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INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/ DOC/22	Name: Volunteering, helping activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The final assessment is a portfolio, i.e. based on the work produced during the volunteering activity (30 points). The conditions for completing the course are set and regulated by the Directive of the Dean of the Faculty of Education UJS: Principles of pedagogical practice at the Faculty of Education UJS student is obliged to follow the relevant part of this document, related to the pedagogical practice. Students shall prepare the following documents during their volunteer activity. He/she is obliged to submit an accurately and bilingually completed protocol on the completion of the volunteer activity and to create a portfolio based on a previously created and consulted structure. Mandatory components of the portfolio: - The portfolio must include a bilingually completed volunteering protocol. - The portfolio must include the structure of the volunteering organisation (observation of the different non-formal learning activities) (10 points) - The portfolio must include the activities of their work in the field carried out during the volunteering activity (10 points) - Documentation of the period (preparation for each activity) (10 points). Total student load: 1 credit = 30 hours Participation in 13 hours of practicum (contact hours); 10 hours of preparation for, and participation in, volunteer activities; 7 hours of portfolio preparation.	
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. Skills:: <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:

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

Literature:

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS, https://www.ujs.sk/documents/SHK_2017_24_04_18_Fin3.doc.pdf Cserepesová. Erika: A nonprofit szervezetek sikerének kulcsa Komárno : Selye János Egyetem, 2010. - DM.3301-EF.10.30A.5A. - 108 s. Pusztai Gabriella, Lukács Ágnes: Közösségteremtők : Tisztelgés a magyar vallásszociológusok nagy nemzedéke előtt / - 1. vyd. – Debrecen, Debreceni Egyetemi Kiadó, 2014. - 406 s. - ISBN 978-963-318-424-0. Salamon Judit , Papp Zsolt: Önkéntesség és önszerveződés segítése- Civil ifjúsági munka, 2012, Salamon Judit, Papp Zsolt: Önkéntesség és önszerveződés segítése, Civil ifjúsági munka Az ifjúságsegítő képzés interprofesszionális fejlesztése, TÁMOP-5.4.4.-09/2-C-2009-0002,2012, ISBN 978-615-5192-09-8, https://oszkdk.oszk.hu/storage/00/00/51/50/dd/1/onkentesseg_v2.pdf Szentpétery Daniel: A Diákhálózat szervezeti kultúrájának elemzése- Komárno : Univerzita J. Selyeho, 2015. - 107 s. 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: 52

a	n
94.23	5.77

Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/SPZ-M/22	Name: Study abroad
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: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The prerequisite for 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: hungarian, slovak	
Notes: Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) to which the student has contractually committed.	
Evaluation of subjects Total number of evaluated students: 15	
a	n
100.0	0.0
Teacher:	
Date of last update: 30.05.2024	
Approved by: prof. Dr. Béla István Pukánszky, DSc.	

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ EDU/22	Name: Pedagogical tools
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: A prerequisite for successful completion of the course is active participation in class, active involvement in discussion and active resolution of the intermediate tasks. The conditions for completing the course are regulated by the Dean's Regulation on the Principles of Pedagogical Practice. The student is required to comply with the Pedagogical Practicum (EDU) sections of this document. Evaluation of the subject: passed 100-50%, failed 49-0%. Total student workload: 1 credit = 30 hours 13 hours participation in exercises (contact hours), 17 hours self-study.	
Results of education: Knowledge: <ul style="list-style-type: none"> • The student is able to professionally evaluate and document lessons using the EduPage app. • The student can find his/her way around school documents. • The student is aware of the specific activities carried out by the teacher in the EduPage application related to the educational process.. Skills: <ul style="list-style-type: none"> • Teacher's knowledge of the specific activities carried out in the EduPage application when teaching subjects in his/her field of specialisation. • Describes the student assessment process in the EduPage app. • The learner recognises his/her own level of competence. • The student will be able to identify common professional problems, to find, formulate and solve them from a theoretical and practical background (using practical procedures in practice). Competencies: <ul style="list-style-type: none"> • Takes a position on observed phenomena on the basis of previous theoretical knowledge. • The student will be able to independently plan activities that will enhance knowledge in the context of the teaching profession. • The student will be able to analyse pedagogical situations using the EduPage application. • The student will be able to manage the teaching-learning process through the EduPage application. 	

