activity, and relaxation and relaxation practices to protect health. The student will present at a seminar the learning of good terminology for physical exercise, basic rules for describing mobility. Compliance with this requirement is a condition for participation in the final written knowledge check.</p> <p>Assessment criteria (max. Score 15): The formal side of the seminar work, the feasibility of content and application options in terms of pedagogical practice, the appropriate selection of physical practices and kinesthetic games, the use of good terminology and a description of practices, the incorporation of sentences in content, the indication of educational activity in practical implementation. A practical introduction to the extended preparation section, a variety of warm-up options (n=3), which are adapted in content and format to the selected age groups (kindergarten, younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check.</p> <p>Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Knowledge validation (open and closed questions) is the basic terminology of physical exercise, principles of graphical representation and drawing practices, laws on the mold development of human engine skills, including the development of basic movement patterns and mobility skills, growth attributes and human development at individual mold genetic stages, theory of theoretical and didactic movement, health education, relaxation and relaxation practices, specificity of the development of the mobility of children of kindergarten age. Participation in the written knowledge check is conditional on the fulfillment of the on-going conditions for the taking of credits (participation,</p>	

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: A: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

Total student workload (module 2): 4 credits = 120 hours 39 hour sessions; 40 hour preparation - a set of separate exercises for different age groups, 31 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 exercises.

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

Nádasi Lajos: Motoros cselekvéses játékok az iskolai testnevelésben, 2001 ISBN 963-19-2112-3

Dobay Beáta: Az óvodai testnevelés alapjai. - Komárno : Selye János Egyetem, 2007. - 290 s. - ISBN 978-80-89234-257.

Hamar Pál: A mozgás mint személyiségfejlesztő tényező - 1. vyd. - Budapest : Eötvös József Könyvkiadó, 2016. - 192 s. - ISBN 978-963-995-570-7.

Pappné Gazdag Zsuzsanna: Játsszunk gyógyító tornát 1. : Új lehetőségek a hanyagtartás javítására óvodás és kisiskolás korban, korszerű ismeretek alapján összeállított gyakorlatokkal, módszertani ajánlással. / . - 1. vyd. - Budapest : Flaccus, 2011. - s. - ISBN 978-963-9412-36-1

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[www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)

[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),

Telesná a športová výchova, <https://www.minedu.sk/data/att/7490.pdf>

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RPZ1-V/22	Name: Kindergarten sports 1
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation in the occupation is a prerequisite for inclusion. The evaluation involves developing a seminar on educational activities to meet performance standards. Work at seminars in 5 pages (A4, v.p.: 12, r.: 1,5), educational activities to meet performance standards, health and physical activity in the educational field from the movement and physical fitness component. Practices aimed at the physical development of children. Assessment criteria: The formal aspect of the seminar work, the feasibility of content and the possibilities for use in teaching practice, the appropriate selection of physical exercises and kinesthetic games, the use of good terminology and practice description, the incorporation of sentences in content, the indication of teaching activity in practical implementation. Success/failure 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 (kindergarten, younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Success/failure FINAL ASSESSMENT: A: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49%, or less (38,0 points or less) Total student workload (module 2): 1 credits = 30 hours Participation in 13-hour performance, exercises (contact); preparation of 17-hour half-year work.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • It is able to draw up a written preparatory plan: For educational activities aimed at meeting performance standards, for the movement and physical exercise sub-area, for the health and physical care area of condoms. Capabilities: <ul style="list-style-type: none"> • The student has the ability to expand his knowledge and self-training. 	

<p>Štátny vzdelávací program pre školy, Bratislava 2016, https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf, Telesná a športová výchova, https://www.minedu.sk/data/att/7490.pdf</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ RPZ2-V/22	Name: Kindergarten sports
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a summary assessment of theoretical knowledge and practical skills. 80% active participation in the occupation is a prerequisite for inclusion. The evaluation involves developing a seminar on educational activities to meet performance standards. Seminar work in 5 pages (A4, v.p: 12, r: 1,5), educational activities to meet performance standards, health and physical activity in the educational field from the movement and physical activity sectors. Practices aimed at the physical development of children. Assessment criteria: The formal aspect of the seminar work, the feasibility of content and the possibilities for use in teaching practice, the appropriate selection of physical exercises and kinesthetic games, the use of good terminology and practice description, the incorporation of sentences in content, the indication of teaching activity in practical implementation. Completed/not completed 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 (kindergarten, younger school age, adults). Compliance with this requirement is a condition for participation in the final written knowledge check. Assessment criteria: In order to meet this requirement, practical demonstration of the warm-up models produced is desirable depending on the age of the pedagogical performance, organization of practices and terminology. Completed/not completed Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less Total student workload (module 2): 1 credits = 30 hours participation in 13-hour lectures and exercises (contact); preparation of 17-hour half-year work.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • It is able to prepare written preparations: For educational and training activities aimed at meeting performance standards, for the movement and physical exercise sub-area, for the health and physical care area of condoms. Capabilities: <ul style="list-style-type: none"> • The student has the ability to expand his knowledge and self-training. 	

- The student is able to develop his/her own preparation for performance-oriented educational activities and the movement and physical preparedness of children in kindergartens.

Competences:

- The student will be able to apply his knowledge of the future in his work.
- The student is able to communicate not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student will be able to implement targeted self-training development.
- The student is able to independently design activities that enhance his or her knowledge and contribute to the selection of the profession.
- The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

Brief syllabus:

Repeat: Development of ball skills, concrete exercises. Theory and basic knowledge of postsports and their use in the development of motorized skills. Use of ISCED curricula in kindergarten physical education. Developing mobility in sport after-sports. Use and correct application of different teaching tools in practice: Co-ordination; cone; marking cone; obstacle sets; balancing cushion; balls, balls, balls, tennis balls. Using new methods to develop motorized skills with those that need to be developed. Keep the case properly. Roll the ball in the specified direction - with one and two hands; roll the ball in pairs; drum balls of different sizes; throw the ball at different heights; move the ball through the top; bring the ball into the gate with different fingers; catch the ball, catch the ball at the entrance. Good holding of different sports clubs. Column and row competitions with different tasks and different tools. Use of kinesthetic games in a culture of movement for the development of sports skills. How to use special multifunctional playgrounds for children with kindergartens. Different options for developing motorized skills.

Literature:

Dobay Beáta: Mozgásos játékgyűjtemény (óvó- és alsó tagozatos pedagógusok részére), Selye János Egyetem Tanárképző Kar, ISBN 978-80-8122-192-7, 2016
 Famosi István: Mozgásfejlődés, 2011
 Hegedűs Gábor, Király Tibor, Hegedűs Tamás: Óvodáskorú gyermekek mozgásfejlesztése- Személyiség fejlesztés a labdarúgás előkészítő OVI-FOCI gyakorlatokkal, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN978-963-08-4931-9, 2012
 Jaroslav Jedlička: Zdravý životný štýl, 2009
 Kozmáné Tóth Tímea: OVI-KÉZI Óvodáskori mozgásfejlesztés a kézilabda világában, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-9350-0, 2017
 Sáringermé, Szilárd Zsuzsanna: Mozgásos tevékenységek összetett tevékenységfejlesztő hatása inkluzív óvodáskorú közösségben, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-2356-9, 2015
 Szűcs Zoltán: Tollaslabda oktatás az Ovi-Sport Program keretében, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-2814-4, 2015
 Orbán Sebestyén Katalin: Teniszoktatás és mozgásfejlesztés óvodásoknak, OviSport program, Ovi-Sport Közhasznú Alapítvány, ISBN 978-963-12-5907-0, 2016
 Štátny vzdelávací program pre školy, Bratislava 2016, https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf,
 Telesná a športová výchova, <https://www.minedu.sk/data/att/7490.pdf>

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

Hungarian, Slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ SPP6b-V/22	Name: School prevention programs
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The student can obtain up to 100 points which represent 100% of all points. These points consist of the work the student provided during the semester and the results which the student has obtained on his or her final written test. The conditions of the subject's approval are the following: Active participation on the tutorials and seminars. The students' participation in selected exercises, analyses, discussions, during seminars and tutorials. The student has to prepare a written essay and presentation in the selected topic for up to 50 points. From that 4 points are attributed to the form and the structure; 8 points are attributed to the content, to professionalism and the work with the scientific literature; 6 points are attributed to creativity and interactivity; and 32 points are attributed to the proper selection of the essays scientific content. The final essay by the student should be made as a document and as a presentation. The length of the essay is at least 5 pages with A4 paper size and 12 point times New Roman font. The document should conform to the expected formal requirements of a professional document in its form and appearance. Based on the obtained points the student can get the following grade for the written essay. A. From the 90-100% which corresponds to 50-46 points B. From 80-89 % which corresponds to 45-41 point C. From 70-79 % which corresponds to 40-36 points D. From 60-69 % which corresponds to 35-31 points E. From 50-59 % which corresponds to 30-25 points If the student obtains between zero and 24 points then the student does not get approved for the essay. The final written test is awarded with up to 50 points. Student shall pass the test if he or she obtains at least 25 points or more. Based on the obtained points the student will get the following grades: A = 90-100% (50-46 point), B = 80-89% (45-41 point), C = 70-79% (40-36 point), D = 60-69% (35-31 point), E = 50-59% (30-25 point). 0-24 point =FX. The total amount of work required from the student and the distribution of the load	

In the following calculation we considered 4 credits for the subject which corresponds to 120 hours of work.

Participation on the seminars and tutorials: 39 hours

The preparation of the essay and a presentation, and the research conducted during the preparation corresponds to 40 hours.

The preparation for the final test corresponds to 41 hours

Final grading of the subject

The student can obtain up to 100 points

In order to approve the subject the student has to obtain at least 50 points or more with the condition that both the essay, the presentation and the written test get approved. Based on the final point the student will have the following grades:

A (100%–90%; 100-90 point), B (89%–80%; 89-80 point), C (79%–70%; 79-70 point), D (69%–60%; 69-60 point), E (59%–50%; 59-50 point).

Results of education:

Knowledge

The student can compare the key factors related to how children are spending their free time.

The student recognizes the influence that the teacher can have on the students from psychological and socio-pathological point of view; and how this influence can change the children's behavior with his or her family, with the environment outside the school and with the child's activities outside of school.

The student knows the methodology of creating preventive programs; of creating and maintaining preventive services in schools and in other institutions of education; the student is capable of both designing and implementing such services.

The student knows the differences in the children's cultural upbringing and the influence of the upbringing on the teaching/learning process.

The student knows the child's socio-cultural environment, the differences coming from the child's social environment and the methods for learning the specificities of the student's personal familiar environment.

The student knows the strategies that can improve the behavior of the students such as self-recognition, consciousness, self-respect, self-restrain and self-realization.

The student recognizes the importance of the prevention.

The student knows the general strategies of improving upon the children's social abilities such as communication, empathy, assertiveness, help, gifting, sharing and cooperation.

Capabilities

The student is possessing basic experiences in identifying the key factors of how children are spending their free time.

The student is able to apply his or her influences as a teacher. And the student can adopt his or her influences to different children with different socio-cultural levels of development.

The student accepts and is able to build positive relationships between children matching the children's social development and mental development.

The student recognizes the differences between children with respect to overcoming difficulties in the learning process and outside the school.

The student can react to critical situations during his or her work as a teacher in a group of school children.

The student can create a positive atmosphere in the group or class.

The student can interact and communicate with all participants of the teaching process such as children, other teachers, parents, other professionals during counseling or prevention, during free time and during recreational activities.

The student recognizes the signs of socio-pathological or deviant behavior in children.

The student is capable of creating the preventive programs of institutes of education.
The student is capable of professionally and efficiently communicating with the children; with the school and with the partner institutions of the school.

Competencies

The student knows and respects the professional and ethical principles of his or her work.

The student is practicing a socially and professionally accepted approach.

The student can recognize possibilities for cooperation and can assert the efficiency of these cooperation strategies within the school and outside the school.

The student can incorporate in his or her work the primary prevention of socio-pathological phenomena.

The student is the facilitator in his professional work and he or she is cultivating ethical values and behavior.

The student is capable of implementing school prevention programs or prevention programs of other institutions of education.

Brief syllabus:

Health. Mental health. Spiritual health. Spiritual balance and the state of spiritual health.

Health policies of the European Union

Health policies of the Slovak Republic. National program for health prevention.

Upbringing with healthy lifestyle

The support of positive social connection

Healthy confidence and self-respect

Universal, selective and indicated prevention. Primary, secondary and tertiary prevention. The role of the environment in prevention. The role of school and educational institutions in prevention.

Risky behavior and its indicators

Deviant behavior, its types and forms

Types of addiction

Preventive programs, prevention of addiction, prevention of the dangers of the virtual world.

Extremism, racism and xenophobia, and their prevention.

National programs

National has program for prevention of obesity.

School prevention programs.

Programs for improving the spiritual balance.

The principles of designing prevention programs.

Cooperation with the family. Cooperation with professionals.

Literature:

BAGDY, E. – KÁDÁR, A.- KOZMA-VÍZKELETI, D.-PÁL, F.-SZONDY, M. 2014. Bíz magadban! : Önértékelés, önefogadás, önbecsülés. 1. vyd. -Budapest : Kulcslyuk Kiadó, 184 s. ISBN 978-615-5281-18-1.

BAGDY,E.- 2002. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 308 s. ISBN 9631922359.

BAGDY, E. 2020. Család, nevelés, önértékelés.1. vyd. - Budapest : Kulcslyuk Kiadó, 335 s. ISBN 978-615-5932-50-2.

BÓTA, M. 2003. Iskolai mentálhigiéné. Debrecen : Kossuth Egyetemi Kiadó, 150 s. ISBN 0013799.

BUDA, B. 2002. A mentálhigiéné szemléleti és gyakorlati kérdései. Budapest: ANIMULA, 384 s. ISBN 963-05-2412

BUDA, B.- ANDORKA, R.- CSEH-SZOMBATHY,L. 1974. A deviáns viselkedés szociológiája. 1. vyd. Budapest : Gondolat Kiadó, 531 s. ISBN 963 280 026 5.

- BUDA, B. 2003. A lélek egészsége. A mentálhigiéné alapkérdései. Budapest : Nemzeti Tankönyvkiadó, 346 s. ISBN 963 19 3276 1.
- BUDA, B. 2003. Az iskolai nevelés - a lélek védelmében : Az iskolai mentálhigiéné alapelvei. Budapest : Nemzeti Tankönyvkiadó, 348 s. ISBN 963 19 4452 2.
- BUDA, B. 2002. Drogok, drogprevenció, ifjúsági problémák, intézményi szerepzavarok. 1. vyd. : Nemzeti Drogmegelőzési Intézet, 186 s. ISBN 963 206 088 1.
- EMMEROVÁ, I. 2003. Primárna prevencia a programy prevencie drogových závislostí v podmienkach ZŠ v Slovenskej republike. In Sociální pedagogika- Pedagogická orientace, č.4. [online]. Dostupné na internete: file:///C:/Users/User/Downloads/6843-Text%20%C4%8DI%C3%A1nku-12122-1-10-20170618.pdf
- EMMEROVÁ, I. 2012. Výskyt problémového správania u žiakov základných a stredných škôl z pohľadu učiteľov. In Hroncová, J. (eds.). Zborník vedeckovýskumných prác č. 13. Banská Bystrica: Univerzita Mateja Bela v Banskej Bystrici. ISBN 978-80-557-0352-7. [online]. Dostupné na internete: file:///C:/Users/User/Downloads/Zborn%C3%ADk%20AUMB%20%C4%8D%20%2013.pdf
- HRONCOVÁ, J. 2012. Preventívna sociálno-výchovná činnosť v škole. Banská Bystrica: BELIANUM. Vyd. UMB v Banskej Bystrici, 343 s. ISBN 978-80-557-0596-5. [online]. Dostupné na internete: <https://www.pdf.umb.sk/app/cmsSiteAttachment.php?ID=4975>
- KIŠKAŠOVÁ, E. 2014. Cesta pozitívnej zmeny. Prešov: Metodicko- pedagogické centrum, 44 s. [online]. Dostupné na internete: https://mpc-edu.sk/sites/default/files/projekty/vystup/10_ops_kiskasova_erika_-_cesta_pozitivnej_zmeny.pdf
- KOLEKTÍV AUTOROV. 2006. Prevencia a eliminácia agresivity a šikanovania v školskom prostredí, 1. vyd. Bratislava: Ministerstvo školstva SR, 56 s., [online]. Dostupné na internete: <http://www.pppknm.sk/data/pdf/materialy/poruchy_spravania/sikanovanie/sikanovanie_prirucka.pdf>.
- NAGYNÉ TARJÁNYI, J. 2017. Mentálhigiéné. 1. vyd. Budapest : Nemzeti Szakképzési és Felnőttképzési Hivatal, 75 s. ISBN 978-963-264-125-6.
- STRÉDL, T. 2015. Tolerancia és a kommunikáció. Komárno: Selye János Egyetem, Tanárképző Kar. ISBN 978-80-8122-159-0
- STRÉDL, T. 2017. Terápiák és nevelés: A terápia szocializációs hatása a nevelésben. 1. vyd. Komárno: Univerzita J. Selyeho, 2017. 102 s. ISBN 978-80-8122-227-6.
- STRÉDL, T. 2012. A pedagógiai terápia jelentősége. In: Zborník Medzinárodnej vedeckej konferencie Univerzity J. Selyeho -2012: "Vzdelávanie - identita - zdravie", Komárno 13.-14. september 2012. Komárno: Univerzita J. Selyeho, S. 778-786. ISBN 978-80-8122-044-9.
- Ostatné:
- preventívne programy jednotlivých škôl a školských výchovno-vzdelávacích zariadení

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Diana Borbélyová, PhD., Gyöngyi Gál, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ SPZ-P/22	Name: Foreign studies
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for taking the course is a long-term stay abroad at a foreign university/partner institution	
Results of education: Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes: Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) for which to which the student has contractually committed.	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 03.03.2022	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ SPZ-V/22	Name: Foreign studies
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for taking the course is a long-term stay abroad at a foreign university/partner institution.	
Results of education: Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
Brief syllabus:	
Literature:	
Language, knowledge of which is necessary to complete a course:	
Notes: Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) for which to which the student has contractually committed	
Evaluation of subjects Total number of evaluated students: 0	
a	n
0.0	0.0
Teacher:	
Date of last update: 03.03.2022	
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ STZ-P/22	Name: Professional training
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to professional training (STZ). The conditions for passing the subject are as follows: <ul style="list-style-type: none"> • Student's active participation in professional training (20 hours) in the specified time interval in accordance with the directive, • submission of a completed and confirmed protocol, which proves student's participation in the professional training, • development of a portfolio from the professional training, the content of which consists of completed observation sheets, analyzes and evaluation of the student (max. 50 points). The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> • 25 hours of participation in the professional training (contact hours); 5 hours analysis and portfolio preparation. The condition for successful completion of the course is: <ol style="list-style-type: none"> 1) submission of a completed, confirmed and signed protocol, which proves student's participation in the professional training, 2) obtaining at least 50% of the maximum point evaluation of the subject (50 points). Overall evaluation of the success of the subject: <ul style="list-style-type: none"> • Absolved = 50-100% (25-50 points) • Not absolved = 49 – 0% (0 – 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> • the student has basic theoretical knowledge in the field of raising and educating preschool children, • the student knows the educational activities of pedagogical workers in institutions providing educational activities for children of preschool age, • the student knows other work activities related to the education and training of teaching staff in institutions providing educational activities for children of preschool age, 	

- the student knows the content, course and sequence of work activities of pedagogical staff that do not relate to direct educational activities,
- the student knows the duties of teachers depending on the educational environment - e.g. during trips, excursions, camps,
- the student knows the possibilities and strategies of cooperation with other teachers, superiors, non-pedagogical staff, parents and other institutions.

Skills:

- the student can implement educational activities related to the work of pedagogical workers in institutions providing educational activities for children of preschool age,
- the student can perform other work activities of pedagogical staff that do not relate to direct educational activities,
- the student can cooperate with other teachers, superiors, non-pedagogical staff, parents and other institutions,
- the student can plan, implement, analyze and evaluate the course of educational activities

Kompetencies:

- the student is able to imply his own knowledge and experience in the independent implementation of educational activities in the kindergarten, school camp or leisure center,
- the student is capable of independently performing other work activities related to the work of a teacher, which do not relate to direct educational activities in kindergarten, children's camp and leisure center,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of the course of educational/learning activities, activities of interest and other activities.