- The student will be able to work with the e-learning interface.

Brief syllabus:

Stručná osnova predmetu:

Log in to the EduPage app

Designing the school's EduPage interface, using the "guest" mode

Documenting lessons, student assessments and grade checks via EduPage

Checking attendance, class register, timetable

Gallery (pictures), payments, catering

Communication with students and parents via EduPage

The e-learning interface, development of interactive tests

Literature:

Ako používať EduPage: <https://help.edupage.org/?lang=sk>

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

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia v Slovenskej republike

ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf

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

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 82

a	n
100.0	0.0

Teacher: PaedDr. Tamás Török, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ GPZ/22	Name: Global environmental problems
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 2 credit = 60 hours (13 hours: participation in lectures, 17 hours: self-study and 30 hour preparation for the exam).	
Results of education: The aim of the subject is for the student to acquire knowledge about global environmental problems, with the help of which he will be able to learn about natural systems and their interactions. Likewise, his behaviour's consequences impact his immediate and broader environment globally. According to this knowledge, another goal is to create environmentally conscious behaviour and a sustainable lifestyle. Knowledge: <ul style="list-style-type: none"> - The student knows the concept of sustainable development. - The student knows the relationship between the environment, society, and the economy and can think at the system level. - The student knows the current state of the biosphere and can describe the causes and consequences of the destruction of nature by human activity. - 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 collect independently and process information in the field of sustainability and will be able to identify problems. - The student can identify sustainable and unsustainable processes and their causes. - The student can recognize the connections between global and local problems. - The student can identify changes he can make based on local solutions. - The student can develop and implement a sustainability program in his/her institutional environment. Competencies: <ul style="list-style-type: none"> - The student has a positive relationship with the phenomena of the biosphere. 	

- The student has a sense of responsibility for the future, an environmentally aware approach, and respect for the living and non-living nature.
- The student undertakes to form a positive emotional and ethical attitude towards the environment in his life and surroundings.
- The student can make responsible decisions about nature protection in his own life, which will impact the lives of future generations as well, as he will serve as a role model in environmental awareness.
- 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:

Subject, factors, and concept of global environmental problems. The concept of the environment. The concept of sustainable development, the origin of the concept, the history of its creation, and individual systems for creating sustainability.

Air characteristics, air problems, sources of air pollution.

Characteristics of the hydrosphere, problems of the hydrosphere, sources of pollution of the hydrosphere.

Characteristics of the lithosphere and pedosphere, problems of the lithosphere and pedosphere, sources of pollution of the pedosphere.

Territorial protection in the nature protection framework and the possibility of reducing environmental pollutants.

Species protection within nature protection - factors threatening plants and animals, ecological impacts of environmental pollution.

General problems of human population growth, noise in big cities, traffic, and construction.

Environmental problems of human settlements, waste, its types, selective collection of waste and its recycling, composting.

Environmental risk factors of human settlements - buildings and their impact on human health, food, contaminants.

Environmental protection - protection of the air, hydrosphere, and pedosphere on a global and individual level

Environmental monitoring, ecological footprint, international cooperation in environmental protection.

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

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr :

NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

KRISKA, Gy., MAKLÁRI, J., SCHEUER, ZS.: Gyertek velünk erdei iskolába! Farkaserdei erdei iskola projekt /. - 1. vyd. : Flaccus Kiadó, 2002. - 186 s. - ISBN 963 94 12 07 4.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

Language, knowledge of which is necessary to complete a course: hungarian, slovakian					
Notes:					
Evaluation of subjects Total number of evaluated students: 3					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
Teacher: Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD., RNDr. Eva Tóthová Tarová, PhD.					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ KKV/22	Name: Quantitative and qualitative pedagogical research methods
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for passing the subject: <ul style="list-style-type: none"> • active participation in lectures and seminars, • participation in assigned tasks, analyzes and discussions during lectures and seminars, • preparation and submission of a small semester paper presenting your own pedagogical research, using the selected quantitative or qualitative research method. • - successful completion of the exam. Detailed conditions for completing the subject: <ul style="list-style-type: none"> • Preparation and submission of a semester thesis, in which the student individually presents a chosen pedagogical research/project using the quantitative or qualitative method. The work must meet the criteria and rules of scientific writing, it must be 8-10 pages long. Semester thesis evaluation (50 points): <ul style="list-style-type: none"> • - Choice of topic, originality 10 points • - Correctness, appropriateness of the choice of research methodology 10 points, • - Implementation of pedagogical research 10 points, • - Content of the thesis 10 points, • - Work with professional literature 10 points. Evaluation of the submitted thesis/pedagogical research: <ul style="list-style-type: none"> • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX. Evaluation of successful completion of the exam (50 points): <ul style="list-style-type: none"> • 50 – 46 points A, • 45 – 41 point B, • 40 – 36 points C, • 35 – 31 points D, • 30 – 26 points E, • 25 – 0 point FX. 	

The student's total workload in terms of the distribution of working hours: 3 credits = 90 hours
26 hours of participation in lectures and seminars (contact hours); 30 hours of reading literature;
34 hours of preparing and writing the pedagogical research project.

The condition for successful completion of the subject is obtaining at least 50% of the maximum score (100 points) of the subject.

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)
- FX = 0 – 49% (0 – 49 points)

Results of education:

The subject provides an insight into the methods of quantitative and qualitative pedagogical research, provides an overview of their main types, characteristics, and peculiarities.

Knowledge

The student...

- knows the methodological connections of empirical research in pedagogical sciences.
- can name the main types of quantitative research, knows their characteristics and rules of application.
- can name the main types of qualitative research, knows their characteristics and rules of application.
- knows the relationship between quantitative and qualitative research methods.
- knows the ethical rules used in pedagogical research.

Abilities

The student...

- can independently apply appropriate quantitative and qualitative research methods.
- can choose the appropriate research method for their own pedagogical research.
- can analyze and evaluate the chosen pedagogical research.
- can formulate the conclusions of their own pedagogical investigation.
- can process quantitative and qualitative pedagogical research in accordance with the rules of academic writing.
- can examine pedagogical phenomena in the field of education.

Competencies

The student...

- can prepare, implement and interpret pedagogical research responsibly and professionally.
- carry out their pedagogical and research work creatively and responsibly.
- strives to continuously renew their knowledge of pedagogy and research methodology.
- has the competences to adapt the results of their pedagogical research in practice.

Brief syllabus:

The main types and characteristics of quantitative research. The main types and characteristics of qualitative research.

The methodology and research practice of quantitative research. Methodology and research practice of qualitative research. Phases of the 8-step research model.

Selection of pedagogical research methods.

Preparation and procedure for the implementation of pedagogical research, scheduling of the research plan. Defining and formulating research goals and hypotheses.

Defining the research questions.

Means of obtaining input and output data, sample selection.

Implementation of pedagogical research - data collection and processing of the planned and defined work phases.

Quantitative / qualitative data analysis. Data evaluation, data processing, illustration.

Interpretation of results, formulation of conclusions and recommendations for pedagogical practice.

Literature:

ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.

BABBIE, E. 2003. A társadalomtudományi kutatás gyakorlata. Budapest: Balassi Kiadó. ISBN 978-963-506-764-0.

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>

FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.

FALUS, I. – OLLÉ, J. 2010. Az empirikus kutatások gyakorlata – Adatfeldolgozás és statisztikai elemzés. Budapest: Nemzeti Tankönyvkiadó. ISBN 978 963 19 6011 2

GAVORA, P. 2010. Elektronická učebnica pedagogického výskumu.

www.e-metodologia.fedu.uniba.sk

GOLNHOFER, E. 2001. Az esettanulmány. Kutatás-módszertani Kiskönyvtár. Budapest: Műszaki Könyvkiadó.