Brief syllabus:

As part of the 20-hour professional training, in addition to the educational process, the student will also be involved in such activities as administrative tasks, working with parents, planning the pedagogical process, children's extracurricular activities, interest groups, working in a leisure center, preparing children for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for working with an interactive whiteboard, working with children in nature, participating in excursions, participating in pedagogical meetings and meetings of the methodological association. As part of the training, the student has the opportunity to plan and implement educational activities, interests and other activities, which improves the quality of practical preparation for the teaching profession.

Ethical principles of professional training implementation.

Organizational requirements of the professional training.

Material-technical, hygienic and safety requirements of the professional training.

Planning and projecting work, preparation for activity.

Pedagogical reflection. Rating. Self-evaluation.

Pedagogical and other documentation of a kindergarten or facility. Documents.

Literature:

Az óvodai nevelés állami oktatási programja. Magyar nyelvű fordítás. 2020. Komárno: Comenius Intézet. 168 s. ISBN 978-80-969694-2-5.

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.

DUCHOVIČOVÁ, J. 2006. Interakcia edukačnej triády RODINA - MATERSKÁ ŠKOLA - ZÁKLADNÁ ŠKOLA imperatív doby“ Zborník príspevkov z medzinárodnej vedeckej konferencie. Nitra: UKF, PF. ISBN 80-8050-999-9. [online]. Dostupné na internete: <http://omep.sk/wp-content/uploads/2013/03/zbornik.pdf>

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.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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>.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 541/2021 Z. z. 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. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Ostatné dokumenty:

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

Pedagogická dokumentácia školy alebo zariadenia

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: PaedDr. Diana Borbélyová, PhD., PaedDr. Alexandra Nagyová, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ STZ-V/22	Name: Professional training
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 25s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The conditions for the completion of the subject are established and regulated by the current Directive of the Dean of the PF UJS: Principles of the implementation of teaching practice at the Faculty of Education of the J. Selye University. The student is obliged to proceed according to the relevant part of this document, referring to professional training (STZ). The conditions for passing the subject are as follows: <ul style="list-style-type: none"> • Student's active participation in professional training (20 hours) in the specified time interval in accordance with the directive, • submission of a completed and confirmed protocol, which proves student's participation in the professional training, • development of a portfolio from the professional training, the content of which consists of completed observation sheets, analyzes and evaluation of the student (max. 50 points). The student's total workload: 1 credit = 30 hours <ul style="list-style-type: none"> • 25 hours of participation in the professional training (contact hours); 5 hours analysis and portfolio preparation. The condition for successful completion of the course is: <ol style="list-style-type: none"> 1) submission of a completed, confirmed and signed protocol, which proves student's participation in the professional training, 2) obtaining at least 50% of the maximum point evaluation of the subject (50 points). Overall evaluation of the success of the subject: <ul style="list-style-type: none"> • Absolved = 50-100% (25-50 points) • Not absolved = 49 – 0% (0 – 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> • the student has basic theoretical knowledge in the field of raising and educating preschool children, • the student knows the educational activities of pedagogical workers in institutions providing educational activities for children of preschool age, • the student knows other work activities related to the education and training of teaching staff in institutions providing educational activities for children of preschool age, 	

- the student knows the content, course and sequence of work activities of pedagogical staff that do not relate to direct educational activities,
- the student knows the duties of teachers depending on the educational environment - e.g. during trips, excursions, camps,
- the student knows the possibilities and strategies of cooperation with other teachers, superiors, non-pedagogical staff, parents and other institutions.

Skills:

- the student can implement educational activities related to the work of pedagogical workers in institutions providing educational activities for children of preschool age,
- the student can perform other work activities of pedagogical staff that do not relate to direct educational activities,
- the student can cooperate with other teachers, superiors, non-pedagogical staff, parents and other institutions,
- the student can plan, implement, analyze and evaluate the course of educational activities

Kompetencies:

- the student is able to imply his own knowledge and experience in the independent implementation of educational activities in the kindergarten, school camp or leisure center,
- the student is capable of independently performing other work activities related to the work of a teacher, which do not relate to direct educational activities in kindergarten, children's camp and leisure center,
- the student is able to design his own work procedures for effective observation, recording, analysis and evaluation of the course of educational/learning activities, activities of interest and other activities.

Brief syllabus:

As part of the 20-hour professional training, in addition to the educational process, the student will also be involved in such activities as administrative tasks, working with parents, planning the pedagogical process, children's extracurricular activities, interest groups, working in a leisure center, preparing children for competitions, organizing competitions, organizing exhibitions, preparing projects, preparing teaching materials for working with an interactive whiteboard, working with children in nature, participating in excursions, participating in pedagogical meetings and meetings of the methodological association. As part of the training, the student has the opportunity to plan and implement educational activities, interests and other activities, which improves the quality of practical preparation for the teaching profession.

Ethical principles of professional training implementation.

Organizational requirements of the professional training.

Material-technical, hygienic and safety requirements of the professional training.

Planning and projecting work, preparation for activity.

Pedagogical reflection. Rating. Self-evaluation.

Pedagogical and other documentation of a kindergarten or facility. Documents.

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/

FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest: OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.

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.

SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.

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

Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/>

Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.

Ostatné dokumenty:

Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho.

Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Dr. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TEK3b-V/22	Name: Movement culture and healthy lifestyle education
Types, range and methods of educational activities: Form of study: Lecture / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for the performance of the subject: Active participation in hours, seminars and oral exams. The content of the seminar work will be to plan part of the curriculum under the subject-matter of the curriculum for a selected type of school facility. The definition of the competences of the child/student of the selected school facility type (10 points), the definition of the educational thematic area of the selected school facility type (10 points), the definition of the educational plan for the selected school facility type (10 points), the definition of the educational standard in the relevant thematic area in the selected school facility type (10 points), definition of the curriculum for the specific thematic area in the selected school facility type (10 points). Admission to the exam is conditional on passing a course of study as part of a stand-alone solution to the task assigned. The oral examination is open to the student (50 points). Final assessment: A-100-91% B-90-81%, C-80-71%, D-70-61%, E-60-50%. Students who do not reach 49% will not receive credit. Total student workload: 4 credits = 120 hours participation in 39 hour lectures and seminars (contact); 31 hours preparation - half-year work, 50 hours self-study and exam preparation.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to work with theoretical knowledge. • The student is able to develop preparedness for child and youth health practices • The student can develop various tools to improve the mobility of children, young people and the adult population. • The student can set up specific warm-up exercises per age group. Capabilities: <ul style="list-style-type: none"> • The student will be able to navigate through the ISCED Education area of health and physical activity. • The student has the ability to expand his or her knowledge and self-training. • The student is able to develop their own preparedness and health practices for different age groups. 	

- The student is able to apply sentence-related knowledge in practice.

Competences:

- The student will be able to apply his/her knowledge in the course of his/her future work.
- It can make contact not only with children, but also with parents and adults.
- The student has the ability to provide professional reasons for his activity.
- The student is able to implement a targeted self-training development.
- 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, compensation 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 sporting 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

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné: Mozgásfejlődés és fejlesztés az óvodában : Kézikönyv óvodapedagógusok számára / - 1. vyd. - Szarvas : Szarvaspress, 2010. - 332s. - ISBN 978-963-08-0198-0.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004 Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Šelingerová - Šelinger: Športová antropológia, SVSpTVaŠ, 2017

Győri Pál: A gyermekek fizikai állapotának kritikus mutatói : Veszprém, 1996. - 128 s. - ISBN 9637332545.

Štátny vzdelávaci program pre školy, Bratislava 2016, 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),

Telesná a športová výchova, <https://www.minedu.sk/data/att/7490.pdf>

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Peter Židek					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TEP10a-P/22	Name: Technical education
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <ul style="list-style-type: none"> • active participation of the student in seminars and exercises • student participation in assignments and involvement in analysis and discussion during seminars and exercises • submission of term papers in physical and digital form and its presentation <ul style="list-style-type: none"> - Semester thesis evaluation - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the submitted works - 10 points. - Successful completion of the course includes the submission of term papers in digitized form in .pdf document format, with the quality and content of this document being evaluated separately according to the following criteria - max. 30 points: <ul style="list-style-type: none"> - formal aspect - 10 points - quality of reproductions of works - 10 points - digital media skills (working with hardware and software) 10 points - Art history presentations and discussion on the topic (continuously during the semester) - the student is required to actively participate in the discussions, be prepared and knowledgeable about the topic. Semester thesis evaluation - 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56 - 63 points (70 - 79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0 - 39 points (0 - 49%) Total student workload: 3 credits = 90 hours <ul style="list-style-type: none"> • 26 hours participation in seminars and exercises (contact hours); 32 hours self-study; 32 hours preparation of the semester thesis. 	
Results of education: Knowledge	

The student:

- is oriented in periods and basic concepts of art history, knows and compares works and artefacts of the individual periods
- knows the tools of fine art and their correct use
- knows art techniques and their fields of application
- is proficient in the application of some graphic, plastic and digital technologies
- knows the forms of Visual Education
- recognises the peculiarities of a child's pictorial representation
- 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:

- the correct use of the tools of the visual arts and their appropriate application
- choose and apply appropriate art techniques on the surface and in space
- use elements of visual language in different ways on the desktop and in space
- express himself using art techniques on a given theme
- apply and use their knowledge of art history when planning and implementing visual education lessons
- perform 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, which is used in creative production procedures
- apply the theoretical knowledge of the curriculum, using it in a creative way
- establish their own procedures for achieving their goals when planning and implementing art activities
- working independently in creative production procedures or in learning the curriculum
- identify with their own future 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
- support children's thinking and creative processes and their visual expression

Brief syllabus:

Ecology and environmental awareness in art education - land art, environmental art, arte

2. Possibilities of spatial representation on the surface - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation

3. The development of the child's pictorial representation - child schematism, symbols, colours and forms in art education.

4. Design - design of utilitarian objects and design procedures

5. Technical experiments - compositional exercises in space, using different techniques and raw materials

- assembly, assemblage

6. Bookbinding - Japanese hardcover, paperback, paperback

7. Theory and practice of digital competences - digital image and text, basics of typography and graphic design - poster, advertising, visual identity

8. Graphic techniques - linocut, dry needle

9. Methods to liberate creativity, creativity education.

10. Opportunities for integrating visual education into other areas of education

11. Visual learning by project method

12. Basics of art history: renaissance, baroque, rococo, classicism

Literature:

BALÁZSNÉ SZŰCS J. Miből lett a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6.

BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 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 fejlődéslelektana. Budapest: Akadémiai Kiadó, 2000, 405 s. ISBN 9630577321.

GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

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.

BATKIN L. Az itáliai reneszánsz. Budapest : Typotex, 2014, ISBN 978 963 279 311 5.

SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X

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: Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TFV/22	Name: Educational theory and educational philosophy
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for the completion of the subject (Module 1, Module 2): - active participation of the student in the lectures, - Examination (50 points), - participation in assigned tasks, analyses and group work in seminar and practical classes, - creation and presentation of a term paper on one of the topics of the course, with analysis of at least 5 references, min. 15.000 characters. Evaluation of the semester work (50 points): - Content 20 points, - formal structure 10 points, - 20 points. Total student workload: 5 credits = 150 hours (39 contact hours, 30 hours of preparation for seminars and exercises, 40 hours for the preparation of the term paper, 41 hours for the preparation of the exam). Successful completion of the course requires the achievement of at least 50% of the maximum number of points (100 points) in both modules. The overall assessment of success in the subject: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge: - The student knows and can interpret the results of recent research. - The student is able to understand and apply the results of new research in the field of education and pedagogy. - The student will be familiar with and able to interpret the main scientific findings on the human person, the different conceptions of the human person and the related educational approaches, be	

aware of the socio-cultural factors influencing these approaches and recognise their implications for personal development.

- Students will be 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 learner is familiar with pedagogical methods that promote community building and development.

Skills:

- The learner is able to become aware of his/her own conception of man and child, his/her own conception 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:

1. Anthropological foundations of education. Culture-culture-education-learning: the social mimesis; the mimetic foundations of cultural learning, traditions, celebration, play, rites of passage and informal education.

2.

3. 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.

4.

Institutional education; school as a social institution: functions of school, social mobility, school selection and equal opportunities. The hidden curriculum and school rites.

6. The relationship between family and school.

7. The relationship between school, local society and the state. Legislation on the functioning of education. Slovak education laws and ISCED.

8. The vulnerability of modern mass democracies and totalitarianism.

The postmodern. Main directions and dilemmas of contemporary philosophy.

Literature:

Bárány Tibor (szerk.): Kiskáté. Kortárs filozófiai kiskönyvtár. Műút Könyvek, Miskolc, 2017. ISBN 978-615-5355-22-6

<http://www.muut.hu/wp-content/uploads/kiskate.pdf>

Csejtej Dezső (2016): Filozófia a mindennapokban. Gondolatok emberről, világról, Istenről.

Attraktor, Gödöllő-Máriabesnyő. ISBN:9786155601101

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 Németh András (2004): Ember és világainak változásai. Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184
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 Skiera, E.: Egy antropológiai pedagógia alapvonásai. Eötvös Könyvkiadó, Budapest, 1999. ISBN 0609002142482
 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:
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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. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. Béla István Pukánszky, DSc., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. Erika Kopp, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TPD/22	Name: Theory of educational-psychological disciplines
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 7., 8..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for entry to the state examination: (a) completion of all required courses (112 credits) (b) obtaining a minimum of 48 credits for the PV courses of the programme (c) a minimum of 6 credits for elective courses (d) obtaining 166 credits in the prescribed composition (the student will obtain 14 credits for passing the state examination courses) In the oral state examination, the student demonstrates knowledge of the pedagogical-psychological-biological components of education and training. The colloquial examination in the area of theoretical knowledge of the field of study of the pedagogical-psychological disciplines is evaluated by the State Final Examination Committee. Resulting grades: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
Results of education: Knowledge: - The student can explain the biological and social-psychological aspects of the development of preschool and school-age children - the student is able to distinguish the current developmental level and developmental characteristics of a child, pupil on the basis of the theoretical foundations of pedagogical diagnostics of preschool and school-age children - the student is able to reflect the psychological regularities of the child's and pupil's learning process - the student can identify individual ways of children's learning - the learner can assess the influence of socio-cultural determinants on the child's development - the student will have interdisciplinary knowledge of the differences in the development of individuals resulting from health or social disadvantages - the student will be able to justify the criteria for evaluating his/her own teaching activities - the student will know the focus and importance of self-diagnosis for the personal development of the teacher - the student will be able to assess the possibilities of his/her own career development in the system of career development of teaching staff. Abilities: - The student will have basic practical experience in assessing the current developmental level and developmental characteristics of children, pupils - the student will be able to accept the developmental differences and psychological characteristics of each child, pupil - the student will be able to recognise the special educational needs of children and pupils - the student will be able to respect the individual learning styles of children, pupils - the student will have basic practical experience in identifying the multicultural environment of a child, pupil - the student will be able to take into account the different levels of development and development of each child influenced by the socio-cultural environment. Competencies: - The student is able to take into account the	

different levels of development and development of each child influenced by the sociocultural environment - the student will be empathetic, socially engaged.

Brief syllabus:

Thesis: The theses of the state examination of the subject Theory of pedagogical-psychological disciplines are compiled on the basis of the syllabus of the selection of the following compulsory subjects of the study programme: KPP/PPV/UPD/22 Introduction to the Study of Pedagogical Disciplines KPP/PPV/PSY/22 Psychology of different age groups KPP/PPV/BIO/22 Human Biology and Fundamentals of First Aid KPP/PPV/DID/22 General and special didactics and preparation for hospitalization KPP/PPV/IPG/22 Inclusive pedagogy KPP/PPV/PDI/22 Pedagogical diagnostics KPP/PPV/TFV/22 Theory and philosophy of education KPP/PPV/PRP/22 The teaching profession KPP/PPV/TPR/22 Theory and practice of management of educational institutions - 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. - Biological factors of the psyche, psychophysiology, perception and sensation, learning, memory, attention and concentration. - Speech and communication, verbal, non-verbal communication and metacommunication, feelings and emotions, motivation. - Intelligence and models of intelligence, emotional intelligence, creativity, thinking and thought processes. - Physical and mental age - observation patterns, developmental scales and developmental periods, school maturity. - Developmental theories of Piaget, Freud, Erikson. - Gardner's theory of ability and its relevance to education, Rogers' theory of person-centred approach. - Concept and place of didactics in pedagogy, epistemological aspects of education. - Education, teaching and learning: theories and models. - Planning the educational process. - The teacher and his strategies. Methods and teaching aids. - Subject, mission and goals of therapeutic and special pedagogy, education of the disabled, basic concepts: segregation, integration, inclusion, norm, normality, abnormality, reversibility, irreversibility. - Types and kinds of SEN, their basic symptoms and possible reasons for their occurrence, indicators for inclusion (integration) of children and pupils. - Possibilities and principles of integration, individual educational plan and programme - elaboration and implementation. - Pedagogical diagnostics- concept, object of investigation, aims, tasks and basic concepts, pedagogical diagnostics in school environment/ in pre-primary education/ in school educational institutions. Its focus, meaning, functions and methodological rules. - Types of pedagogical diagnostics/Typology. The process of diagnosis. Application of pedagogical diagnostics in the educational process. - Diagnostic competences of a teacher/educator. Factors limiting the diagnostic competences of the teacher/educator. The main tasks and specifics of diagnostic activity of pedagogical staff at different levels of education. - Pedagogical evaluation as a basic category of pedagogical diagnostics. Diagnostic, formative and summative assessment, methods and tools of pedagogical diagnostics and their application in practice. Documentation of the results of pedagogical diagnostics. Record and observation sheet of pedagogical diagnostics. - Basic concepts of education: upbringing, culture - enculturation, society - socialization, individualization, teaching, learning. - Institutional education, school as an institution of society: school functions, social mobility, school selectivity and equality. The hidden curriculum, school rituals. - The relationship between family and school. Relationship between school, local community and state. Education legislation. - The role of the teacher in the teaching-learning process. Styles and strategies of learning and teaching, competencies of the

teacher. - Theories and career models of professional development. Innovation and collaboration in the teaching career (two-factor model of staying in the profession). The model of a teacher's career. Individual career image and reflection. - Functions of educational institutions, status and roles of the state administration in education in the management of schools. The responsibilities of local government, school authorities and other bodies in the management of schools and educational institutions. - Comprehensive school management in the implementation of the school education programme. Educational programmes from the point of view of school management. Management of the development and implementation of the school educational programme. Internal norms of the school as the regulators of optimal functioning. Management styles.

Literature:

Listed in the information sheets of compulsory and compulsory elective courses, forming the core of the field of study.

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:

Date of last update: 24.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TPR/22	Name: Theory and practice of the management of educational institutions
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 10s / 10s Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the selected type of education module - Module 1 Preschool Pedagogy, Module 2 Public Education, the conditions for completing the course are as follows: General conditions for passing the course (Module 1, Module 2): <ul style="list-style-type: none"> - Active participation of the student in lectures and seminars, - Participation of the student in the assignments and involvement in the analysis and discussions during lectures and seminars, - preparation and presentation of a term paper, - successful completion of the final examination. Specific requirements for taking the course in Module 1: <ul style="list-style-type: none"> - the completion of a term paper (group work) in the form of a part of the school curriculum, - presentation of the school educational programme, o assessment of the success of the semester work - school educational programme (50 points): 20 points, originality 10 points, formal aspect 10 points, presentation, or preparation of a short text document to accompany their presentation 10 points. Information on the accompanying text document The accompanying text document (e.g. in MS Word) is created for the topic covered in the presentation. The accompanying text document for the presentation is intended to illustrate how you have learned the topics of this training course, how you have thought about and penetrated the field of school and school management. The length of the accompanying document is 2 pages, A4 format. Text document using Times New Roman font size 12 point. The accompanying document adheres to the principles of a good quality text document. <ul style="list-style-type: none"> - Evaluation criteria for the accompanying text document (10 points): <ul style="list-style-type: none"> o Description of the topic, justification of the motivation for the choice (4 points), o description of the process, observations, opinions, plans or experience of the topic (4 points), o content and format requirements (2 points). - Successful completion of the final examination, o a passing grade on the final examination (50 points): 46-50 points A,	

41 - 45 points B,
36 - 40 points C,
31-35 points D,
26-30 points E,
0 - 25 points FX.

Specific requirements for passing the course in Module 2:

- Preparation of a term paper (group work) in the form of part of an educational program,
- presentation of the educational programme,

o assessment of the success of the term paper - educational programme (50 points):
20 points,

originality 10 points,

formal aspect 10 points,

presentation 10 points, preparation of a short text document to accompany your presentation 10 points.