CHRÁSKA, M. 2016. Metody pedagogického výzkumu: Základy kvantitativního výzkumu.- 2. Praha: Grada. ISBN 978-80-247-5326-3

KATUŠČÁK, D. 2007. Ako písať vysokoškolské a kvalifikačné práce: Ako písať: bakalárske práce, diplomové práce, dizertačné práce, špecializačné práce, habilitačné práce, seminárne a ročníkové práce, práce študentskej vedeckej a odbornej činnosti, ako urobiť bibliografické odkazy, ako citovať tradičné a elektronické dokumenty. Nitra: Enigma. ISBN 978 80 89132 45 4

KÉRI, K. 2001. Bevezetés a neveléstörténeti kutatások módszertanába. Pedagógus Könyvek. Budapest: Műszaki Könyvkiadó. ISBN 9631627802

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

LENGYELNÉ MOLNÁR, T. 2013. Kutatástervezés. Médiainformaticai 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

SÁNTA, K. 2009. Bevezetés a kvalitatív pedagógiai kutatás módszertanába. Budapest: Eötvös József Kiadó. ISBN 978-963-7338-99-1.

SEIDMAN, I. 2002. Az interjú mint kvalitatív kutatási módszer. Budapest: Műszaki Könyvkiadó. ISBN 963-16-2756-X.

SILVERMAN, D. 2005. Ako robiť kvalitatívny výskum. Bratislava: Ikar. 2005. 328 s. ISBN 8055109044

STOFFA, V., CSÍZI, L., TÓTH, K., SZŐKÖL, I. 2008. Információs és kommunikációs technológiák a gyakorlatban II.: Adatbázis rendszerek, Elektronikus prezentáció, Információk és kommunikáció. Komárom: Selye János Egyetem. ISBN 978 80 8923469 1

ŠVEC, Š. 1998. Metodológia vied o výchove: Kvantitatívno-scientické a kvalitatívno-humanitné prístupy v edukačnom výskume. Bratislava : IRIS. ISBN 8088778735

SZABOLCS, É. 2001. Kvalitatív kutatási metodológia a pedagógiában. Budapest: Műszaki. ISBN 963-16-2783-7. <https://epa.oszk.hu/01500/01551/00022/pdf/699.pdf>

SELYE J. EGYETEM: 7/2011 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2011.

TÓTH, P. 2013. Empirikus kutatások a szakmai pedagógusképzésben. Budapest: DSGI. ISBN 978-963-89747-1-6.

TÓTH, P. & BENEDEK, A. 2013. Új kutatások a neveléstudományokban: A munka és nevelés világa a tudományban. Budapest: MTA Pedagógiai Tudományos Bizottság. ISSN 2062-090X.

UNIVERZITA J. SELYEHO: Smernica rektora č. 7/2011 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2011.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 89

A	B	C	D	E	FX
31.46	38.2	13.48	4.49	2.25	10.11

Teacher: prof. Dr. Krisztián Józsa, DSc., prof. Dr. Péter Tóth, PhD., doc. dr. univ. Agáta Csehiová, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ MKU/22	Name: Metacognitive learning
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 20 points for participation, max. 40 points for the intermediate assignments and max. 40 points for the exam. A student may obtain 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: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 32 hours: preparation of continuous assignments during the semester, 32 hours: self-study and preparation for the exam).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Knows and understands the concept of metacognition and metacognitive learning strategies. - He/she is familiar with metacognitive methods and the possibilities of their application in the educational process. - Knows the social needs of pupils. - Knows the difficulties and problems of pupils' learning. - Knows the principles of non-violent and constructive communication. - Knows how to work independently (searching and citing relevant sources) with specialist literature. - Is familiar with the professional knowledge, developmental criteria and psychological guidelines for public education participants (preschool, primary and school age, adolescence, adulthood and lifelong learning). - Becomes familiar with methodological approaches, structure and aspects of job descriptions.. - It orients itself to the system, criteria and possibilities of further education of the teaching career. Skills: <ul style="list-style-type: none"> - Is able to independently and professionally evaluate a variety of teaching situations. 	

- Is able to apply and apply adequate methods, aids, organizational forms in the educational process.
- Has basic practical experience in the application of metacognitive methods.
- Can cooperate and consult with other professionals, work in a team.
- Can apply the acquired theoretical knowledge in pedagogical practice.

Competences:

- Reflects own pedagogical skills and forms an independent opinion.
- The learner is able to develop his/her own practices and achieve the set goals.
- Applies non-violent and constructive strategies in solving problems and conflicts.
- Takes responsibility for the mission of his/her school institution.
- Feels responsible for effective resolution of individual learning problems.
- Strives for purposeful development in the area of self-knowledge, continually coaches self.
- The graduate is characterized by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision making in relation to the issues of the field of study.

Brief syllabus:

A pedagogical-psychological interpretation of learning.

Types of learning and teaching activities within the educational process.

Interpretation of the process of metacognition.

Metacognition and self-regulatory learning.

Cognitive and metacognitive strategies, methods, possibilities of their development in the processes of teaching and learning.

Metacognition and learning, planning and organizing lessons using metacognition.

Attitude formation and motivation.

The role of motivation in self-regulated learning.

Optimizing the atmosphere of the educational process (Rogers principles).

Methods based on pupils' activity (activation methods) in the educational process.

Cooperative organization of the educational process (LMS): constructive interdependence, individual and collective responsibility, equal participation - equivalence, parallel interaction, project-based learning, individual differentiation.

Developing critical thinking.

Other roles of the teaching profession: roles of the class teacher, cooperation with parents, family and school relations and communication opportunities

Professional issues in the teaching career: possible difficulties for the beginning teacher, integration, building a professional career, forms and possibilities for further teacher education.

Literature:

ARATÓ Ferenc – VARGA Aranka (2008): Együtt tanulók kézikönyve. Bevezetés a kooperatív tanulás szervezés rejtelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6
http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf [2022. 02. 05.]

CSÍKOS Csaba (2004): Metakogníció a tanulásban és a tanításban. Iskolakultúra, 2. 3-11.
https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura_EPA00011_2004_02_003-011.pdf
 [2022. 02. 05.]

CSÍKOS Csaba (2007): Metakogníció, a tudásra vonatkozó tudás pedagógiája. Műszaki Kiadó Kft., Budapest. ISBN 978-963-16-4227-8

KOVÁCS Zsuzsa (2013): Önszabályozó tanulás: értelmezési módok a kutatási metodológiák tükrében. Neveléstudomány, 1. sz. 124-136. http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf [2022. 02. 05.]

<p>M. NÁDASI Mária (szerk., 2006): Hatékony tanulás. A gyakorlati pedagógia néhány alapkérdése 3. k. ELTE, Budapest. http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf ISBN 963 970 464 4</p> <p>MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányzatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf [2022. 02. 05.]</p> <p>NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1</p> <p>RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2</p> <p>HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6</p> <p>GADUŠOVÁ, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.</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: 41</p>					
A	B	C	D	E	FX
9.76	34.15	24.39	19.51	9.76	2.44
<p>Teacher: prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Dr. Péter Tóth, PhD.</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. Dr. Béla István Pukánszky, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PHR/22	Name: Assessment and development in education
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Lecture – Written colloquium based on the topics of the lecture and the indicated literature. Seminar – Completion of all assignments submitted during the semester (max 3 points/ assignments) and their submission by a specified deadline (max 1 points/assignments). At the end of the semester, students create a portfolio of the classroom developmental assessment tools adapted to the subject context they have learned. The categories of the portfolio evaluation are: submission by the deadline, formal requirements (orderliness, logical interdependence, aesthetics) and content requirements (methodology of a developmental evaluation tool, evaluation tool placed in a specific subject context and its educational methodological elaboration) are taken into account. The points obtained from the assignments make up 30% of the subject performance, while the portfolio makes up 70% of the subject performance. The summative evaluation of the subject is calculated from the exam and the seminar based on the following: $((2 \times \% \text{ result of written colloquium}) + (1 \times \% \text{ result of seminar}))/3$ Total student workload: 3 credits = 90 hours 26 hours of participation in lectures and seminars (contact hours); 26 hours of working on assignments, 26 hours of self-study/self-training, 12 hours of writing a portfolio. 90-100% for the "A" evaluation, 80-89% for the "B" evaluation, 70-79% for the "C" evaluation, 60-69% for the "D" evaluation and the "E" evaluation requires a success rate of 50-59%.	
Results of education: Students gain the following learning outcomes within the course Knowledge The student... <ul style="list-style-type: none"> - knows the methodological foundations of the theory and practice of assessment, the forms and types of student assessment and their psychodidactic aspects, - knows the importance of assessment and feedback in learning, - can provide an overview of the current assessment trends in education, - knows the purpose and method of diagnostic, formative and summative assessment, - knows the role of educational assessment in development, - knows the methodological guidelines for the evaluation and grading of students, 	

- knows the strategies of formative assessment in lessons and the methodology of their implementation in the subject context.