Information on the accompanying text document (10 points)

An accompanying text document (e.g. in MS Word) is created for the topic covered in the presentation. The accompanying document to the presentation should illustrate how you have learned the topics of this training course, how you have thought about and penetrated into the field of school and school management. The length of the accompanying document is 2 pages, A4 format. Text document using Times New Roman font size 12 point. The accompanying document adheres to the principles of a good quality text document.

- Evaluation criteria for the accompanying text document:

o Description of the topic, justification of the motivation for the choice (4 points),

o a description of the process, observations, opinions, plans or experience of the topic (4 points),
o content and format requirements (2 points).

- Successful completion of the final examination,

o a passing grade on the final examination (50 points):

46-50 points A,

41 - 45 points B,

36 - 40 points C,

31-35 points D,

26-30 points E,

0 - 25 points FX.

Total student load (Module 1, Module 2): 2 credits = 60 hours

- 52 hours attendance at lectures and seminars (contact hours); 4 hours self-study; 4 hours preparation of the term paper.

The condition for successful completion of the course in both training modules is obtaining at least 50% of the maximum course grade (100 points).

Overall course pass mark (Module 1, Module 2):

- A = 90 - 100% (90 - 100 points)

- B = 80 - 89% (80 - 89 points)

- C = 70 - 79% (70 - 79 points)

- D = 60 - 69% (60 - 69 points)

- E = 50 - 59% (50 - 59 points)

- FX = 0 - 49% (0 - 49 points)

Results of education:

Knowledge:

- The student has knowledge of the specifics of school management in the areas of comprehensive management, quality management, management styles, school marketing, school climate and culture
- the student is familiar with management styles and can characterise them,
- the student knows the structure of the school system of the Slovak Republic,
- the student is familiar with school legislative documents,
- the student is able to characterise the competences of the head teacher, his/her rights and duties, as well as the rights and duties of the founder and control bodies,
- the student knows the forms of cooperation with partners of educational institutions,
- the student knows the meaning and methods of evaluation and self-evaluation,
- the student is familiar with pedagogical documentation related to the management of educational institutions (school curricula),
- the student knows the target and structural difference between the school educational programme of kindergarten and the educational programme of school educational institutions,
- the student knows the background to the development of each programme,
- the student knows the procedures for the development of individual programmes.

Skills:

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate school legislative documents and search for relevant information,
- the student can manage a small social group,
- the student is able to establish cooperation with kindergarten and school partners,
- the student can collaborate in the development of individual school programmes,
- the student is able to collaborate in the self-evaluation of the kindergarten and school educational facilities.

Competencies:

- 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 apply his/her knowledge of school management in the implementation of educational programmes,
- 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 his/her knowledge of school management in the context of school management in the Slovak Republic in relation to legislation,
- the student is able to independently construct a school educational program of kindergarten and educational program of school educational facilities, based on theoretical knowledge and practical activities,
- the student is 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.

School management. Models of school management, their peculiarities. Organisational structure of schools.

Management functions - basic and general management functions.

Comprehensive school management in the application 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 regulations 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 programme of kindergarten and educational programme of school educational establishments.

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.

Creation of school educational and educational program for kindergartens.

Creation of educational program for school educational institutions.

Literature:

HORVÁTHOVÁ, K. Oktatásmenedzsment. 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: Východiska 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>.

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, www.minedu.sk.

Language, knowledge of which is necessary to complete a course: Hungarian, Slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Dr. habil. Erika Kopp, PhD., PaedDr. Alexandra Nagyová, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University													
Name of the faculty: Faculty of Education													
Code: KPP/PPVe/ TUD-V/22	Name: Creative workshop of arts												
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present													
Number of credits: 1													
Recommended semester/trimester of study: 7.													
Level of study: I.													
Prerequisites:													
Conditions for passing the subject: General conditions for taking the course: <ul style="list-style-type: none"> • active participation of the student in seminars, • student participation in creative individual and group artistic activities, • preparation and processing of the art project/thesis, • thesis/project presentation. Specific conditions for taking the course: <ol style="list-style-type: none"> 1.) the development of an art/music/art project in the form of pair or group work, 2.) presentation of a project of an artistic or artistic-educational character. The thesis is worth a maximum of 50 points and the following aspects are evaluated: <ul style="list-style-type: none"> - content, - didactic usability, - structure and form, - originality of the project solution. The presentation is worth a maximum of 50 points and the following aspects are evaluated: <ul style="list-style-type: none"> - content, - structure and logical continuity, - originality and technical design, - analysis of artistic/musical expression in terms of didactic attributes, - communication skills and professional preparedness in the form of prompt answers to questions on the topic presented. Final course assessment: In order to pass the course, you must obtain at least 50% of the maximum number of points, with a maximum of 100 points. The following scores must be obtained for the final course grade based on the specified conditions: <table style="margin-left: 20px; border: none;"> <tr><td>Number of points</td><td>Assessment</td></tr> <tr><td>100-90</td><td>A</td></tr> <tr><td>89-80</td><td>B</td></tr> <tr><td>79-70</td><td>C</td></tr> <tr><td>69-60</td><td>D</td></tr> <tr><td>59-50</td><td>E</td></tr> </table>		Number of points	Assessment	100-90	A	89-80	B	79-70	C	69-60	D	59-50	E
Number of points	Assessment												
100-90	A												
89-80	B												
79-70	C												
69-60	D												
59-50	E												

Results of education:

Knowledge:

- The student is able to orientate in the theory and basic concepts of visual education, visual culture, musical art, aesthetics.
- The student can distinguish between basic means of visual expression in artwork and musical means of expression in musical / visual art and design their application to art/music activities.
- The student will be able to identify the characteristics of children's visual/artistic/musical expression and evaluate the level of its processing.
- The student is able to creatively solve the given visual/artistic/musical tasks also in their interdisciplinary context.

Skills:

- The student is able to cooperate in solving practical tasks of artistic orientation.
- The student is able to lead creative musical, musical-verbal and musical-artistic activities, applied adequately to the age category of the pupils.
- The student is able to use a variety of art materials, tools and techniques to complete art assignments.
- The student is able to use elements of visual language in different ways.
- The student is able to apply rules, techniques, procedures of colour mixing.
- The student is skilled in the use of digital technology to produce artwork and to document their own work.

Competencies:

- The student has acquired competencies to apply practical knowledge of the curriculum, which he/she uses in the process of creative arts education.
- The student is able to find his/her own methods in achieving goals in the creation of art/music artifacts, projects.
- In order to successfully pursue a future educational and teaching profession, the student systematically develops his/her abilities and skills.

Brief syllabus:

- The place, goals, tasks of art education in the educational system and relevant documents - Act No. 245/2008 Coll. on education and training, ŠVP (NAT), LLL, ISCED.
- Focus, functions, competences, importance of school clubs (SC) and leisure centres (CVČ).
- The relationship between education and science in contemporary art and art education.
- Art education, aesthetic education, experiential pedagogy in terms of cross-curricular relations and in an interdisciplinary context at different levels of education.
- Reform movements and their connection to innovative approaches in visual, musical, movement and performing culture, aimed primarily at child recipients.
- Planning and conception of cultural, artistic programs with educational purpose for important events, world days, anniversaries, holidays.
- Creation of art projects and works with an educational purpose for important events, world days, anniversaries, holidays.
- Inspirations of nature in artistic creation and art education and their possibilities of use in the educational process.
- Different inspirations for the development of art-oriented creative projects in the educational process.
- Opportunities for active and passive arts activities within the educational process.
- Opportunities for activities in art education, art, museum and theatre pedagogy.

- Artistic-pedagogical tools, techniques, models for the complex development of personality and emotional intelligence of children and youth.

Literature:

- BAGDY, E. 2016. Pszichológiai rejtelmek a művészetekben és életünkben. Athenaeum Kiadó. ISBN 9 789632 936062.
- BORBÉLYOVÁ, D., MÉSZÁROS, T. a NAGYOVÁ, Cs. 2020. A vizuális nevelés elmélete és gyakorlata az alapiskola alsó tagozatán. 1. vyd. Komárno, Univerzita J. Selyeho. ISBN 978-80-8122-368-6
- BORBÉLYOVÁ, D., MÉSZÁROS, T. a NAGYOVÁ, Cs. 2019. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-335-8
- BREDÁCS, A. 2018. A pozitív pszichológia pedagógiai és művészetpedagógiai aspektusai és a pozitív irányzat mozgalommá válása az oktatásban. In: Iskolakultúra, 27. évf., 2018/1-2. sz. <http://www.iskolakultura.hu/index.php/iskolakultura/article/view/22013/21765>
- CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.
- CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szököl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho, 2021, 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 medzioborový vedecký časopis. Vol. 10, no. 2 (2020), p. 46-50. ISSN 1804-7890. WoS
- CSEHIOVÁ, A. & KANCSZÉ NAGY, K. 2019. 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. CD-ROM, p. 362-373. ISBN 978-80-8122-310-5.
- CSEHI, Á. & DOMBI, E. 1998. Zenehallgatási, zeneirodalmi szemelvények gyermekek és ifjúság részére II. Lilium Aurum, Dunajská Streda: 1998. ISBN 80-8062-024-5.
- CSÍKSZENTMIHÁLYI, M. 2008. Kreativitás = a flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó, Budapest, ISBN 978-963-05-8746-4
- KÁRPÁTI, A. 2015. Múzeumpedagógia 6-10 éveseknek. Nitra: Nyitrai Konstantin Filozófus Egyetem – UKF v Nitre. ISBN 978-80-558-0950-2
- KÁRPÁTI, A. 1987. Tantárgy-integráció az esztétikai nevelésben. Budapest: Tankönyvkiadó. ISBN 963 18 11654
- TÓTH-BAKOS, A. 2021. 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>. ISSN 2063-1979.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ TVD10b-P/22	Name: Creative workshop
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: <ul style="list-style-type: none"> • active participation of the student in seminars and exercises • student participation in assignments and involvement into discussion during seminars and exercises • submission of term papers in physical and digital form and its presentation <ul style="list-style-type: none"> - Semester thesis evaluation - max. 50 points: - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the submitted works - 10 points. - Successful completion of the course includes the submission of term papers in digitized form in .pdf document format, with the quality and content of this document being evaluated separately according to the following criteria - max. 30 points: <ul style="list-style-type: none"> - formal aspect - 10 points - quality of reproductions of works - 10 points - digital media skills (working with hardware and software) 10 points - Art history presentations and discussion on the topic (continuously during the semester) - the student is required to actively participate in the discussions, be prepared and knowledgeable about the topic. Semester thesis evaluation - 80 points: A : 72 - 80 points (90 - 100%) B: 64 - 71 points (80 - 89%) C: 56 - 63 points (70 - 79%) D: 48 - 55 points (60 - 69%) E: 40 - 47 points (50 - 59%) Fx: 0 - 39 points (0 - 49%) Total student workload: 3 credits = 90 hours <ul style="list-style-type: none"> • 26 hours participation in seminars and exercises (contact hours); 32 hours self-study; 32 hours preparation of the semester thesis. 	
Results of education: Knowledge	

The student:

- is oriented in periods and basic concepts of art history, knows and compares works and artefacts of the individual periods
- knows the tools of fine art and their correct use
- knows art techniques and their fields of application
- is proficient in the application of some graphic, plastic and digital technologies
- knows the forms of Visual Education
- recognises the peculiarities of a child's pictorial representation
- 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:

- the correct use of the tools of the visual arts and their appropriate application
- choose and apply appropriate art techniques on the surface and in space
- use elements of visual language in different ways on the desktop and in space
- express himself using art techniques on a given theme
- apply and use their knowledge of art history when planning and implementing visual education lessons
- perform 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, which is used in creative production procedures
- apply the theoretical knowledge of the curriculum, using it in a creative way
- establish their own procedures for achieving their goals when planning and implementing art activities
- working independently in creative production procedures or in learning the curriculum
- identify with their own future 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
- support children's thinking and creative processes and their visual expression

Brief syllabus:

1. Ecology and environmental awareness in art education - land art, environmental art, arte povera.
2. Biophilic design - animal habitats, their formal analysis, natural geometries.
3. The development of the child's pictorial representation - child schematism, symbols, colours and forms in art education.
4. Kinetic works.
5. Ancient maps, custom mapping, landscape views.
6. Bookbinding - Japanese hardcover, paperback, paperback.
7. Theory and practice of digital competences - digital image and text, basics of typography and graphic design - poster, advertising, visual identity.
8. Synesthesia, smells, sounds and touch on canvas, free association of images based on our senses through art therapy.
9. Possibilities of spatial representation on the surface - historical overview, peculiarities of spatial representation of children's drawings, basics of perspective representation.
10. Opportunities for integrating visual education into other areas of education.
11. Visual learning by project method.
12. Basics of art history: renaissance, baroque
13. Basics of art history: rococo, classicism.

Literature:

BALÁZSNÉ SZŰCS J. Miből lett a cserebogár. Budapest: SZORT Bt., 2001, 386 s. ISBN 963 008 920 3.

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., VANCSURÁNÉ, S. A., HAJDÚ, A. Kép-játék-hang : Foglalkozási tervek képzőművészeti alkotásokhoz. Budapest: Pedellus Tankönyvkiadó, 2015, 80 s. ISBN 978-615-5154-63-8.

GERŐ ZS. Érzelem, fantázia, gondolkodás óvodáskorban. Flaccus Kiadó, 2005, 290 s. ISBN 9639412066.

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 nyelvéig. 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.

BATKIN L. Az itáliai reneszánsz. Budapest : Typotex, 2014, ISBN 978 963 279 311 5.

SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

VIRÁGVÖLGYI P. A tipográfia mestersége számítógéppel. Budapest: Osiris, 2002, 262 s. ISBN 963379529X.

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: Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ UPD/22	Name: Introduction to pedagogical studies
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - active participation of students in lectures, seminars - written exam (50 points), - in the seminar, the student, under the guidance of the teacher, in the framework of independent and group work, carries out an analysis of the history of education with the support of the literature (25 points) - production 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, minimum 20 000 characters. Assessment of the term paper (25 points): - 10 points, - formal structure 5 points, - reference list 10 points. Total student load (Module 1, Module 2): 6 credits = 180 hours - 39 hours participation in lectures and seminars (contact hours); 80 hours self-study, preparation for the examination, 21 hours preparation of an analysis of the history of education, 40 hours preparation of the term paper The condition for successful completion of the course in both education modules is obtaining at least 50% of the maximum course grade (100 points). Overall course pass mark (Module 1, Module 2): - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge: - The student knows and can interpret the most important scientific results about human beings, the different ideas about human beings, the educational perceptions associated with them, is aware of the sociocultural factors influencing attitudes, and is aware of the implications of all this for personal development. - The student is able to understand and interpret the results of recent theoretical, anthropological and historical research adequate to teacher education. - The student is familiar with various theoretical approaches and interpretations of education and their roles and is able to apply them in his/her work. Skills: - Using the results of the discipline, the student approaches contemporary phenomena of education and pedagogy on the basis of new aspects, with a historical context. - The student should develop his/her image of people and children, his/her perception of education and upbringing, be able to be aware of it and communicate it to others. - With democratic commitment and a sense of responsibility, the student is prepared to accept values other than his/her own, to recognize and respect the views of others. - The student is able to reflectively interpret, analyze and evaluate his/her teaching experiences and opinions. Competences: - The student is able to form an independent opinion, to reflect on himself/herself as a future teacher. - The student is able to develop his/her own procedures to achieve set goals, - The student behaves empathetic towards different social	

groups. - The student takes responsibility for the mission of his/her institution. - Student feels responsible for the effective solution of each problem.

Brief syllabus:

Historical and cultural anthropological approach to education, basic concepts of education - human body, ritual, festival, 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. Philipppines, Juan Vives). The Reformation and the Catholic renewal. Man and worldview - changes in childhood, the family model and women's education. Early modern and modern man and his education - institutional education, its main ideologies (Comenius, Locke, Rousseau); temporal and institutional discipline. The formation and development of modern European school systems in the 19th and 20th centuries. The main stages of the development of Hungarian education (Ratio Educationis, Law on Popular Education); the age of the development of Hungarian women's education. Pedagogical scientific thought, Herbart and his pupils, positivism, pedagogy of spiritual science, experimental pedagogical aspirations, paediatric studies and modern child psychology. The crisis of modern times. School criticism, life reform, women's emancipation movements. The development and main trends of reform pedagogy (Montessori, Waldorf, Freinet, Jenaplan, Dalton-plan), their methodological role in the innovation of school, kindergarten and teaching practice. Competence profile of the future teacher, practical activities and experience.

Literature:

Kéri Katalin: Hölgyek napernyővel. Nők a dualizmus kori Magyarországon 1867-1914. Pro Pannonia Kiadó, Pécs, 2008. ISBN: 9789639893092 Kéri Katalin: Lánynevelés és női művelődés az újkori Magyarországon: nemzetközi kitekintéssel és nőtörténeti alapozással. Kronosz Kiadó, Pécs, 2018. ISBN: 9789634670377 Mészáros István – Németh András – Pukánszky Béla: Neveléstörténet. Bevezetés a pedagógia és az iskoláztatás történetébe. Osiris, Budapest, 2003. ISBN: 9633793432 Németh András: A reformpedagógia múltja és jelene. Nemzeti Tankönyvkiadó, Budapest, 1996. 2. átdolgozott és bővített kiadás: 1998, 3. kiadás: 1998; 4. kiadás 2001. ISBN 9789631921908 Németh András – Skiera Ehrenhard: Reformpedagógia és az iskola reformja. Nemzeti Tankönyvkiadó, Budapest, 1999. 2. kiadás 2003. ISBN: 9631901688 Németh András – Pukánszky Béla: A pedagógia problémátörténete. Gondolat Kiadó, Budapest, 2004. ISBN: 9789639567184 Németh András et al: Alternatív- és reformpedagógia a gyakorlatban http://nti.btk.pte.hu/dogitamas/BHF_FILES/html/99Nemeth/topic.php-topic=14.htm (2022.02.07.) Pukánszki Béla István: Pedagógiai eszmetörténet. Budapest: Gondolat, 2013. ISBN 978-963-693-228-2

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Katalin Kanczné Nagy, PhD., prof. Dr. Béla István Pukánszky, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ UPP-P/22	Name: Art-pedagogy-psychology, personal development course
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of educational module chosen the conditions for completing the subject are as follows. General conditions for completing the subject (Module 1, Module 2): <ul style="list-style-type: none"> • active participation in seminars, • participation in carrying out and discussing assigned tasks, • implementation of creative individual and group activities at the seminars. The conditions for successful completion of the course in both modules are as follows: <ul style="list-style-type: none"> • active student participation in seminars, participation in discussions, both individual and group activities (50%), • execution of assigned individual and group tasks (50%). Students' total workload: 1 credit = 30 hours 1 p.m. participation in seminars (contact hours), 7 hours of studying the recommended literature, 10 hours to complete assigned tasks.	
Results of education: The purpose of the course is to develop the personality, personality traits and communication skills of future teachers. The development of their skills, their self-confidence what necessary for successful implementation of the educational process strengthening properties. During the course, students learn about experiential pedagogy, and the methods and tools of positive psychology and positive pedagogy, through which creative, they become empathetic, tolerant and professionally strengthened, motivated teachers. Knowledges: <ul style="list-style-type: none"> • The student acquires basic knowledge of art, pedagogy and psychology from areas. • The student learns the basics of the theory and practice of experiential pedagogy. • The student learns the theory and practice of positive psychology and positive pedagogy • its foundations. • The student can use to the basic methods of art therapy and music therapy, • techniques and their possible use in the educational process. Skills:	

- The student is able to use selected methods and techniques of positive psychology and positive education, apply its procedures in the educational process.
- The student can apply the methods of psychology and pedagogical communication, techniques and procedures in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for comprehensive personality development.
- The student is able to synthesize the acquired theoretical knowledge and the acquired practical pedagogic psychology and art experiences from an interdisciplinary point of view.

Competencies:

- The student purposefully and systematically strives for his personal and pedagogical knowledge using.
- The student adapts the elements, methods and procedures of the disciplines of art pedagogy and pedagogical psychology to her own pedagogical work.