Abilities

The student...

- recognizes the differences based on developmental and individual characteristics of students, the need for differentiated development,
- can apply different developmental evaluation forms and methods in a subject context,
- can design and implement assessment tools that provide feedback on learning outcomes,
- can create pedagogical assessment tools for own educational purposes,
- can reflect on the real outcome of learning compared to the learning goals set in advance and take corrective steps in order to achieve those goals.

Competencies

The student...

- has an active and responsible attitude in the performance of tasks,
- able to evaluate without prejudice and stereotypes,
- has basic competencies in the implementation of pedagogical evaluation,
- capable of self-reflection in order to increase their own professional development and efficiency,
- can work independently, creatively and efficiently,
- can identify with their own profession,
- 's suitability in the field of evaluation meets the professional requirements for teachers starting their careers.

Brief syllabus:

Pedagogical assessment.

Evaluation of the teaching-learning process.

Attributes of a reflective teacher.

Characterization of diagnostic and formative tests.

The methodological practice of assessment and development:

- The relationship between educational assessment and development.
- Methodology of developmental tasks.
- Methodology of assessment tools providing simple feedback for the whole classroom.
- Assessment tools of cognitive skills.
- Tools for developmental assessment of cooperative learning process.
- The role of metacognition in learning.
- Assessment as a form of learning. Strategies for self-regulated learning.
- Methodology of writing and evaluating a portfolio.

Literature:

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 42

A	B	C	D	E	FX
23.81	45.24	21.43	4.76	2.38	2.38

Teacher: prof. Dr. Krisztián Józsa, DSc., Mgr. Katarína Szarka, PhD., PaedDr. Diana Borbélyová, PhD., PaedDr. Dávid Szabó L., PaedDr. Alexandra Nagyová, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKI/22	Name: Pedagogical communication and interaction
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The student reflects on the communication situation in the classroom or performs an observational analysis of the interaction situation in the classroom, for which he/she receives a maximum of 100 points. Assessment criteria for reflection: - Reflection of the classroom communication situation reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Evaluative aspects of observing and documenting classroom interaction: - Presentation of lesson analyzed (link to lesson analyzed, short instructional video to be saved in moodle system) (20 points) - Choice of method to be used, justification (40 points) - The observation experience includes references to analysis of the student's own work, learning from it, and application of the experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (57 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
Results of education: Knowledge - The student learns verbal and non-verbal communicative expressions characteristic for social communication, - The student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.).	

- The student becomes familiar with models for describing classroom interaction and methods for examining it.

Skills

The student will:

- be able to analyze a classroom lesson in terms of pedagogical communication and interaction.

Competencies:

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmelet_alapjai_scorm_12/index.html

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatáskutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VAŇKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 83

A	B	C	D	E	FX
74.7	6.02	13.25	0.0	1.2	4.82

Teacher: prof. Dr. Péter Tóth, PhD., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. Erika Kopp, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PKU/22	Name: Teacher competencies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Prerequisites: The student will reflect on a communication or interaction situation in the classroom or conduct an observational analysis related to an individual treatment or learning problem for which a maximum of 100 points will be earned. Assessment criteria for reflection: - Reflection that reflects that the student has consciously thought about its effectiveness, causes and consequences and has taken into account any problems that may have arisen. (50 points) - For the reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 points) - The reflection includes references to analysis of the student's own work, learning from it, and application of experience (40 points). Total student workload - distribution of work hours: 2 credits = 60 work hours: - Attendance at lectures: total for the semester (13 hours). - Research work related to the student's written thesis and its completion (47 working hours). The maximum number of points is 100. A minimum of 50 points, i.e. 50% of the total, is required to pass the course, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve an A grade, you must obtain 90-100%; for a B grade, 80-89%; for a C grade, 70-79%; for a D grade, 60-69%; and for an E grade, 50-59% of the total points.	
Results of education: Knowledge - The student learns verbal and non-verbal communication expressions characteristic for social communication, - the student gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.). - The student becomes familiar with models for describing classroom interaction and methods for examining it. Skills The student will: - be able to analyze a classroom lesson in terms of pedagogical communication and interaction. Competencies:	

The student will:

- be able to correctly apply the tools of non-verbal communication and paralinguistics in standard pedagogical situations and analyze classroom interactions.
- Be professionally prepared in practice to identify pupils with individual treatment needs.