Brief syllabus:

- The place and importance of artistic, pedagogical and psychological disciplines in harmonious personality development.
- Art education and its tools in the development of emotional intelligence and the complex personal development.
- Art education, passive and active art therapy, and music therapy are creative the application possibilities of its methods and techniques in the educational process (e.g. art participation in an event or participation in the creation of various art projects).
- Pedagogical-psychological methods, techniques and tools for the teacher's mental health.
- Introduction and application of motivational methods and techniques at the seminars:
 - o creating a motivational calendar,
 - o techniques of "changing the way of thinking" in positive psychology,
 - o altruism, voluntary activity and their impact on the teacher's personality, mental and spiritual health,
 - o the possibilities of drama pedagogy,
 - o team building methods and techniques for building interpersonal relationships.
- To practice methods and techniques for the development of communication skills, possibilities of its application.
- Relaxation or the practice and application of tension and stress-relieving methods and techniques possibilities.
- Positive pedagogy, positive psychology, experiential pedagogy, as innovative and progressive as the 21st century trends and the possibilities of incorporating them into the educational process.

Literature:

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

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ UPP-V/22	Name: Art-pedagogy-psychology, personal development course
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of educational module chosen the conditions for completing the subject are as follows. General conditions for completing the subject (Module 1, Module 2): <ul style="list-style-type: none"> • active participation in seminars, • participation in carrying out and discussing assigned tasks, • implementation of creative individual and group activities at the seminars. The conditions for successful completion of the course in both modules are as follows: <ul style="list-style-type: none"> • active student participation in seminars, participation in discussions, both individual and group activities (50%), • execution of assigned individual and group tasks (50%). Students' total workload: 1 credit = 30 hours 1 p.m. participation in seminars (contact hours), 7 hours of studying the recommended literature, 10 hours to complete assigned tasks.	
Results of education: The purpose of the course is to develop the personality, personality traits and communication skills of future teachers. The development of their skills, their self-confidence what necessary for successful implementation of the educational process strengthening properties. During the course, students learn about experiential pedagogy, and the methods and tools of positive psychology and positive pedagogy, through which creative, they become empathetic, tolerant and professionally strengthened, motivated teachers. Knowledges: <ul style="list-style-type: none"> • The student acquires basic knowledge of art, pedagogy and psychology from areas. • The student learns the basics of the theory and practice of experiential pedagogy. • The student learns the theory and practice of positive psychology and positive pedagogy • its foundations. • The student can use to the basic methods of art therapy and music therapy, • techniques and their possible use in the educational process. Skills:	

- The student is able to use selected methods and techniques of positive psychology and positive education, apply its procedures in the educational process.
- The student can apply the methods of psychology and pedagogical communication, techniques and procedures in the educational process.
- The student is able to apply selected innovative, progressive methods and techniques for comprehensive personality development.
- The student is able to synthesize the acquired theoretical knowledge and the acquired practical pedagogic psychology and art experiences from an interdisciplinary point of view.

Competencies:

- The student purposefully and systematically strives for his personal and pedagogical knowledge using.
- The student adapts the elements, methods and procedures of the disciplines of art pedagogy and pedagogical psychology to her own pedagogical work.

Brief syllabus:

- The place and importance of artistic, pedagogical and psychological disciplines in harmonious personality development.
- Art education and its tools in the development of emotional intelligence and the complex personal development.
- Art education, passive and active art therapy, and music therapy are creative the application possibilities of its methods and techniques in the educational process (e.g. art participation in an event or participation in the creation of various art projects).
- Pedagogical-psychological methods, techniques and tools for the teacher's mental health.
- Introduction and application of motivational methods and techniques at the seminars:
 - o creating a motivational calendar,
 - o techniques of "changing the way of thinking" in positive psychology,
 - o altruism, voluntary activity and their impact on the teacher's personality, mental and spiritual health,
 - o the possibilities of drama pedagogy,
 - o team building methods and techniques for building interpersonal relationships.
- To practice methods and techniques for the development of communication skills, possibilities of its application.
- Relaxation or the practice and application of tension and stress-relieving methods and techniques possibilities.
- Positive pedagogy, positive psychology, experiential pedagogy, as innovative and progressive as the 21st century trends and the possibilities of incorporating them into the educational process.

Literature:

- BAGDI, B. & BAGDY, E., & TABAJDI, É. 2017. Boldogságóra: kézikönyv pedagógusoknak és szülőknek: 3-6 éveseknek. Budapest: Mental Focus Kiadó. ISBN 978-615-80819-5-5.
- 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, önelfogadás, önbecsülés. Budapest: Kulcslyuk Kiadó. ISBN 978-615-5281-18-1.
- BENEDEK, L. 2005. Játék és pszichoterápia. KönyvFakasztó Kiadó. ISBN 9638666900.

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. & 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.

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TÓTH-BAKOS, A. & CSEHIOVÁ, A. 2016. Music and Brain - Music Training Transfer. In: INTED 2016 Proceedings: 10th International Technology, Education and Development Conference. Valencia: IATED. USB kľúč, p. 1726-1732. ISBN 978-84-608-5617-7. WoS.

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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: 0					
A	B	C	D	E	FX
0.0	0.0	0.0	0.0	0.0	0.0
Teacher: doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., Mgr. Anita Tóth-Bakos, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ USJ2b-P/22	Name: Introduction to use of Slovak
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based examination, which requires the completion of the following elements during the semester: <ul style="list-style-type: none"> - Active participation in seminars (20 points) Assessment criteria: <ul style="list-style-type: none"> - Active participation in the solution of the given exercises (10 points) - Active participation in exercises, problems and exercises related to the content of the course (10 points) - Written expression: preparation of a presentation on a given topic (15 points) Assessment criteria: <ul style="list-style-type: none"> - Appropriate content, vocabulary used (10 points) - Grammatical accuracy (5 points) - Oral expression - reading (10 points) Assessment criteria: <ul style="list-style-type: none"> - Accuracy and fluency (5 points) - Correct pronunciation and intonation (5 points) - Oral expression - presentation of a prepared presentation (20 points) Assessment criteria: <ul style="list-style-type: none"> - Content accuracy (5 points) - Fluency of presentation (5 points) - correct pronunciation and intonation (5 points) - grammatical accuracy and vocabulary (5 points) - Final test on the material covered during the semester (35 points) Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: <ul style="list-style-type: none"> - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) 	

- FX = 0 - 49% (0 - 49 points)

Total student workload: 4 credits = 120 hours

- 39 hours of participation in seminars and tutorials (contact hours); 41 hours of independent study; 40 hours of portfolio preparation.

Results of education:

Knowledge:

- The student will be able to apply adequately the acquired basic knowledge of Slovak language.

- The student will be able to use functionally words and phrases and basic sentence models in communication on the topics covered

- The student will be able to use the acquired linguistic knowledge effectively in receptive activities (reading and listening comprehension

- The learner will be able to express communicative intentions in productive and interactive language activities

- The learner will be able to use polite expressions and phraseological expressions in the communicative situations studied, and will be able to recognise the difference between formal and informal expression.

- The student will be able to use basic language tools to conduct short dialogues and to reproduce short texts heard.

Skills:

- Students will be able to use their theoretical knowledge and practical skills in oral and written communication.

- The learner will be able to react according to his/her level of knowledge in the communication situations discussed.

- The learner will be able to use the vocabulary appropriately in the communication situations and topics covered

- The learner will be able to respond to oral stimuli in a grammatically correct, articulate, intelligible and appropriate way.

- The learner will be able to write short texts according to the rules of Slovak spelling.

- The learner will be able to develop and deepen his/her own communication skills and put them into practice.

Competences:

- The learner will be able to apply his/her communication skills, to communicate in monologue and dialogue form on the topics covered, to respond to the stimuli heard.

- The student will have presentation skills, be able to understand a text read, distinguish between formal and informal language constructions.

- The student will be able to develop the acquired Slovak language communication and linguistic competences and skills and to apply them appropriately in the everyday communication situations studied.

Brief syllabus:

1. Slovak alphabet (reading and writing); consonants, vowels, double vowels, syllables: de, te, ne, le, di, ti, ni, li; Communication topic: welcome to Slovakia

2. Making contact in a communicative situation. Introduction, response, thanking, basic sentence models;

3. nouns, gender of nouns; Communication topic: in college

4. colours

5. Numbers

6. personal pronouns; Communication topic: who is who?

Verbs, verb conjugation;

8. word order; Communication theme: countries; Where are you from?
 9. communication topic: home, office
 10. adjectives; word combinations: adjective + noun
 11 Orientation in the interior; adjectives/adjectives with opposite meaning; possessive pronouns
 12. plural nouns; communication theme: in the city
 13. conjugation of nouns - subject case; Vocabulary: numbers: 2,3,4 + noun

Literature:

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2007. 7 ISBN 978 80 223 2441
 IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8.
 MÜGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. 978-80-8094-756-9.
 Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006

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: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ USJ2b-V/22	Name: Introduction to use of Slovak
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio based examination, which requires the completion of the following elements during the semester: <ul style="list-style-type: none"> - Active participation in seminars (20 points) Assessment criteria: <ul style="list-style-type: none"> - Active participation in the solution of the given exercises (10 points) - Active participation in exercises, problems and exercises related to the content of the course (10 points) - Written expression: preparation of a presentation on a given topic (15 points) Assessment criteria: <ul style="list-style-type: none"> - Appropriate content, vocabulary used (10 points) - Grammatical accuracy (5 points) - Oral expression - reading (10 points) Assessment criteria: <ul style="list-style-type: none"> - Accuracy and fluency (5 points) - Correct pronunciation and intonation (5 points) - Oral expression - presentation of a prepared presentation (20 points) Assessment criteria: <ul style="list-style-type: none"> - Content accuracy (5 points) - Fluency of presentation (5 points) - correct pronunciation and intonation (5 points) - grammatical accuracy and vocabulary (5 points) - Final test on the material covered during the semester (35 points) Successful completion of the course requires 50% of the available marks for each module (50 points). Assessment of successful completion of the course: <ul style="list-style-type: none"> - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) 	

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Results of education:

Knowledge:

- The student will be able to apply adequately the acquired basic knowledge of Slovak language.
- The student will be able to use functionally words and phrases and basic sentence models in communication on the topics covered
- The student will be able to use the acquired linguistic knowledge effectively in receptive activities (reading and listening comprehension
- The learner will be able to express communicative intentions in productive and interactive language activities
- The learner will be able to use polite expressions and phraseological expressions in the communicative situations studied, and will be able to recognise the difference between formal and informal expression.
- The student will be able to use basic language tools to conduct short dialogues and to reproduce short texts heard.

Skills:

- Students will be able to use their theoretical knowledge and practical skills in oral and written communication.
- The learner will be able to react according to his/her level of knowledge in the communication situations discussed.
- The learner will be able to use the vocabulary appropriately in the communication situations and topics covered
- The learner will be able to respond to oral stimuli in a grammatically correct, articulate, intelligible and appropriate way.
- The learner will be able to write short texts according to the rules of Slovak spelling.
- The learner will be able to develop and deepen his/her own communication skills and put them into practice.

Competences:

- The learner will be able to apply his/her communication skills, to communicate in monologue and dialogue form on the topics covered, to respond to the stimuli heard.
- The student will have presentation skills, be able to understand a text read, distinguish between formal and informal language constructions.
- The student will be able to develop the acquired Slovak language communication and linguistic competences and skills and to apply them appropriately in the everyday communication situations studied.

Brief syllabus:

1. Slovak alphabet (reading and writing); consonants, vowels, double vowels, syllables: de, te, ne, le, di, ti, ni, li; Communication topic: welcome to Slovakia
2. Making contact in a communicative situation. Introduction, response, thanking, basic sentence models;
3. nouns, gender of nouns; Communication topic: in college
4. colours
5. Numbers
6. personal pronouns; Communication topic: who is who?
Verbs, verb conjugation;

8. word order; Communication theme: countries; Where are you from?
 9. communication topic: home, office
 10. adjectives; word combinations: adjective + noun
 11 Orientation in the interior; adjectives/adjectives with opposite meaning; possessive pronouns
 12. plural nouns; communication theme: in the city
 13. conjugation of nouns - subject case; Vocabulary: numbers: 2,3,4 + noun

Literature:

KAMENÁROVÁ, R. a kol.: Krížom-krážom. Slovenčina A1. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2007. 7 ISBN 978 80 223 2441
 IVORÍKOVÁ, H. a kol.: Krížom-krážom. Cvičebnica A1+A2. Bratislava: Vydavateľstvo Studia Academica Slovaca, 2009. ISBN 978-80-223-2809-8.
 MÜGLOVÁ D. a kol.: Cudzie jazyky s deťmi – kreatívne a hravo. Nitra: UKF, 2010. 978-80-8094-756-9.
 Spoločný európsky rámec pre jazyky (SERR). Bratislava: SPÚ, 2006.

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: doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Mária Pálinkáš

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ VIV/22	Name: Visual education
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the selected type of education module - Module 1 Preschool Pedagogy, Module 2 Education, the conditions for completing the course are as follows: <ul style="list-style-type: none"> • active participation of the student in seminars and exercises • student participation in assignments and involvement in analysis and discussion during seminars and exercises • submission of term papers in physical and digital form and its presentation • successful completion of the final examination - Semester thesis evaluation - max. 50 points: <ul style="list-style-type: none"> - quality - 20 points, - originality - 10 points, - formal aspect - 10 points, - a short oral explanation of the concept and content of the submitted works - 10 points. - Successful completion of the course includes the submission of term papers in digitized form in .pdf document format, with the quality and content of this document being evaluated separately according to the following criteria - max. 30 points: <ul style="list-style-type: none"> - formal aspect - 10 points - quality of reproductions of works - 10 points - digital media skills (working with hardware and software) -10 points - Art History Test - max. 50 points: <ul style="list-style-type: none"> - Assessment criteria for the test: recognise, identify and compare works of different periods, know the meaning of different terms final examination pass mark - 130 points: A : 117 - 130 points (90 - 100%) B: 104 - 116 points (80 - 89%) C: 91 - 103 points (70 - 79%) D: 78 - 90 points (60 - 69%) E: 65 - 77 points (50 - 59%) Fx: 0 - 64 points (0 - 49%) Total student workload (Module 1, Module 2): 5 credits = 150 hours <ul style="list-style-type: none"> • 26 hours participation in seminars and exercises (contact hours); 62 hours self-study; 62 semester thesis preparation hours. 	

Results of education:

Knowledge

The student:

- is oriented in the theory and basic concepts of visuality, aesthetics and art
- is familiar with the basic concepts of prehistoric and ancient art history and knows the relevant artefacts and works of this period
- knows the tools of fine art and their correct use
- knows and uses some digital technologies
- knows art techniques and their fields of application
- knows the forms of Visual Education Skills activities:

The student is able:

- for the correct use of the tools of the visual arts and their appropriate application
- to apply and choose the appropriate art technique
- to use elements of visual language in different ways
- to express himself using art techniques on a given theme
- to apply the rules of colour mixing in practice
- to perform certain graphic procedures
- to use of digital technology to produce artwork and to document their own work
- to plan and organize forms of visual education activities

The student is able to:

- apply practical knowledge of the curriculum, which is used in creative production procedures
- apply the theoretical knowledge of the curriculum, using it in a creative way
- establish own procedures in achieving the goals in the design of artifacts
- identify with their own future profession, in which they are fluent in developing their own abilities and skills
- working independently in creative production procedures or in learning the curriculum

Brief syllabus:

1. Basic concepts of visuality - basics of visual language, concepts of visuality, visual cognition skills, vision, visual thinking, visual communication
2. Art and visual arts - definitions, divisions, genres, categories, functions
3. Visual Education Toolkit - tools and material knowledge
3. Compositional exercises on the surface, basic elements of visual language - point, line, contour, spot
4. Compositional exercises on the surface, basic elements of visual language - tone, light, shadow
5. Theory of colours and their expressive use - colour scales, additive and subtractive mixing of colours, colour harmony
6. Compositional exercises on the surface - geometric and natural forms - abstraction and stylization
7. Composition and image making - rhythm, movement, symmetry, asymmetry, balance, proportions
8. Theory and practice of graphic techniques, serial design - print, monotype
9. Technical experiments - compositional exercises on the surface, use of different techniques and materials
 - collage, frottage, mixed media
10. Theory and practice of digital competences – digital image manipulation
11. The concept of creativity, its role in visual education - models of creativity
12. Fundamentals of art history: art of prehistory and antiquity (Paleolithic, Mesolithic, Neolithic, Mesopotamian,

ancient Egypt, Crete and Mycenae, ancient Greek civilization, Etruscan art, ancient Rome, pre-Columbian culture)

Literature:

ARNHEIM R. A vizuális élmény : Az alkotó látás pszichológiája. Budapest: Gondolat, 1979, 560 s. ISBN 9632801415.

BÁLVÁNYOS H., SÁNTA L. Vizuális megismerés, kommunikáció. Budapest: Balassi Kiadó, 2003, 125 s. ISBN 963 506 532 9.

BÁLVÁNYOS H. Esztétikai-Művészeti ismeretek nevelés: Vizuális kultúra II.Képzőművészet, tárgy - és környezetkultúra. Budapest: Balassi Kiadó, 1998, 168 s. ISBN 963 506 240 0.

BORBÉLYOVÁ D., MÉSZÁROS T., NAGYOVÁ Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. Komárno: Univerzita J. Selyeho, 2019, 161 s. ISBN 978-80-8122-335-8.

GOMBRICH E. H.. A művészet története. Budapest: Gondolat Kiadó, 1983, 522 s. ISBN 9632812158.

ITTEN J. A színek művészete. Budapest: Corvina Kiadó, 1970, 96 s. ISBN 9631314066.

KÁRPÁTI A. Vizuális képességek fejlődése. Budapest: Nemzeti Tankönyvkiadó, 1995, 695 s. ISBN 963 18 6824 9.

SOMORJAI F. Művészettörténet. Budapest: Képzőművészeti Kiadó, 2004, 251 s. ISBN 963 336 972.

SZABÓ A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

SZABÓ A. Művészettörténet vázlatokban : A kezdetektől napjainkig. Budapest: AKG Kiadó, 2000, 228 s. ISBN 963 640 445 3.

ZAMAROVSKÝ V. Na počiatku bol sumer. Bratislava: Perfekt, 2017, 221 s. ISBN 978-80-8046-820-0.

ZOLNAY V. A művészetek eredete. Budapest: Holnap Kiadó, 2001, 343 s. ISBN 963 346 2096.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

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

Teacher: Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ VPE/22	Name: Theory and practice of preschool education
Types, range and methods of educational activities: Form of study: Recommended extent of course (in hours): Per week: For the study period: Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 7., 8..	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for entry to the state examination: Completion of 166 credits in the prescribed track: (a) Completion of all required courses (112 credits), b) obtaining a minimum of 48 credits from the compulsory elective courses from Module 1 Preschool Pedagogy, (c) 6 credits for elective courses, 14 credits can be obtained for the completion of the state examination subjects: 10 credits for the defence of the Bachelor's thesis, 2 credits for the compulsory part of the state examination (Theory of Educational Psychological Disciplines) and 2 credits for the compulsory elective part of the state examination (in Module 1: Theory and Practice of Education in Pre-primary Education). In the oral state examination, the student demonstrates knowledge of the methodological and didactic components of the disciplines of pre-school education. The student, supported by a portfolio of teaching practice, further demonstrates skills and competencies in the didactics of the educational domains of preschool education. The colloquial examination in the area of methodological and didactic knowledge of the field of study of the pedagogical disciplines is assessed by the State Final Examination Board. Resulting grades: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
Results of education: Knowledge: - The student knows the basic legislative regulations and standards that set the conditions and determine the specifics of pre-primary education. - The student is able to navigate in pedagogical documentation, other documentation, other conceptual and strategic documents and materials of the kindergarten. - The student knows the specifics of pre-primary education. - The student has knowledge of the theory, didactics and methodology of pre-primary education: -knows the objectives, content, laws and principles of didactics of preschool education, -knows the methods of education in pre-primary education, -knows the theoretical background, aspects, requirements and strategies for the implementation of educational of educational work in kindergarten, -understands the meaning of the state and school educational programme and has knowledge of its conception, -knows the aspects and requirements of planning, organisation and implementation of educational the specifics of the implementation of the plans and the organisation and organisation of educational activities in the kindergarten and the principles of evaluation, as well as the structure of thematic plans and preparations. Skills: - The student is able to apply the goals and elements of education to the conditions of pre-primary education. - The student is able to plan educational activities on the basis of the state and school curriculum,	

taking into account the specifics of education in kindergarten. - The student is able to categorize the system of requirements on the basis of the level of children's skills, on the basis of their age and individual characteristics and is also able to appropriately assign teaching objectives and strategies in accordance with the content of education. - The student is able to choose methods (methods and tools) of assessment and self-assessment, can apply assessment questions depending on the age and individual characteristics of children. Competences: - The student, supported by a portfolio of teaching practice, demonstrates skills and competences in the didactics of educational areas of pre-school pedagogy. - The student is able to apply individual methods in education in a specific situation, including in terms of an individual approach to the educated. - The student is able to imply his/her own theoretical and didactic knowledge into his/her own pedagogical practice, taking into account the specifics of the kindergarten. - The student is able to plan, design, implement and evaluate educational activities.

Brief syllabus:

- The place of kindergarten in Slovak public education. The system and legal regulation of education at the pre-primary level of education. Education, upbringing and education. Possibilities of individual education. - Two-level model of curriculum. State educational programme for pre-primary education in kindergartens. The process of developing the school educational programme. Structure of the school educational programme. - Pedagogical documentation of kindergarten. Other documentation of the kindergarten. Pedagogical documentation of children with special educational needs. Maintenance of pedagogical documentation and other documentation. - Planning and designing the educational process in kindergarten. Levels of planning. Methodological aspects of planning, hierarchy and definition of goals and structure of plans. Skills to be acquired by the child and literacy content as starting points for planning. Methodological aspects of developing thematic plans for educational activities, projects and preparations. Conception and presentation of the plan or project. - Educational process, its stages and forms of implementation. Organisation of educational activities. Daily routines and forms of daily activities. Organisational forms. - Games and activities of the children's choice. Theories and types of games. Categorisation of games. Creation of subjective and objective conditions for play in preschool children. Strategies, methods and forms of organising, implementing and evaluating play. Conceiving and presenting preparation. - Educational area Language and communication. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Mathematics and information work. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Health and movement. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Art and culture- Art education. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Arts and culture- Music education. Structure of curriculum requirements and content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Man and society. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational

area Man and nature. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Educational area Man and the world of work. Structure of requirements and curriculum content. The level of skills to be acquired by the children. Performance standards. Content standards. Evaluative questions. Methodological aspects of the implementation of learning activities. Design and presentation of training. - Collaboration. Cooperation between kindergarten and family. Cooperation of the kindergarten with institutions and professionals. Implementation of ring activities, extracurricular activities, trips and excursions. - Children with special educational needs in kindergarten. Conditions for integration. Individual educational programme. - Musical activities in kindergarten. Rhythmic activities. Vocal activities. Instrumental activities. Perceptual activities. Music and movement activities. Musical-dramatic activities. Conceiving and presenting preparation. - Movement activities in kindergarten. Health exercises. Educational activities. Outdoor activities. Movement activities in nature. Seasonal activities. Movement games. Design and presentation of training - health exercises. - Visual culture- art-education. Resources, techniques and materials used in kindergarten. Opportunities for creation. Developing creativity. Design and presentation of preparation. - Ascertaining children's current developmental level through pedagogical diagnosis. Specifics of testing the current developmental level of children before entering the first grade of primary school. DIFER.

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- KOLLÁRIKOVÁ, Z., PUPALA, B. 2010. Predškolská a elementárna pedagogika. Praha: Portál, 445 s. ISBN 978-80-7367-828-9.
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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: 0

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

Teacher:

Date of last update: 24.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ VPO12a-V/22	Name: Educational counseling
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 8.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: The final assessment is portfolio based, e.g. on the products produced during the course. Students will produce the following documents/products as independent but supported activities. Mandatory components of the portfolio: - Preparation of individual development plans: (1) own development plan; or (2) development plan, e.g. learning, adjustment, behavioural problems, teamwork (Requirement: min. 5 pages; score: 20 points) Assessment criteria: - Feasibility and content of the self-development plan (10 points) - Description and diagnosis of an individual case, using an internationally accepted standardised measurement tool (4 points) - Specific steps, tasks, monitoring and evaluation leading to improvement (4 points) - Content and format requirements (2 points) - Design of a two-hour practical session focusing on the development of self-assessment procedures, communication skills and teamwork (min. 10 pages; score: 40 points) Assessment criteria: - Originality and imagination (10 points) - Knowledge of professional materials (10 points) - Originality of the roles defined in the guidance service (10 points) - Group interaction (6 points) - Sophistication of content and form (4 points) - Development of a personal career plan, taking into account personal career determinants, methods for planning personal key objectives, personal job search strategy. In self-search, using new techniques in career development, within the framework of personality traits and individual expectations and needs (Requirement: min. 10 pages; score: 40 points) Assessment criteria: - Specificity and originality of the career plan (10 points) - Use of innovative career development techniques (10 points) - Professional relevance, aptitude, science (10 points) - Professional integration of acquired knowledge (6 points) - Substantive and formal sophistication (40 points)	

Student's overall workload:

- 39 hours of attendance at lectures and seminars (contact hours); 30 hours of independent study; 51 hours of preparation of products.

Full assessment of the success of the course:

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

Results of education:

Knowledge:

- the student will be able to name the basic documents that foresee the emergence and development of professional counselling services in Europe and Slovakia, to name the basic documents that define the position of school counsellor,
- the student will acquire competence in pedagogical methods of career guidance,
- understand the social function and the importance of educational and career guidance, understand the content of the activities of the educational guidance institution,
- the student will be familiar with the trends in the field of pedagogy and psychology,
- the student will become familiar with internationally accepted, standardised measurement tools used in screening, diagnostic work, condition assessment and monitoring of treatment effectiveness, with particular reference to adolescent and childhood problems such as stress, anxiety and internet addiction,
- the student will recognise the validity and reliability of measurement tools as essential for the development of a development plan,
- the student will be familiar with methodological approaches and aspects of job descriptions,
- knowledge of the structure of the different job descriptions.

Competences:

- The student will be able to independently gather career information from different publications and the Internet,
- the student will be able to navigate in the methods of career knowledge development,
- be able to correctly construct, independently search and evaluate career guidance questionnaires in different situations,
- be able to correctly apply self-awareness training, orientation and communication exercises,
- be able to correctly apply conflict management techniques,
- be able to apply basic forms, methods and techniques of consultation in the system of career guidance,
- be able to design an individual or group counselling process,
- be able to identify their own level of competence,
- be able to identify and research common occupational problems and formulate the theoretical and practical background (using practical procedures) for their solution and resolution,
- be able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages and learners with special needs, and to provide them with appropriate guidance for their entry into the labour market.

Competences:

- The student will be able to apply the skills needed to liaise with pupils, teachers, parents of pupils, guidance counsellors and different institutions on career guidance issues, working with gifted and talented pupils and pupils with problems,
- the ability to select and recommend occupations appropriate to the level of qualification,

- be able to implement and prepare targeted self-awareness development in the context of career guidance,
- be able to independently plan activities to enhance their knowledge of career guidance and career choice,
- be able to demonstrate a reliable, supportive, encouraging, attentive and accepting attitude and to develop an open atmosphere for understanding and managing the working style of others,
- the ability to apply theoretical knowledge to his/her own pedagogical practice in the field of management and cooperation.

Brief syllabus:

1. Understanding social awareness, self-regulation and social skills. Emotion recognition and management, recognition of others' emotions and relationship management methods.
2. Understanding self-awareness. Johari's window as a model of personality development. Self-image and methods of its development. Knowledge of learning procedures and training opportunities.
3. Psychological foundations of practical work and employment. Aptitude for work, career: general principles, individual differences, success.
4. Job analysis: job analysis, job performance analysis. Job satisfaction: motivation, attitude, performance, financial and moral motivation.
5. social psychology at work: socialisation of the workplace, decision-making, communication, individual and group, small group. Factors affecting learning and performance at work.
6. Activation level and performance. Interpretation of motivation, factors influencing it, types of counsellors and their role in pedagogical work. The role of feedback.
7. current education system, labour market system, career and educational guidance, labour market trends, career development opportunities, typical career models, job search forms. Knowledge of the world of work in the wider region.
8. labour market and social opportunities. Professional competence and evaluation of success.
9. linking self-awareness and the career world, skills for job search. Analysis of life paths and personal career plans with individual content, concrete goals and activities.
10. career plan for at-risk and unemployed participants. Extension of career guidance methods. Analysis of labour market information (employment and unemployment indicators). Interests of workers and employers. Labour market at risk. Women at a disadvantage on the labour market
12. Analysis of professional competences. Training and continuing vocational training, skills development. Job counselling.
13. Use of internationally accepted standardised measurement tools for condition recognition and change. Validity and reliability.

Literature:

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- HORVÁTHOVÁ, Kinga. Odborno-metodické riadenie výchovného poradenstva. Pedagogická revue. Roč. 53, č. 3 (2001), s. 237-253.
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TÓTH, P. 2012. Egyéni különbségek szerepe a tanulásban: Tanulási stratégiák. 1. vyd. Budapest: DSGI. 143 p. ISBN 978-963-88946-7-0

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. PaedDr. Kinga Horváth, PhD., Dr. László Pribék, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ VUM-V/22	Name: Education with arts
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for taking the course: <ul style="list-style-type: none"> • active participation of the student in seminars, • student participation in assigned tasks and involvement in creative individual and group artistic activities, • preparation and processing of the art project, • project presentation. Specific conditions for taking the course: 1.) working on an art/music/art project in pairs or groups, 2.) presentation of the art project. The thesis is worth a maximum of 50 points and the following aspects are evaluated: <ul style="list-style-type: none"> - content, - didactic usability, - structure and form, - originality of the project solution. The presentation is worth a maximum of 50 points and the following aspects are evaluated: <ul style="list-style-type: none"> - presentation content, - structure and logical continuity, - originality and technical design, - analysis of artistic/musical expression in terms of didactic attributes, - communication skills and professional preparedness in the form of prompt answers to questions on the topic presented. Final course assessment: In order to pass the course, you must obtain at least 50% of the maximum number of points, with a maximum of 100 points. The following scores must be obtained for the final course grade based on the specified conditions: <ul style="list-style-type: none"> Number of points Assessment 100-90 A 89-80 B 79-70 C 69-60 D 59-50 E 	

49 or less FX

Total student workload: 1 credit = 30 hours (13 hours for participation in seminars (contact hours), 7 hours for studying literature, collecting materials for the project, 10 hours for preparation and processing of work/project with possible didactic use)

Results of education:

Knowledge:

- The student is able to navigate the different areas and levels of art education.
- The student is able to orientate himself in the basic artistic directions, types, forms.
- The student is able to orientate himself in the different stylistic periods of art history.
- The student knows the most important artistic personalities in the history of art.
- The student is able to orientate in the theory and basic concepts of visual culture, musical art, aesthetics.
- The student can distinguish between basic means of visual expression in artwork and musical means of expression in musical art and design their application to art/music activities.
- The student will be able to identify the characteristics of children's artistic/musical expression and evaluate the level of its processing.
- The student is able to creatively solve the given artistic/musical tasks, also in their interdisciplinary context.

Skills:

- The student is able to show interest in solving assigned tasks of artistic orientation.
- The student is able to cooperate in solving practical tasks of artistic orientation.
- The student is able to use a variety of art materials, tools and techniques to complete art assignments.
- The student is able to lead creative musical, musical-verbal and musical-artistic activities, applied adequately to the age category of the pupils.
- The student is able to select and apply an appropriate art technique and use elements of "visual language" in a variety of ways.
- The student is able to express himself/herself through art techniques on a given theme.
- The student is able to apply rules, techniques, procedures of colour mixing.
- The student is skilled in the use of digital technology to produce artwork and to document their own work.

Competencies:

- The student is able to imply theoretical knowledge into his/her own pedagogical practice.
- The student has acquired competencies to apply practical knowledge of the curriculum, which he/she uses in the process of creative arts education.
- The student is able to find his/her own methods in achieving goals in the creation of art/music artifacts, projects.
- The student is able to identify with his/her own future educational and teaching profession.
- In order to successfully pursue a future profession, the student systematically develops his/her abilities and skills.

Brief syllabus:

1. The place, goals, tasks of artistic, aesthetic education in the educational system and relevant official documents - Act No. 245/2008 Coll. on education and training, ŠVP (NAT), LLL, ISCED.
2. Focus, functions, competences, importance of school clubs (SC) and leisure centres (CVČ). Planning and conception of cultural, artistic programs with educational purpose for important events, world days, anniversaries, holidays.
3. Art, art education, art education, experiential pedagogy - in an interdisciplinary context.

4. Life reform and art - people, relationships, influences.
5. Nature, naturalness, closeness to nature in art and museum education.
6. Various reform movements and their connection to innovative approaches in visual culture, music, dance, puppet theatre, children's literature and drama pedagogy.
7. Artistic-pedagogical trends in the formation of modern physical and movement culture.
8. Research and education in contemporary arts and arts education in music, dance, visual culture, drama and children's culture.
9. Innovative research, methods and best practices in the field of art, art education and museum pedagogy.
10. Pedagogical tools and methods in music, visual arts and dance.
11. Children and youth culture, children's art in the past and present.
12. Comprehensive pedagogical models in teaching and research in art/art education, experiential pedagogy, children's culture and play.
13. Models and possibilities for the integration of art and science.

Literature:

- BORBÉLYOVÁ, D., MÉSZÁROS, T. a NAGYOVÁ, Cs. A vizuális nevelés elmélete és gyakorlata az alapkola alsó tagozatán. 1. vyd. Komárno, Univerzita J. Selyeho, 2020. 202 s. ISBN 978-80-8122-368-6
- BORBÉLYOVÁ, D., MÉSZÁROS, T. a NAGYOVÁ, Cs. A vizuális nevelés elmélete és gyakorlati megvalósításának lehetőségei az óvodában. 1. vyd. Komárno: Univerzita J. Selyeho, 2019. 162 s. ISBN 978-80-8122-335-8
- BREDÁCS, A. 2018. A pozitív pszichológia pedagógiai és művészetpedagógiai aspektusai és a pozitív irányzat mozgalommá válása az oktatásban. Iskolakultúra, 27. évf., 2018/1-2. sz. <http://www.iskolakultura.hu/index.php/iskolakultura/article/view/22013/21765>
- CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.
- CSEHIOVÁ, A. 2021. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szököl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho, 2021, P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.
- CSÍKSZENTMIHÁLYI, M. 2008. Kreativitás = a flow és a felfedezés avagy a találékonyság pszichológiája. Budapest: Akadémiai Kiadó, Budapest, ISBN 978-963-05-8746-4
- CSEHI, Á. & DOMBI, E. 1998. Zenehallgatási, zeneirodalmi szemelvények gyermekek és ifjúság részére II. Lilium Aurum, Dunajská Streda: 1998. ISBN 80-8062-024-5.
- KÁRPÁTI, A. 2015. Múzeumpedagógia 6-10 éveseknek. Nitra: Nyitrai Konstantin Filozófus Egyetem – UKF v Nitre. ISBN 978-80-558-0950-2
- KÁRPÁTI, A. 1987. Tantárgy-integráció az esztétikai nevelésben. Budapest: Tankönyvkiadó. ISBN 963 18 11654

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Tímea Mészáros, Csilla Nagyová, ArtD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ VUS10a-V/22	Name: Teaching and learning styles
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 7.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: - participation in the written form of verification of theoretical knowledge of students (50 points), it is necessary to achieve a minimum of 50%, - use a selected questionnaire to find out the cognitive or learning styles of one pupil/student group (min. 15 respondents), evaluate the results and assign learning methods, document the results and conclusions through a study of min. 4 A4 pages (50 points). Total student workload: 26 hours of contact teaching, 34 hours of study preparation, 30 hours of preparation for the knowledge test. Final assessment: - A = 90 - 100% (100 - 90 points) - B = 80 - 89% (89 - 80 points) - C = 70 - 79% (79 - 70 points) - D = 60 - 69% (69 - 60 points) - E = 50 - 59% (59 - 50 points) - FX = 0 - 49% (49 - 0 points)	
Results of education: Knowledge The student knows: <ul style="list-style-type: none"> - Professional concepts and theories of cognitive and metacognitive functions, their disorders, - theories and concepts of self-regulated learning, - the basics of personality learning styles, - the most important theories of learning styles, their neurological foundations, - the links between learning styles, the learning environment and learning motivation, - the most important concepts of learning methodology, - problems of learning effectiveness based on learning strategies or their inadequate application, their causes Skills The student will be able to: <ul style="list-style-type: none"> - Evaluate, using questionnaires, their own cognitive and learning styles as well as the cognitive and learning styles of others, - Based on the results, suggest methods of learning to others, 	

- recognize the need to apply adequate individual learning strategies,

Competencies:

Student:

- Accepts diversity and personality in the relationship between cognition and learning methods,
- Intentionally applies a variety of learning strategies,
- demonstrates openness to emerging learning problems, uses expertise and experience in the area of cognitive, and learning styles, applies their evaluation and summarizes conclusions to solve the problem,
- designs and creates external and internal conditions for learning,
- demonstrates openness to emerging learning problems, uses expertise and experience in the area of cognitive and learning styles, applies evaluation and summary of findings to solve a problem,
- presents a responsible approach to learning problems in individuals,
- feels responsible towards learning difficulties, and towards individual characteristics,
- recognises the opportunities for self-regulated learning and metacognition in the selection of appropriate learning strategies,
- independently plans learning conditions and environments that accept the individual characteristics of the learner.

Brief syllabus:

1. Cognitive functions and their development
2. Cognitive disorders and their neurological basis
3. Early theories of metacognition
4. Metacognitive strategies and styles
5. Self-regulatory learning
6. Object relations of self-regulated learning
7. Learning, competence and styles
8. Basic characteristics of learning styles
9. Neurological foundations of learning styles theory, hemispheric laterality
10. Learning style and learning environment
11. Learning and feelings, motivation to learn
12. Learning methods
13. Relationship between teaching styles and learning styles

Literature:

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.

Engage: The Trainer's Guide to Learning Styles / Jeanine O'Neill-Blackwell. - 1. vyd. - San Francisco: Pfeiffer, 2012. - 357 s. - ISBN 978-1-118-02943-5.

Tanulás és motiváció / Barkóczy Ilona, Putnoky Jenő. - Budapest : Tankönyvkiadó, 1967. - 282 s. - ISBN 0008081.

A tanulás tanítása: Péter Oroszlány. - Budapest : Független Pedagógiai Intézet, 2004. - 326 s. - ISBN 9632100972.

Hogyan tanítsuk gyermekeinket tanulni? / Robert Fisher. - 1. vyd. - Budapest : Műszaki Kiadó, 2007. - 192 s. - ISBN 978-963-16-2531-8.

Hogyan tanuljunk?: Kulcs a sikeres tanúláshoz / Allan Mundsack. - 1. vyd. : Panem, 2006. - 228 s. - ISBN 963 545 4309.

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: prof. Dr. Péter Tóth, PhD., Dr. habil. Erika Kopp, PhD., Dr. László Pribék, PhD., PaedDr. Beáta Kiss					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZAP/22	Name: Introduction to academic writing
Types, range and methods of educational activities: Form of study: Lecture / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of teaching module you choose - Module 1 Early Childhood Education, Module 2 Public Education, the prerequisites for the course are: General conditions for the completion of the subject (Module 1, Module 2): - Active participation of the student in lectures and seminars, - Participation in assigned tasks, analyses and discussions during lectures and tutorials, - creation and presentation of a term paper/pedagogical project Detailed requirements for the completion of the course are given in Module 1 and Module 2: - development of a semester paper in the form of 1 pedagogical project according to the rules of academic writing on a topic of pedagogical nature chosen individually, including: title page, annotation, abstract, keywords, table of contents (with titles of chapters, subchapters, presentation of the work, research, project, purpose, content with references according to the prescribed rules - quotations, paraphrases approx. 4-6 pages in total, and the bibliography or references used at the end of the work), 8-10 pages in total, - presentation, discussion, evaluation and commenting of the work, and assessment of the quality of the term paper (100 points): ◦ choice of topic, originality 20 points ◦ formal structure 10 points, ◦ logical development of the concept of the essay 10 points, ◦ content 20 points, ◦ correct interpretation and processing of literature 20 points, ◦ correct use of sources, paraphrases, references, bibliography 20 points Assessment of successful completion of the subject (100 points): - 46 - 50 points A, - 41 - 45 points B, - 36 - 40 points C, - 31 - 35 points D, - 26 - 30 points E, - 0 - 25 points FX. Total workload of the student (Module 1, Module 2): 3 credits = 90 hours 24 hours of lectures and tutorials (contact hours); 30 hours of independent study,	

36 hours of semester work/portfolio/project work.

Successful completion of the course requires the acquisition of at least 50% of the maximum number of points (100 points) in both modules.

- Active participation in lectures and tutorials (50%).
- Completion, compilation and submission of the term paper/portfolio/pedagogical project by the due date (50%).

Full assessment of the success of the course (Module 1, Module 2):

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

Results of education:

Knowledge:

- The student knows and can apply the rules of academic writing.
- The student is familiar with the specific features of academic writing and the specialised language of scientific and pedagogical works and texts.
- The student has a good knowledge of pedagogical research methodology.
- The student will be familiar with the relationship between theory and practice.
- The student will have sufficient theoretical knowledge and skills to prepare a thesis.

Skills:

- The student is able to analyse and process literature, sources and data.
- The student is able to search, analyse, compare and process relevant sources independently.
- The student is able to plan and conceive his/her own pedagogical project/portfolio.
- The student is able to design and formulate his/her own pedagogical project/portfolio.
- The student is able to synthesise and apply theoretical and practical knowledge and skills into their own pedagogical project/portfolio.

Competences:

- The student applies the principles and criteria of academic and scientific writing ethics appropriately in the preparation of the portfolio/pedagogical project
- The student is adequately prepared for the professional planning of academic and scholarly work.
- The student is adequately prepared to present the results of his/her portfolio/pedagogical project.
- The student is prepared to reflect pedagogically on the results of his/her portfolio/pedagogical project.

Brief syllabus:

- Learning about institutional, academic and scientific forms and activities.
- Forms and results of scientific/academic writing.
- Ethics and plagiarism in academia, scientific writing.
- Study, analysis, compilation and legal implications of national and international literature.
- Mastery, interpretation and presentation of scientific writing.
- Preparation, planning and implementation of scientific writing, studies, portfolios, theses, pedagogical research, projects.
- Methods and strategies - definitions, research methods, research problems.
- Portfolio/pedagogical project/thesis: Work stages - data collection and processing.
- Pedagogical research methodology: research problem, research questions, hypothesis formulation.

- Measurement tools in educational research.
- Criteria for scientific writing.
- Preparation for the design and implementation of a portfolio/pedagogical project/thesis,
- Presentation and analysis of a draft portfolio/pedagogical project/thesis.

Literature:

- ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.
- BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodologie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: <https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf>
- CSÍKOS, Cs. 2009. Mintavétel a kvantitatív pedagógiai kutatásban. Budapest: Gondolat. ISBN 8080622817.
<https://www.szaktars.hu/gondolat/view/csikos-csaba-mintavetel-a-quantitativ-pedagogiai-kutatasban-2009/?pg=0&layout=s>
- ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 913 753 7
- FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.
- GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.
<http://www.e-metodologia.fedu.uniba.sk/>
- HORVÁTHOVÁ, K. & NÉMETH, A. & STRÉDL, T. & SZABÓOVÁ, E. & TÓTH-BAKOS, A. 2015. Szlovák-magyar pedagógiai terminológiai kézikönyv=Slovensko-maďarská pedagogická terminologická príručka. Komárno: Univerzita J. Selyeho. ISBN 978 80 8122 160 6.
- JÓZSA, K. 2007. Az elsajátítási motiváció. Budapest : Műszaki Kiadó. ISBN 978-963-1642-36-7.
- KANCSZÉ NAGY, K. & CSEHIOVÁ, A. 2020. "Az éménykeresés 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, 2020, P. [91]. ISBN 978-615-5657-08-5.
- KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Budapest: Műszaki Kvk., cop. 2001 (Miskolc: Borsodi Ny).
- KRIPPENDORF, K. 1995. A tartalomlemezés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.
- LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger.
<https://mek.oszk.hu/14400/14492/pdf/14492.pdf>
- MÁNDELÍKOVÁ, L. 2012. Analýza a interpretácia odborného textu. Trenčín: Trenčianska univerzita Alexandra Dubčeka. ISBN 978 80 8075 518 8
- OBERRUČ, J. 2012. Metodológia pedagogického výskumu. <http://files.ddtiii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%93SKUMU.docx>
- ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava: IRIS. ISBN 8088778735
- SELYE J. EGYETEM: rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS.
- UNIVERZITA J. SELYEHO: Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS.

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: doc. dr. univ. Agáta Csehiová, PhD., prof. Dr. Krisztián Józsa, PhD., Gyöngyi Gál, PhD., Katalin Kanczné Nagy, PhD.					
Date of last update: 22.02.2022					
Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS1-P/22	Name: Choral singing 1
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge of choral singing. - The student has knowledge of the work and importance of the choir - The student has a brief overview of vocal expression in a choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student can identify choral literature and repertoire appropriate to age group and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. - The student is capable of cultivated vocal expression within choral singing. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. 	

- The student is able to identify and interpret pieces of choral literature by a variety of authors from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship with artistic activities and is also motivated to develop emotional intelligence in self-education.
- Through choral singing, the student is motivated to engage in shared artistic activities and to work collectively.

Brief syllabus:

Assignment of choral singers to individual voices.

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motives and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

Literature:

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS2-P/22	Name: Choral singing 2
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge of choral singing. - The student has knowledge of working in a choir. - The student has a brief overview of vocal expression in a choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student knows the basics of singing from the page and reading choral scores. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student can identify choral literature and repertoire appropriate to age and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. - The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breathing, singing itself and intonation purity 	

- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret works of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

Brief syllabus:

Mastering the basic elements of choral singing, such as:

- proper breathing,
- tone production,
- articulation,
- transposition of motifs and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Continuous development of vocal culture, vocal range and expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastery of the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

Literature:

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS3-P/22	Name: Choral singing 3
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge of choral singing. - The student has knowledge of working in a choir. - The student has knowledge of the role of the choir director. - The student has a brief overview of vocal expression in the choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student knows the basics of singing from the page and reading choral scores. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student knows the gems of choral music from each style period - The student can identify choral literature and repertoire appropriate to age and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. 	

- The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breathing, singing itself and intonation purity
- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret works of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

Brief syllabus:

Practicing the basic elements of choral singing, such as:

- proper breathing,
- formation of tone,
- articulation,
- transposition of motifs and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

<p>Mastering the interpretation of polyphonic, polyphonic choral compositions. Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.</p>					
<p>Literature: Arrangements of children's and folk songs for choral singing from domestic and foreign provenance. Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions. The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: Mgr. Yvette Orsovics, PhD., doc. dr. univ. Agáta Csehiová, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS4-P/22	Name: Choral singing 4
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge of choral singing. - The student has knowledge of working in a choir. - The student has knowledge of the role of the choir director. - The student has a thorough understanding of vocal expression in the choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student knows the basics of singing from the page and reading choral scores. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student knows the gems of choral music from each style period - The student can identify choral literature and repertoire appropriate to age and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. 	

- The student is able to observe the principles of vocal hygiene, correct singing habits in the area of breathing, singing itself and intonation purity
- The student is able to practice singing from the page and reading choral scores.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral settings appropriate to each age group.
- The student is able to identify and interpret works of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

Brief syllabus:

Practicing the basic elements of choral singing, such as:

- proper breathing,
- formation of tone,
- articulation,
- transposition of motifs and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

<p>Mastering the interpretation of polyphonic, polyphonic choral compositions. Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.</p>					
<p>Literature: Arrangements of children's and folk songs for choral singing from domestic and foreign provenance. Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions. The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS5-P/22	Name: Choral singing 5
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge of choral singing. - The student has knowledge of working in a choir. - The student has knowledge of the role of the choir director. - The student has a thorough understanding of vocal expression in the choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student knows the basics of singing from the page and reading choral scores. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student knows the gems of choral music from each style period - The student can identify choral literature and repertoire appropriate to age and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. 	

- The student is able to practice singing from the page and reading choral scores.
- The student is capable of cultivated vocal expression within choral singing.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

Brief syllabus:

Practicing the basic elements of choral singing, such as:

- proper breathing,
- formation of tone,
- articulation,
- transposition of motifs and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

Literature:

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZBS6-P/22	Name: Choral singing 6
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: For the study period: 5s Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 6.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for successful completion of the course is active participation in choir singing exercises/rehearsals, rehearsing and mastering choral compositions of the currently practiced repertoire; active participation and representation of the University at various cultural and social events, concerts, competitions, festivals in regional, national, or even international scale. The final evaluation consists of points obtained for fulfilling the conditions in the form of: max. 50 points for intermediate tasks and rehearsal of assigned choral compositions and max. 50 points for active representation of the choir, i.e. participation in various performances and concerts. A student may receive a maximum of 100 points in total. Final course grade: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student workload: 1 credit = 30 hours (12 hours: participation in rehearsals, 8 hours: self-study, rehearsal of choral pieces, 10 hours participation in concerts, performances)	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student has basic information and knowledge about choral singing and choral work - The student has knowledge of the role of the choir director. - The student has a thorough understanding of vocal expression in the choral ensemble. - The student has an understanding of choral music and literature. - The student knows how to work with the voice in a choral ensemble. - The student knows the basics of singing from the page and reading choral scores. - The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group. - The student knows the gems of choral music from each style period - The student can identify choral literature and repertoire appropriate to age and performance difficulty, level. - The student can identify and meet basic choral techniques and gestures. Skills: <ul style="list-style-type: none"> - The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives. - The student is able to practice singing from the page and reading choral scores. 	

- The student is capable of cultivated vocal expression within choral singing.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.
- Through choral singing, the student is motivated to engage in collaborative artistic activities and to work collectively.
- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

Brief syllabus:

Practicing the basic elements of choral singing, such as:

- proper breathing,
- formation of tone,
- articulation,
- transposition of motifs and simple melodies.

Practicing different models of vocal warm-ups.

Acquiring correct singing habits.

Developing vocal culture and vocal expression in the choral body.

Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

Rehearsal of technical exercises, folk and artificial compositions.

Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

Mastering the interpretation of polyphonic, polyphonic choral compositions.

Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

Literature:

Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZGE/22	Name: Basics of development of geometric and spatial thinking
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: For the study period: 5s / 10s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 4.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Students on the Module 1 Early Childhood Education programme are required to actively participate in the course. During the semester, the student will hand in and present the semester work - pre-school teaching aids. The semester work will be assessed on the basis of its content and form and the respect of the deadline for its submission. The student will demonstrate his/her theoretical knowledge by means of a written paper. In order to pass the written examination, the student must obtain at least 50% of the total marks for the examination. A student who obtains at least 50% of the total marks in the examination will have the opportunity to write 2 revision papers. For students on the Module 2 Public Education programme, active attendance in class is a prerequisite for the completion of the course. During the semester, the student will hand in and present the term paper - lower level teaching aids that he/she has developed. The evaluation of the term paper will take into account its content and format and the respect of the deadline for its submission. The student shall demonstrate his/her theoretical knowledge by means of a written paper. In order to pass the written examination, the student must obtain at least 50% of the total marks for the examination. A student who obtains at least 50% of the total marks in the examination will have the opportunity to write 2 revision papers. The student's total workload is based on the allocation of hours in Module 1 (5cred = 150 hours): <ul style="list-style-type: none"> ● participation in practicals (39 hours), ● active participation and assignments (26 hours), ● preparation of term papers (25 hours), ● preparation for the written examination (2x30 hours). The student's total workload is based on the allocation of working hours in Module 2 (5cred = 150 hours): <ul style="list-style-type: none"> ● participation in practicals (39 hours), ● active participation and assignments (30 hours), ● preparation of term papers (21 hours), ● preparation for the written examination (2x30 hours). The final assessment of the course is as follows: 20% of the final assessment will be the maximum mark for the developed supporting material, 80% of the final assessment will be the maximum mark for the written examination.	

For assessment A, 90-100% of the total score must be obtained; for assessment B, 80-89%; for assessment C, 70-79%; for assessment D, 60-69%; and for assessment E, 50-59%.

Results of education:

On completion of this course, students of Module 1 Early Childhood Education and Module 2 Public Education will have acquired the following skills:

Knowledge:

- Acquires a basic knowledge of geometry in the educational field of Mathematics and Information Processing;
- Acquire basic concepts and terminology used in geometry;
- master various techniques for constructing, representing, decomposing and assembling planar and spatial shapes;
- theoretical knowledge of basic geometric shapes and their properties;
- basic skills to construct and solve mathematical models of simple practical problems and to search for and develop appropriate mathematical tools;
- master mathematical symbolism;
- be able to use formulas for calculating the area of basic planar surfaces, including the simpler cases where some data need to be calculated from other data;
- can construct basic plane figures in simple cases;
- calculate the area of planar formations that can be subdivided into basic planar formations;
- can use appropriate methods, tools and formulae to determine length (on paper, in space, in nature), area, volume and angle, and to convert units of length, area and volume;
- can construct triangles, circles, shapes in simple cases using sets of points with given properties (using the method of geometric locations).

Skills:

- able to plan and evaluate individual, group and frontal mathematical activities;
- ability to distinguish and integrate basic geometric knowledge in terms of the development of geometric concepts;
- ability to independently propose solutions to problems;
- the ability to apply theories, methods and procedures creatively and independently to develop and analyse mathematical models of various natures;
- master various techniques, procedures and methods for solving geometric problems;
- can identify the mathematical basis of geometric concepts in pre-primary and primary education;
- be able to solve problems related to scientific knowledge in everyday life;

Competences:

- Ability to ask questions that arouse children's curiosity and create opportunities for observation, inquiry, and discovery of new knowledge;
- can plan and organise their own 'scientific' activities effectively;
- have a positive attitude, ready to practise their profession;
- the ability to work effectively both independently and as part of a team;
- develops a positive attitude towards geometry and mathematics;
- awareness of the usefulness of mathematical knowledge and its applicability to practical life;
- raises awareness of the importance of developing the basic conditions necessary for understanding and learning the basics of geometry.

Brief syllabus:

- Basic shapes in the plane..
- Point, straight line, semi-line, line, line, section, half-plane, plane, n-angle, convex shape.
- Euclid's axioms.

- Congruence of basic shapes.
- Congruent mappings: offset, rotation, axial and centroidal symmetry.
- Symmetric shapes.
- Similarity.
- Congruent and similar representations in construction tasks.
- Point sets with given properties, circle, perimeter, central and perimeter angles.
- Triangles, notable points and lines of triangles, basic properties of quadrilaterals and regular n-angles.
- Editing exercises.
- Measurement, measurable properties of shapes. Pithagoras' theorem. Perimeters and areas of basic planes.
- Developing spatial perception. Developing spatial orientation. Using construction sets and educational software.

Literature:

- Józsa, K., Zentai, G., Hajdune, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak /. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Pelle, B.: Geometria. - Budapest : Tankönyvkiadó, 1974. - 478 s. - ISBN 963 17 0746 6.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Reiman, I.: Fejezetek az elemi geometriából. Speciális matematika tankönyvek. 1. vyd. : TYPOTEX Nemzeti Tankönyvkiadó, 2002. - 206 s. - ISBN 963 9132 28 4.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejvel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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: prof. Dr. Krisztián Józsa, PhD., Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., RNDr. Zuzana Árki, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZHV/22	Name: The basics of music education
Types, range and methods of educational activities: Form of study: Lecture / Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 5s / 5s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Depending on the type of module you choose - Module 1: Early Childhood Education, Module 2: Public Education, the prerequisites for successful completion of the course are: General conditions for the completion of the course for both modules: <ul style="list-style-type: none"> - active participation in lectures, seminars and practical classes - active involvement of the student in the assigned tasks and the completion of homework assignments, - active participation of students in creative musical activities during seminars and practical sessions, - preparation/editing and submission of a semestral work in the form of a collection of children's songs and musical-movement games, - presentation of a musical project on a chosen theme related to the content of the subject, - successful completion of a final examination. Specific conditions for the completion of the subject for both modules: <ul style="list-style-type: none"> - development and submission of a semestral work in the form of a collection of children's stories, 20-30 pages in length, with a visual and formal presentation that is individual and creative. The main thematic areas will be mainly related to topics that can be used in the pre-primary and primary education process. → The project will be prepared independently by each student. → The maximum number of points awarded for the collection is 50 points, which assesses the content, structure, originality and didactic usefulness of the material submitted. - Presentation of any musical, instrumental, vocal, movement or artistic project on a topic of the student's choice, related to the content of the subject, the target group or the level of education. → The project is prepared and presented by students in pairs or small groups. → The project will be worth a maximum of 50 points, based on its content, practical implementation, originality, creative execution and didactic usefulness. Total student workload (Module 1, Module 2): 5 credits = 150 hours <ul style="list-style-type: none"> - 39 hours for participation in lectures, seminars and tutorials (contact hours); - 56 hours of independent study, study of the recommended literature, completion of assigned tasks and homework, preparation for the final examination; 	

- 30 hours for the preparation of the semestral work, compilation of the collection of children's stories;
- 25 hours for the preparation of a project of a musical-educational nature.

To successfully complete the course, a minimum of 50% of the maximum score (100 points) is required.

Final assessment of the course (Module 1, Module 2):

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

Results of education:

Knowledge

The student:

- learn the basics of music theory, music reading and notation.
- learn basic musical concepts and terminology.
- The ability to reproduce various rhythmic motives, melodic turns and intonation exercises.
- know and be able to perform songs, simple nursery rhymes and folk songs.
- becomes familiar with the characteristics of children's instruments, their timbre, their specific features and their possible uses in the teaching and learning process.
- be informed about current literature on music education, musical skills and the development of musical abilities and skills in pre-school and younger children.
- Knowledge of the literature on teaching a variety of creative musical and music-movement activities.
- master the basic elements and techniques necessary for the development of musical, rhythmic, aural, intonational and singing skills in pre-school and pre-primary school children.

Skills:

The student will:

- be able to combine theoretical knowledge of music theory with practical knowledge and experience and to apply it in the educational practice of preschool and pre-school children.
- the ability to lead creative musical activities appropriate to the age of the children and pupils.
- be able to use appropriate creative methods in the production of musical, instrumental, musical-singing and musical-movement activities.
- ability to lead the educational process through musical experience and practical music-making activities.

Competences

The student:

- Is adequately prepared to plan and responsibly carry out music education work with pre-school and younger children.
- Have sufficient knowledge to navigate art/music oriented educator-teacher programmes and be able to produce creative musical activities.
- Ability to shape children's aesthetic sense and taste through music and various creative musical activities.
- She has the competences to develop the musical skills and musical creativity of pre-school and younger school-age children.

Brief syllabus:

The place of music education in the development of musical skills in pre-school and primary school children.

The basic properties and characteristics of music: tone, timbre, pitch, dynamics, musical notation.

The basics of musical notation and reading - the role of the clefs in musical notation, the line system.

The basics of music notation - the prefixes/modifier signs.

Timing of music, rhythm, tempo, steady beat.

Rhythm values, reading and writing rhythm formulas, the concept of beat.

Intervals and their relation to relative solmization.

Pronunciation of rhythmic and aural intonation exercises.

Scales, tonality - major, minor, modal progressions, chords.

Basic tools of musical expression - dynamic, tempo and agogic signs.

Music activities in the pre-school teaching and learning process (State Education Programme).

Basic musical material to be used in kindergarten: nursery rhymes, counting songs.

Vocal activities in kindergarten: basics of singing, breathing, voice production, intonation.

Musical material for preschool children - children's songs, folk children's games, musical and movement activities, children's instruments, easy-to-use instruments.

Folk customs and traditions in the process of music education in kindergarten.

Perception/listening activities, improvisation, music-movement and various creative musical activities in music education.

The interweaving of music education, creative musical activities and interdisciplinary links in the teaching-learning process.

Literature:

BAKOS, A. 2014. Zenepedagógia és zeneterápia. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho, 2014: "Nové výzvy vo vede a vo vzdelávaní". Sekcie pedagogických a humanitných vied. Komárno : Univerzita J. Selyeho, p. 13-22. ISBN 978-80-8122-073-9

CSEHI, Á. & DOMBI, E. 1998. Zeneirodalmi, zenehallgatási szemelvények gyermekek és az ifjúság részére I. Dunaszerdahely: Lilium Aurum. ISBN 0013798

CSEHIOVÁ, A. 2018. A zenei képességek és a kisgyermekkorú személyiségfejlődés kölcsönhatása. In: Új kihívások és a pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés és Felsőoktatás-pedagógiai Konferencia tanulmánykötete. Budapest: Óbudai Egyetem. P. 89-101. ISBN 978-963-449-148-4

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

FALUS, A. 2016. Zene és egészség. Zene-Egészség-nevelés-test-lélek. Kossuth Kiadó: Budapest. ISBN 9 789630 986304

FORRAI, K. 2016. Ének a bölcsödében. Budapest: Móra Könyvkiadó. ISBN 9789634154556

FORRAI, K. 2016. Ének az óvodában. Budapest: Móra Könyvkiadó. ISBN 9789634154563

FORRAI, K. 1976. Jár a baba, jár. Budapest: Kozmosz Könyvek. ISBN 9632111117

GAJDOS, A. 2000. Gyermekdalok. Budapest: Metódus-tan. ISBN 963 0032 57 0

GÁGYOR, J. 1982. Megy a gyűrű vándorútra. Gyermekjátékok és mondókák. Bratislava: Madách Könyvkiadó. ISBN 0010033

KOKAS, K. 1972. Képességfejlesztés zenei neveléssel. Budapest: Akadémiai Kiadó. ISBN 9630562855

LÁSZLÓ-BAKK, A. 1981. Egyedem-begyedem: Mondókák, gyermekjátékok. Bukarest: Kriterion Könyvkiadó.

ORSOVICS, Y. – STRÉDL, T. – SZABÓOVÁ, E. – VASS, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno: Univerzity J. Selyeho. ISBN 978-80-8122-282-5

ORSOVICS, Y. 2019. Zenei alapismeretek az óvó- és tanítóképzős hallgatók számára.

Művészetpedagógiai füzetek I. Komárom: Selye János Egyetem. ISBN 978-80-8122-289-4

ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0

ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00671

ORSOVICS, Y. 2006. Zenei nevelés az alapiskola 3. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo, 2006. ISBN 80-10-00905-9

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

STRÉDL, T. 2017. Terápiák és nevelés. Komárno: Univerzita J. Selyeho. 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>. ISSN 2063-1979

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: doc. dr. univ. Agáta Csehiová, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZMA/22	Name: Basics of mathematics
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 5	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Conditions for the maximum number of points required to pass: For students on the Early Childhood Education (Module 1) programme of study, the final mark is obtained by successfully completing a written paper, normally divided into two parts according to the requirements during the semester, in which case the average of the results of each paper will give the final mark. The written paper score represents 80% of the total score. A further 20% of the mark may be obtained by the student by solving set problems. For students on the Public Education (Module 2) programme of study, the subject may be completed by writing a written paper, usually divided into two parts according to the requirements, in which case the results of each paper are averaged. The maximum number of marks that can be obtained in the written examination is 70% of the marks. An additional 15% may be obtained by the student for active work, preparation, problem solving and seminar work during the semester (15%). The course must be completed with more than 50% of the available marks. A student who does not achieve at least 50% of the marks will be required to take a remedial written examination and must achieve at least 50% of the marks. The student's total teaching load in Module 1 (5 credits = 150 hours): <ul style="list-style-type: none"> ● Participation in practicals and seminars (39 hours), ● active participation in assignments (26 hours), ● preparation of seminar work (25 hours), ● preparation for written examination (2x30 hours). Total student workload in Module 2 (5 credits = 150 hours): <ul style="list-style-type: none"> ● participation in exercises and seminars (39 hours), ● individual assignment solution and presentation (39 hours), ● presentation and preparation of seminar work (12 hours), ● preparation for written examination (2x30 hours). At least 90% of the points are required for the A grade, at least 80% for the B grade, at least 70% for the C grade, at least 60% for the D grade and 50% of the points for the E grade.	
Results of education: After completing the course, the student will be familiar with the basic mathematical concepts needed to introduce and develop the concept of number. The student will acquire theoretical	

knowledge of number structures and their structure, sets and their representations. Upon successful completion of the course, students will have acquired:

Knowledge:

- Familiar with the basic concepts of set theory and the basic methodological and conceptual apparatus of mathematical logic;

- theoretical knowledge of sets of numbers and their structure, knowledge of sets and their mappings;

abstract concepts of binary relations and the ability to identify the types and properties of relations, and to give examples of relations with given properties;

- master the procedures for solving text problems using set theory;

- master the concepts of mappings and functions, and the basic properties of line and inverse proportionality;

- solve linear equations and inequalities and special types of Diophantine equations;

- have basic skills for organising workshops and nurturing mathematical talents;

Skills:

- can use the tools of set theory to represent and interpret everyday situations, knows the principles of decomposing sets;

- can distinguish between types of mappings, can give examples of elementary functions;

- has sufficient practice and skills in creating tasks to develop the concepts of functions, line and inverse proportionality, and can design and implement activities and activities to develop these concepts;

- the ability to create activities that develop children's concepts of functions, line and inverse proportionality at the appropriate developmental level;

- the student can interpret and analyse the knowledge acquired;

Competences:

- can comprehensively analyse situations and situations that can be solved by logical operations and set operations;

- use basic mathematical concepts with confidence, use them appropriately and at the expected level, and apply them in the given context;

- focus on the development of basic mathematical concepts in primary education;

- can plan pedagogical and educational activities in their own field and carry them out in accordance with the needs of children and learners and in line with the educational objectives set.

Brief syllabus:

- Sets and set operations. Representation of sets and decomposition of the basic set.

- Descartes' multiplication, its properties and fundamental properties. Binary relations.

Properties of relations, ordering, equivalence relations, congruence.

- Mappings and functions, types of mappings (injective, surjective and bijective mappings), composition of mappings.

- Equivalence relation, equivalence of sets, natural number, cardinal and ordinal number. Numerosity of sets.

- Mapping as assignment and as function, definition, notation, variable, domain of interpretation and set of values. Functions in everyday life.

- Ways of specifying mapping, formula, table, graph in coordinate system, arrow diagram, "machine-automatic".

- Functions as special mappings, notation, graph, linear function, line and inverse proportionality.

- Linear equations and inequalities, concepts of variable and unknown.

- Diophantine equations.

Literature:

- Dringó, I., Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982
- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban : Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.
- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejjel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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: Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., RNDr. Zuzana Árki, PhD., prof. Dr. Krisztián Józsa, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZMP1b-P/22	Name: Basics of Hungarian orthography
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 1.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: During the semester, students will give an interactive presentation on an orthographical problem (max. 10 points, which is 1/3 of the overall evaluation), and during the exam period they take a written exam (max. 20 points, which is 2/3 of the overall evaluation). In specific cases, students may prepare an interactive poster presenting an orthographical problem instead of giving an interactive short presentation (max. 10 points, which is 1/3 of the overall evaluation). However, this poster must be submitted no later than the 10th week of the semester. Students must gain at least 5 points (50%) for the interactive short presentation/interactive poster in order to participate in the written exam. To pass the written exam, students must earn at least 10 points (50%). The total score students may get is 30 points (10 points for the interactive short presentation/interactive poster, 20 points for the written exam). Criteria of evaluating the interactive short presentation: <ol style="list-style-type: none"> 1. content of the short presentation: choice of topic, purpose of the short presentation, used literature, etc. (2 points) 2. verbal and non-verbal expression: logical and comprehensible explanations, appropriate mode of expression, eye contact, etc. (2 points) 3. use of visual, acoustic, audio-visual tools: digital presentation (structure, keywords, images, etc.), short audio recordings, videos, etc. (2 points) 4. involving the audience: questions and answers, quizzes and tests, tasks, etc. (2 points) 5. compliance with the time frame: approx. 10-15 minutes (2 points) Criteria for evaluating the interactive poster: <ol style="list-style-type: none"> 1. content of the poster: choice of topic, purpose of the poster, used literature, etc. (2 points) 2. the aesthetics of the poster: structure, arrangement of text and images, etc. (2 points) 3. the form of the poster: language, spelling, form of references, etc. (2 points) 4. the interactivity of the poster: questions, quizzes, tasks, etc. (2 points) 5. the possibilities of applying the knowledge in pedagogical practice: formulation of proposals (2 points) Criteria for evaluating the written exam: – the knowledge of topics that students can gain by regularly preparing from the theoretical and practical content of seminars and professional literature	

- the knowledge of specific topics that students can gain by regularly preparing from the actual supplementary literature.

Student workload: 4 credits = 120 hours (26 hours for participation in lessons; 47 hours for preparing an interactive short presentation/interactive poster; 47 hours for preparing for the exam).

Scoring: A (100%–90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), below 50% Fx. Students not reaching 50% will not earn the credits.

Results of education:

Knowledges:

- Students will know the rules of Hungarian orthography.
- They will know the basic data, concepts, rules as well as theoretical and methodological principles related to Hungarian orthography.
- They become familiar with the short history of Hungarian orthography.

Skills:

- Students will be able to apply their knowledge of orthography that they gained during the course to specific language examples.
- They will be able to use their knowledge of orthography that they gained during the course when creating texts on their own.

Competencies:

- Students will have a positive attitude towards the socio-cultural and linguistic diversity of society.
- They will be able to formulate their own point of view and attitude towards questions related to spelling, which they will be able to critically review and defend constructively.
- They will be able to keep up with the current development of orthography and will be able to improve professionally.

Brief syllabus:

1. A short history and professional literature of Hungarian orthography
2. The basics of Hungarian orthography: alphabet, alphabetical order
3. The basic principles of Hungarian orthography: (I) the principle of pronunciation
4. The basic principles of Hungarian orthography: (II) the principle of word analysis
5. The basic principles of Hungarian orthography: (III) the principle of tradition
6. The basic principles of Hungarian orthography: (IV) the principle of simplification
7. Spelling of vowels
8. Spelling of consonants
9. Spelling of compound words
10. Spelling of proper names
11. Spelling of numbers, digits and dates
12. Separation of words

Literature:

- ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7
- A magyar helyesírás szabályai. 2015. Budapest: Akadémiai Kiadó, 12. vydanie. ISBN 978 963 05 9631 2
- CSEKŐ, Gy. 2016. Helyesírás 12.0. Szabályok, feladatok a helyesírási szabályzat 12. kiadásának tanításához. Budapest: Neteducatio. ISBN 978-615-80328-2-7
- CS. NAGY, L. 1994. Helyesírási gyakorlókönyv. Budapest: Trezor.
- FERCSIK, E. 2016. Helyesírási munkafüzet. Feladatok A magyar helyesírás szabályai 12. kiadásához. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-043-4

<p>– HERNÁDI, S. 2016. Helyesírási önképző: A magyar helyesírás szabályai új, 12. kiadása alapján. Budapest: Móra Könyvkiadó. ISBN 978 963 415 506 5</p> <p>– LACZKÓ, K. – MÁRTONFI, A. 2005. Helyesírás. Budapest: Osiris. ISBN 963 389 541 3</p> <p>– TAKÁCS, G. 2021. Magyar helyesírás: A helyesírási szabályzat közérthető magyarázata példákkal. Budapest: Tinta Könyvkiadó. ISBN 978-963-409-294-0</p> <p>– TÓTH, E. (ed.) 2017. Magyar helyesírási szótár: A magyar helyesírás szabályai szerint tizenkettedik kiadása szerint. Budapest: Akadémiai Kiadó. ISBN 978 963 05 9823 1</p>					
<p>Language, knowledge of which is necessary to complete a course: Hungarian, Slovak</p>					
<p>Notes:</p>					
<p>Evaluation of subjects 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>Teacher: Szabolcs Simon, PhD., Mgr. Gábor Lőrincz, PhD., Mgr. Vojtech Istók, PhD.</p>					
<p>Date of last update: 22.02.2022</p>					
<p>Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZPC/22	Name: Basics of development of the concepts of numbers
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 5s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Students on the Module 1 Early Childhood Education programme are required to actively participate in the course. During the semester, the student will hand in and present the semester work - pre-school teaching aids. The semester work will be assessed on the basis of its content and form and the respect of the deadline for its submission. The student will prove his/her theoretical knowledge by a written final examination. In order to pass the written final examination, the student must obtain at least 50% of the total marks for the written examination. A student who does not achieve at least 50% of the total written score must take a remedial written examination and obtain at least 50% of the total marks in the remedial examination. For students on the Module 2 Public Education programme, active attendance in class is a prerequisite for the completion of the subject. During the semester, the student will hand in and present the semester project - lower level teaching aids. The evaluation of the term paper will take into account its content and format and the respect of the deadline for its submission. The student will demonstrate his/her theoretical knowledge by means of a written final examination. In order to pass the written final examination, the student must obtain at least 50% of the total marks for the written examination. A student who does not achieve at least 50% of the total written score must take a remedial written examination and obtain at least 50% of the total marks in the remedial examination. The student's total workload is based on the allocation of hours in Module 1 (6cred = 180 hours): <ul style="list-style-type: none"> ● Participation in exercises and seminars (39 hours), ● active participation and assignments (41 hours), ● preparation and presentation of seminar work (40 hours), ● preparation for the final written examination (2x30 hours). The student's total workload is based on the allocation of working hours in Module 2 (6cred = 180 hours): <ul style="list-style-type: none"> ● participation in exercises and seminars (39 hours), ● active participation and assignments (41 hours), ● preparation and presentation of seminar work (40 hours), ● preparation for the final written examination (2x30 hours). The final assessment of the course is as follows:	

20% of the final assessment will be the maximum mark for the developed supporting material and 80% of the final assessment will be the maximum mark for the final written examination. For assessment A, 90-100% of the total score must be achieved; for assessment B, 80-89%; for assessment C, 70-79%; for assessment D, 60-69%; and for assessment E, 50-59%.

Results of education:

On completion of this course, students of Module 1 Early Childhood Education and Module 2 Public Education will have acquired the following skills:

Knowledge:

- Acquires a basic knowledge of number theory in the educational field of Mathematics and Information Processing;
- acquire basic concepts and terminology used in number theory;;
- learns the basic mathematical concepts needed to formulate the concept of number;
- master various methods of introducing and developing the concept of number and numerical operations, and be able to apply methods of representing and modelling operations;
- can explain the principles of algorithms for arithmetical operations, and know strategies for solving mathematical problems;
- theoretical knowledge of the set of natural numbers, its structure, basic operations, the decimal number system;
- basic knowledge of the divisibility of natural numbers;
- can calculate the greatest common divisor and the least common multiple of natural numbers using various methods;
- can use the Euclidean algorithm to calculate the greatest common divisor;
- have a basic knowledge of prime numbers, can determine the division of a number into prime factors;
- have a basic knowledge of number systems;

Skills:

- Ability to plan and evaluate individual, group and frontal mathematical activities;
- ability to plan, organise, supervise, plan, organise and plan activities for individual and group work, ● ability to classify the complexity of activities according to children's abilities;
- ability to independently propose solutions to problems;
- have skills in creating tasks to develop numeracy and can plan activities to learn basic numeracy operations;
- the ability to design methodologically appropriate procedures for introducing and developing mathematical operations within the State Education Programme and in various educational activities.
- the ability to plan activities and activities to develop basic concepts in numeracy;

Competences:

- Have a positive attitude, ready to practice his/her profession;
- Ability to work effectively both independently and as part of a team;
- develops a positive attitude towards mathematics;
- develops an awareness of the usefulness of mathematical knowledge and its applicability to practical life;
- raises awareness of the importance of developing the basic conditions necessary for understanding and learning the fundamentals of number theory;
- the ability to extend mathematical knowledge independently and to acquire new mathematical knowledge.

Brief syllabus:

- Writing numbers in the decimal system, historical number systems.

- Natural number as a quantity, definition of addition and multiplication.
- Natural number as a series, definition of addition and multiplication.
- The natural number as a successor, definition of addition and multiplication.
- Subtraction as an inverse operation and as an independent operation.

Properties of addition and subtraction. Algorithm of addition and subtraction in the decimal number system.

- Division. Properties of multiplication and division. Head counting algorithms, written division and electronic algorithms.
- Algorithms for multiplication and division in the decimal system
- Divisibility of integers.
- Greatest common divisor.
- Least common multiple.
- Euclidean algorithm
- Prime numbers. Decomposition of numbers into multiples of prime factors.
- Number systems.

Literature:

- Dringó, I., Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982
- Józsa, K.: A számolás fejlesztése 4-8 éves életkorban : Szülőknek, óvodapedagógusoknak, tanítóknak. - 2. vyd. - Szeged : Mozaik Kiadó, 2017. - 135 s. - ISBN 978 963 697 767 2.
- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
- Perlai, R.: Matematikai játékok óvodáskorban. 1. vyd. : Flaccus Kiadó, 2014. - 159 s. - ISBN 978-615-5278-15-0.
- Reiman, I.: Matematika : Kézikönyvek. Budapest : Typotex Budapest, 2011. - 609 s. - ISBN 978 963 279 300 9.
- Zsámboki, K., Horváthné, Sz. A.: Matematika kézzel, fejjel, szívvel . - 1. vyd. - Budapest : OKKER Kiadó, 1993. - 96 s. - ISBN 963 7315 38 7.

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: prof. Dr. Krisztián Józsa, PhD., Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., RNDr. Zuzana Árki, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZPP/22	Name: Basics of science
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: For the study period: 10s / 10s Methods of study: present	
Number of credits: 6	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A condition for passing the subject is active participation in seminars, and practical lessons. During the semester, the student submits the prepared worksheets from the practical lessons and continuously submits the homework assignments. When evaluating assignments and worksheets, their content, formal aspects, and submission on time are considered. The student will prove his acquired theoretical knowledge and skills with a written examination. Admission to the written exam is subject to submitting all worksheets and assignments. The final grade of the subject is calculated as follows: $0.40 \times \% \text{ number of points for assignments and worksheets} + 0.6 \times \% \text{ for written examination.}$ 90-100% is required to achieve an A grade; for grade B 80-89%; for grade C 70-79%; for D grade 60-69%; for E grade 50-59% of the total number of points. Student load: 6 credits = 180 hours (26 hours: participation in seminars, 26 hours participation in practical lessons, 68 hours: preparation of protocols and worksheets, 60 hours independent study and preparation for the exam).	
Results of education: After completing the subject, the student: Knowledge: <ul style="list-style-type: none"> - acquires basic theoretical knowledge from the educational field of Man and Nature; - master basic terms and technical terminology used in biology, physics, and chemistry; - possesses basic knowledge enabling understanding of natural phenomena and laws of natural processes; - understands natural aspects affecting human life and can explain natural phenomena in his surroundings; - acquires different ways of getting to know the natural environment (truthfully and following current scientific knowledge); - can list the characteristic features of individual species of living organisms, their importance in nature and for humans - knows simple biological classification, can categorize based on observation of differences; - can list the characteristic features of physical phenomena and bodies, their meaning in nature and for humans; - can explain the basic principles of operation and use of simple machines; 	

- knows the basic building blocks of substances and their properties;
- controls the composition of substances and the laws of their transformations;
- can explain the importance of water and air for life;
- acquires environmental knowledge and understands the issue of environmental pollution;

Abilities:

- can effectively plan and organize his own "scientific" activity;
- can carry out simple research activities;
- can objectively and reliably observe and describe the observed objects and phenomena;
- can formulate hypotheses, draw conclusions and generalizations, interpret data and describe their interrelationships;
- can notice the essential properties of objects and phenomena and the causal connections of natural phenomena and gradually understand the relationships between them (at an elementary level);
- will be able to ask questions that arouse children's curiosity and create opportunities for observation, research, and discovery of new knowledge;
- can solve problem situations from everyday life in connection with scientific knowledge;

Competencies:

- has a positive attitude and is ready to perform his profession;
- can work effectively independently and as a team member;
- acquires a positive relationship with the living and non-living nature, natural phenomena, and natural sciences in general;
- acquires the knowledge necessary for personal decisions in civil and cultural matters related to local and global problems such as health, environment, nature, technical progress, and the like;
- realizes the usefulness of natural science knowledge and its application in practical life.

Brief syllabus:

The subject is aimed at acquiring knowledge from the educational field of Man and Nature, which is divided into the following subfields:

1. Living nature

- Microorganisms, fungi;
- Diversity of the plant kingdom - useful plants, medicinal plants, poisonous plants, and protected plants;
- Characteristic features of the animal kingdom and food chain;
- Importance of plants and animals for man and nature;

2. Non-living nature and its knowledge

- Abiotic environmental factors - water, air - and their significance for life;
- Pollution and environmental protection;
- Solar system, space;
- Substances and their properties;

3. Natural phenomena

- Composition and transformations of substances
- Forces and motion
- Sounds, acoustics
- Simple machines – principles of operation

The practical lessons are focused on empirical natural science knowledge. During practical lessons, students will carry out interesting experiments with the help of which they perceive and discover nature and investigate and observe natural phenomena. Simple experiments do not require sophisticated material and equipment; they can subsequently use them in their pedagogical practice.

Literature:

ARNOLD, N.: Ismerd meg! Látványos konyhai kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-53-0.

ARNOLD, N.: Ismerd meg! Lebilincselő tudományos kísérletek. - 1. vyd. - Budapest : Álomgyár Kiadó, 2021. - 80 s. - ISBN 978-963-5700-54-7.

ARNOLD, N.: Ismerd meg! Lenyűgöző szabadtéri kísérletek. 1. vyd. - Budapest : Álomgyár Kiadó, 2020. - 80 s. - ISBN 978-963-5700-52-3.

BONIFERT D., MISKOLCZI J., MOLNÁR GY.: Fizika példatár: Fizikai feladatok gyűjteménye 12-16 éveseknek. Szeged, Mozaik Kiadó, 2006. - 214 s. - ISBN 963 697 111 0.

EISENREICH, W., HANDEL, A., ZIMMER, U.E.: Állat- és növényhatározó: természetjáróknak /. - 3. vyd. - Budapest : Móra Kiadó, 2014. - 559 s. - ISBN 978 963 11 9589 7

HARTDÉGENNÉ, RIEDER, É.: Környezetismeret: 1. kötet általános iskola 1. osztály - 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 49 s. - ISBN 978-963-19-5588-0.

KALI, N., MOJZES, K., SZEYDL, K.: Vidám kísérletek : 1-4. osztály. - 1. vyd. - Budapest : Babilon Kiadó, 2017. - 112 s. - ISBN 978-963-294-432-6.

KERÉNYI, A.: Általános környezetvédelem. Mozaik Oktatási Stúdió Szeged, 1995. 383 s. - ISBN 963 8024 75 5

KOVÁCS, K. E.: Fedezd fel a világot! = Természettudományos kísérletek gyerekeknek. Debrecen : Kocka Kör Tehetséggyógyító Kulturális Egyesület, 2014. - 152 s. - ISBN 978-615-5267-06-2.

MAKOVICKÝ, P.: Természetismeret 4: Biológia. 1. vyd. – Komárno: Univerzita J. Selyeho, 2017. 57 s. –ISBN 978-80-8122-204-7.

MÓCZÁR, L.: Állathatározó I. és II. 3. vyd. - Budapest : Tankönyvkiadó, 1984. - 740s. – ISBN 963 17 5151 1., - 762 s. - ISBN 963 17 5152X.

PORÁČOVÁ, J., NAGY, M., MYDLÁROVÁ BLAŠČÁKOVÁ, M.: Ekofyziológia živočíchov a človeka. - 1. vyd. - Prešov : Prešovská univerzita v Prešove, Fakulta humanitných a prírodných vied, 2015. - 584 s. - ISBN 978-80-555-1524-3.

RADNÓTI, K.: A természettudomány tanítása : Szakmódszertani kézikönyv és tankönyv. - 1. vyd. - Szeged : Mozaik Kiadó, 2014. - 575 s. - ISBN 978 963 697 764 1.

RIMÓCZI, I.: Magyarország leggyakoribb gombái. 1. vyd. – Budapest: Mezőgazda Kiadó, 204. – 90 s. – ISBN 963 286 126 4.

RUGLI, I.: Környezetismeret, Természetismeret. - Budapest: Nemzeti Tankönyvkiadó, 2000. - 16. - ISBN 0009474.

SIMON, T.: Kis növényhatározó rendszertani és ökológiai tájékoztatóval – Budapest: Nemzeti Tankönyvkiadó, 1996. – 212 s. – ISBN 9631870251.

ZÁTONYI, S.: Fizikai kísérletek környezetünk tárgyaival. 1. vyd. - Budapest : Nemzeti Tankönyvkiadó, 2006. - 64 s. - ISBN 963 19 5734 9.

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: Mgr. Andrea Vargová, PhD., RNDr. Eva Tóthová Tarová, PhD., Mgr. Ladislav Jaruska, PhD., Mgr. Katarína Szarka, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZSP4a-V/22	Name: Basics of social pedagogy
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: General conditions for completing the course: - active student participation in the seminars, - student participation in assigned tasks and participation in analysis and discussion during the seminars, - preparation and presentation of a term paper (case study) (max. 50 points) Specific conditions for the completion of the course: Preventive programmes or projects for socially disadvantaged pupils (group work) Assessment of the effectiveness of the work done during the semester - (max. 50 points): content 20 points, (max. 50 points (max. 50 points) (50 %) (max. 50 points) formal side 10 points, presentation or writing a short accompanying document for your presentation 10 points. successful completion of the student's work for the semester: (max. 50 points): 46-50 points A, 41-45 points B, 36-40 points C 31-35 points D, 26-30 points E, 0-25 points FX.	
Results of education: Knowledge: - The student will acquire the theoretical and methodological foundations of social pedagogical thinking. Theoretical, theoretical and practical aspects of social pedagogy. He/she will know the legislative starting points and the practical action of social pedagogues. - The student will be able to assess the social environment of the individual, identify negative factors, anticipate potential risks and choose appropriate prevention methods and forms to counter these risks. - The student is qualified to solve social and educational problems.	

- Apply the theoretical and methodological knowledge acquired to the solution of socio-educational problems of children and young people, with particular attention to socially disadvantaged pupils.

Competences:

- The graduate student will know how to create preventive programmes and projects for socially disadvantaged pupils, groups.

- In cooperation with other educational and professional staff, assess the positive and negative effects of the family and school environment on the development of the pupil's personality.

- Manages the preventive dimension of social pedagogy, knowing the professional competences and functions of the social pedagogue in theoretical reflection and practice. He/she knows the legislative starting points and the possibilities of social pedagogues.

Competences:

- The student will be able to apply his/her knowledge in his/her work as an educator and teacher educator.

- Ability to compile a problem anamnesis and to understand the situation of individuals within the target groups.

- The student will be able to plan his/her activities independently.

- Knowledge of the legal requirements and the institutional context in which the profession is carried out.

- They will develop a socially acceptable civic attitude and a positive attitude towards their profession and target groups.

Brief syllabus:

The historical origins of socio-educational thinking in Europe from the 1840s onwards. The emergence and development of social pedagogy. Pedagogy of social care in social pedagogy. Place of social pedagogy in the system of pedagogical sciences. Definition and basic concepts. Target groups. Social disadvantage. Pedagogy of social care in social pedagogy. Relationship of social pedagogy with other sciences, sociology and pedagogy. Relationship of social pedagogy with andragogy. The importance of social pedagogy in the past and in the present. The relationship between education and the environment in social pedagogy. Prevention of sociopathological phenomena in social pedagogy. Personality and competences of the social pedagogue. Social pedagogy as a helping profession. Social pedagogy and sociopathological phenomena. Focus on contemporary social pedagogy abroad and in Slovakia. The beginnings of social pedagogue training in Slovakia. Characteristics of the profile of graduates in social pedagogy. Current tasks and problems of social pedagogy.

Literature:

Bagdy Emőke. 2002. Családi szocializáció és személyiségzavarok. Budapest : Nemzeti Tankönyvkiadó. ISBN 963 19 2415 7.

Bagdy Emőke. Személyiségfejlesztő módszerek az iskolában. Budapest : Nemzeti Tankönyvkiadó, 2002. ISBN 9631922359.

Frydková Eva. 2015. Vybrané otázky zo sociálnej pedagogiky v pregraduálnej príprave študentov učiteľstva. Trnava : Univerzita sv. Cyrila a Metoda v Trnave. ISBN 978-80-8105-649-9.

Hroncová, J a kol.: Sociálna pedagogika-vývoj a súčasný stav, 1 vyd. Banská Bystrica: PF UMB, 2009

Kozma Tamás. Bevezetés a nevelésszociológiába / Kozma Tamás. - Budapest : Nemzeti Tankönyvkiadó, 2001. - 489 s. - ISBN 963 19 5512 5.

Kozma Tamás. 2003. Szociálpedagógia . Budapest : Osiris Kiadó, 2003. - 416 s. - ISBN 963 389 404 2.

Kraus Blahoslav. 2014. Základy sociální pedagogiky. Praha : Portál. ISBN 9788026206439.

Nagy Ádám, Antal Ágnes, Holczer Mónika. 2015. Ifjúságügy - módszertár : 100 normális módszer és szituáció megoldása. Budapest : ISZT Alapítvány - Excenter Kutatóközpont, ISBN 978- 963-12-1511-3

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: PaedDr. Terézia Strédl, PhD., PaedDr. Peter Židek, Gyöngyi Gál, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PPVe/ ZSS4b-V/22	Name: Basics of social care
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: For the study period: 10s Methods of study: present	
Number of credits: 4	
Recommended semester/trimester of study: 2.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and the preparation of a structured interview with a social worker, which is then defended in class. The assessment of the course will be based on the sum of the total number of points awarded for the fulfilment of the conditions, as follows: max. 30 points for attendance and max. 70 points for the submission (elaboration: 20 p., content: 30 p., defence: 20 p.). The assessment of the pass mark for the subject will be based on the marks obtained: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. FX less than 50%. Total workload of the student: 1 credit = 30 hours (13 hours of lectures; 17 hours of independent study and preparation for the exam)	
Results of education: On completion of the course, students will acquire the basic skills of social care: Knowledge: <ul style="list-style-type: none"> - Master the theoretical foundations of the field, correct use of terminology and theoretical trends. - Understand the tasks of the profession and the social pedagogical expectations of public education. - Ability to apply theoretical knowledge in practice, to validate the social challenges of the field of social work, to learn about progressive trends and opportunities in pedagogy, psychology and social assistance. - Have a good knowledge of the Methodological Regulations of the Ministry of Education (Metodických pokynov MŠ SR). - Knowledge of methodological procedures, principles, expectations and workload of each professional classification. Skills: <ul style="list-style-type: none"> - Ability to prepare and implement a training plan, a short-term training programme and a workshop. - Knowledge of awareness-raising and prevention programmes and ability to apply them in a targeted manner. - Training, counselling activities, youth club, question and answer forum, social services. - Basic skills in conflict resolution, mediation, volunteering. 	

- Ability to organise and implement individual and group consultations, within own professional competences.
- Seeks and finds theoretical and practical solutions to existing problems.
- Collaborates and consults with other professionals, is a team player in joint problem solving.

Attitudes:

- Responds to problems in a flexible and professional manner, acting democratically, behaving in an accepting manner.
- Applies strategies and elements of an inclusive attitude, optimal working atmosphere and cooperation.
- Pursues targeted development of self-awareness and continuous training.
- The graduate will think independently and creatively about the planning of his/her own studies and take responsibility for decisions concerning his/her studies.

Brief syllabus:

A historical overview of social work at home and abroad. The network and specialisation of the helping professions. The institutionalisation and professionalisation of social care. The mission and work of the social worker. Marginalised social groups and their characteristics. The Roma educational problem in Slovakia. The school social worker and assistance. Cooperation with the helping professions.

Literature:

BUDA, Béla. Empátia a beleélés lélektana. Pécs : Lingua Franca Csoport. 1993. 352. ISBN 9630432102

GOLEMAN, Daniel. Társas intelligencia. Budapest :Libri Könyvkiadó Kft. 2016. s. 508. ISBN 9789633105016

HORVÁTHOVÁ, Kinga a István SZÓKÖL. A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 9788081221750

KOZMA, Tamás. Bevezetés a nevelésszociológiába. Budapest : Nemzeti Tankönyvkiadó. 2001. ISBN 9631955125

NAHALKA, István, TORGYIK Judit. Megközelítések: Roma gyermekek nevelésének egyes kérdései. Budapest : Eotvos Kiadó. 2004. ISBN 9539316849

STRÉDL, Terézia. Dramatoterapia a jej socializačné možnosti. 1. vyd. Komárno: Univerzita J. Selyeho. 2012. 111 s. [6 AH]. ISBN 9788081220333

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: PaedDr. Terézia Strédl, PhD., PaedDr. Peter Židek, Gyöngyi Gál, PhD.

Date of last update: 22.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PVVe/ DIT6b-P/22	Name: Digital technologies in the educational process
Types, range and methods of educational activities: Form of study: Seminar / Practical Recommended extent of course (in hours): Per week: 5 / 5 For the study period: 65 / 65 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: Seminar - the requirement is to complete all assignments during the semester (max. 3 points/ assignment) and submit them on time (max. 1 point/assignment). Exercise - the requirement is the compilation of a portfolio of specific digital/virtual/online tools used in the pedagogical or educational process. The portfolio will be assessed according to the following categories: submission on time, attention to formal requirements (neatness, logical coherence, aesthetics) and content requirements (methodology of the digital tool and didactic management of its use in education). The marks awarded for the assignments represent 30% of the subject performance, while the portfolio represents 70% of the subject performance. The final grade will be calculated as $(0.3 \times \% \text{ achieved in the seminar} + (0.7 \times \% \text{ achieved in the practical})$, and will be calculated as $(0.3 \times \% \text{ achieved in the seminar})$.	
Results of education: Knowledge: knowledge of the digital society in relation to the teaching profession and the teaching profession. Knowledge of cognitive processes and how cognitive processes are implemented in the digital world. Can describe the characteristics of the digital society and digital culture. Knowledge of the challenges of the digital world as reflected in education. Know how to relate the appropriate digital tool to different pedagogical objectives. Knowledge of the potential of online learning to support active learning of the learner. They know the strategies, methods and forms offered by digital technologies and virtual reality to develop learners' material and digital literacy. Knowledge of the risks of the digital world. Knowledge of online etiquette and the principles of effective communication in the digital world. Competences: basic methodological competences and skills in the field of information and communication technologies. Knowledge of ICT and ICT-related skills and competences. Ability to use e-resources to carry out professional activities. Ability to navigate through the use of digital technology to support - the development of individuals, their positive stimulation throughout life and the differences in individuals' development resulting from health or social disadvantage. Competences: creative thinking, autonomy in planning one's own teaching, autonomy and responsibility in decision-making on pedagogical issues and subject-specific areas of didactics. Ability to work effectively and independently in the online world. Ability to practise as a teacher trainer, with digital literacy skills meeting the professional standards of a beginner teacher trainer. Ability to reflect on and improve the effectiveness of own teaching activities. Can identify	

with his/her own profession. Identifies with the teacher's approach to supporting the cognitive development of gifted but disadvantaged pupils and pupils with special educational needs, including through the use of digital technologies.

Brief syllabus:

Characteristics of the digital society (overview of the history of society and its transformation into a digital society). Aspects of digital pedagogy. Digital literacy (highlighting general characteristics and professional requirements for digital competences). Cognitive process in the digital world. Appropriate tools for pedagogical purposes. Knowledge of selected applications. Applications to support the online learning process and its management through virtual classrooms. Online tools to support cooperative learning. Augmented reality options. Assessment supported by digital technology. Online application for immediate feedback. Online test/quiz creation. Intervention and inclusion in digital pedagogy. Supporting pupils with special educational needs through digital technology. Data protection and online safety.

Literature:

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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)

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)

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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)

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: 0

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

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

Date of last update: 21.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPP/PVVe/ RIZ5-P/22	Name: Vocal training and hearing development 5
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 5 For the study period: 65 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 5.	
Level of study: I.	
Prerequisites:	
Conditions for passing the subject: A student's final grade consists of various work and assignments completed during the semester. The general conditions for successful completion of the course are: <ul style="list-style-type: none"> - active participation in classes/exercises - solving and practising the assigned tasks - preparing for the lesson / collecting musical material, rehearsing selected songs and reproducing them by heart - reproduction and interpretation of selected songs and two-part arrangements of children's or folk songs Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - participation in lessons/practices (13 hours) - Class preparation, self-study, collecting and rehearsing selected songs (10 hours) - Preparation for the final singing/recital (7 hours) The student will receive a grade of "Passed".	
Results of education: After completing the course the student <p>Knowledge</p> Student: <ul style="list-style-type: none"> - expands the basic knowledge of voice technique - becomes familiar with professional literature and collections of folk and art songs - extends his/her knowledge of children's, folk and artificial songs and their arrangements - becomes familiar with generally used and innovative methods and tasks in the field of voice and music education, - learns the limits and possibilities of his/her own vocal abilities, on the basis of which he/she plans and builds his/her individual growth. - He/she knows and is able to orient himself/herself in the vocal literature and consequently to use it correctly in the teaching process. <p>Skills</p> Student: <ul style="list-style-type: none"> - will be able to sing children's, folk and art songs in a larger range independently and in a group 	

- be able to interpret more complex children's and folk songs and their simple arrangements with clear intonation, precise articulation in the correct tempo and character
- be able to sing in duple voice (canon, arrangements of children's and folk songs)
- be able to sing longer, more complex melodies
- will be able to perform selected songs with precise rhythm, clarity, in the correct tempo and mood, within the limits of his/her singing and vocal abilities
- be able to sing both alone and in a group with confidence and precise intonation
- will be able to select and communicate valuable musical material during his/her subsequent teaching practice
- will be able to plan, implement the objectives, content of individual activities and individual educational activities in his/her pedagogical practice, taking into account the age-specific characteristics of children

Competences

The student will:

- sings purely, accurately and experientially
- develops his/her acquired knowledge, skills and abilities and acquires new competences through independent study or singing in a choir
- desires continuous and professional self-development
- is able to make creative use of his/her acquired vocal and musical knowledge.
- continues to learn independently or through organised professional courses.
- develops existing knowledge, skills and abilities and acquires new competences.
- requires self-reflection and multifaceted analysis and evaluation of the educational process and own activities.

Brief syllabus:

Exercise and develop correct posture, vocal technique and diaphragmatic breathing.

Stylish performance of selected songs and use of musical expressive devices appropriate to mood and character.

Ongoing elimination of bad singing habits and errors in tone production.

Reproduction and interpretation of melodies in different registers

Practice of various melodic formations and motifs.

Confident, independent singing with respect to one's own vocal register.

Clear and accurate presentation of melodies with a larger range.

Development of multi-voice singing

Singing two-part arrangements of children's and folk songs.

Intonation exercises to develop vocal culture and homogeneous sound.

Independent singing and reproduction of songs with piano accompaniment.

Improvement of technical specifics associated with the interpretation of selected songs.

Development of vocal dispositions and their consolidation in folk and artificial songs.

Literature:

ADORJÁN, I. 1996. Hangképzés, énektanítás : Feljegyzések hatvan év pedagógiai munkássága során - 1. vyd. - Budapest : Eötvös József Könyvkiadó, ISBN 963 85465 4 9.

ÁG, T. 1999. Az Aranykert muzsikája, Pozsony : Kalligram. ISBN 80 7149 306 6.

ÁG, T. 1974. Édesanyám rózsafája = Palóc népdalok. - 1. vyd. - Bratislava : Madách Könyvkiadó.

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CSERJÉS, L. 1888. Ezeregy legnépszerűbb, legszebb magyar népdal. Budapest : Méhner Vilmos, ISBN 0003384.

KERÉNYI, GY: Kétágú síp : Kétszólamú kórusok. Budapest : Zeneműkiadó, ISBN 0010641.

KISS, L. 1973. Rozmaring : 91 magyar népdal. 7. vyd. - Budapest : Zeneműkiadó.

KODÁLY, Z. 1960. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Első füzet / 1. vyd. - Budapest : Zeneműkiadó Vállalat

KODÁLY, Z. Bicinia Hungarica : Bevezető a kétszólamú éneklésbe - Második füzet / - 1. vyd. - Budapest : Editio Musica.

KODÁLY, Z. 1959. Énekeljünk tisztán. Kétszólamú karének-gyakorlatok. Editio Musica Budapest Zeneműkiadó. ISMN 9790080028124

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

ORTUTAY, GY. 1975. Magyar népdalok I. Budapest : Szépirodalmi Könyvkiadó, ISBN 963 15 0414 x.

PAPP L. 1969. 35 könnyű kétszólamú egyneműkar I. : Magyar költők verseire. Budapest : Zeneműkiadó, ISBN 0007774.

RAJECZKY, B, 1970. Elindultam szép hazámból : A legszebb magyar népdalok és műdalok - 1. vyd. - Budapest : Editio Musica.

SZŐNYI, E. 1968. 33 könnyű kórus népdalokra – iskolásoknak. Budapest : Zeneműkiadó, ISBN 0007775.

VOLLY, I. 1982. Karácsonyi és Mária-énekek - 1. vyd. - Budapest : Apostoli Szentszék Könyvkiadó. ISBN 963 360 190 8.

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

Hungarian, Slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 0

a	n
0.0	0.0

Teacher: Mgr. Yvette Orsovics, PhD., Mgr. Kinga Süll, PhD.

Date of last update: 21.02.2022

Approved by: Dr. habil. PaedDr. Kinga Horváth, PhD.