Brief syllabus:

An introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communication skills of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression.

General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Teacher's activity and interaction skills in terms of the effectiveness of teaching and educational work. Teacher's communication style. Effectiveness of teacher communication; characteristics of the symmetrical teacher-pupil relationship. Correspondence between verbal and non-verbal channels. Educational goals and pedagogical communication. Relationships between pedagogical communication and teaching methods. Levels of pedagogical communication.

Communication in the school classroom. Trends in classroom communication: behavioral and quantitative logical-empirical, intuitive and qualitative. Forms of organization and teaching (didactic) methods as a function of pedagogical communication. Pedagogical communication as a function of spatial arrangement, organizational forms and educational (didactic) methods. Monological and dialogical forms of communication. Speech behaviour of pupils. Cooperation between teacher and pupils. Motivation. Presentation and explanation by the teacher. Types of questions for teachers. Discussion based on arguments. Assessment. Praise. Humour and irony in communication. Communication characteristics of cooperative learning organization and project work; communication aimed at promoting critical and reflective thinking. Visual signs, illustration, use of ICT tools in pedagogical communication. Speech behaviour of pupils.

Management and resolution of communicative conflict situations. Regulation of pupils' communication. Expression of expectations. Communication barriers and their release. Assertive communication, non-violent communication, conflict management and communication in practice. Characteristics of communication between teachers and parents.

Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features.

Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by category (Flanders and Bales interaction analysis), investigation of interpersonal behaviour by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological personality characteristics. Teacher interpersonal style.

The development of the pupil's personality, the promotion of individual treatment, appropriate methodological preparedness for the successful education and training of a disadvantaged child with special educational needs or difficulties in integration, learning and behaviour together with other children and pupils. Ongoing assessment and analysis of pupils' personal development.

Facilitating and developing the development of pupil groups and communities, creating opportunities, openness to diverse socio-cultural diversity, integrative activities.

Promoting learning. Arousing and sustaining interest. Creating a confident atmosphere in the classroom. Recognizing and eliminating learning problems.

Literature:

DANEK, J. (2014). Pedagogická komunikácia na vysokej škole. 1. vyd. - Trnava : Univerzita sv. Cyrila a Metoda v Trnave, 2014. - 127 s. - ISBN 978-80-8105-614-7.

FORGÓ, S. (2011): A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola. https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_scorm_12/index.html

HORVÁTHOVÁ, K., SZŐKÖL, I. (2016). A pedagógiai kommunikáció. 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 137 s. [7,87 AH]. ISBN 978-80-8122-175-0.

HORVÁTHOVÁ, K., TÓTH, P. (2018). Interakciós stílusról alkotott nézetek vizsgálata pedagógushallgatók körében. In: Új kihívások és pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés- és Felsőoktatás-pedagógiai Konferencia tanulmánykötete: 2018, P. 21-55. ISBN 978-963-449-148-4.

HORVÁTHOVÁ, K., TÓTH, P. (2019). Milyen az ideális tanári interakció a pedagógushallgatók szerint?. In: Oktatás - Gazdaság - Társadalom. Juhász Erika, Endrődy Orsolya. Budapest: Magyar Nevelés- és Oktatókutatók Egyesülete, 2019, P. 389-408. ISBN 978-615-5657-03-0.

HORVÁTHOVÁ, K., TÓTH, P. (2020). Határon túli pedagógushallgatók véleménye a tanári interakcióról. In: Prevenció, intervenció és kompenzáció. Gabriella Hideg, Szilvia Simándi, Irén Virág. Budapest: Debreceni Egyetem, 2020, P. 260-275. ISBN 978-963-318-857-6.

NÉMETH, E. (2002). Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó, 2002. - 138 s. - ISBN 963 9211 31 1.

ŠUPŠÁKOVÁ, B. a kol. (2016). Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. 1. vyd. - Brno: Tribun EU, 2016. - 174 s. - ISBN 978-80-263-1026-6.

VANĀKO, J. (1999). Komunikácia a jazyk. 1. vyd. - Nitra: Univerzita Konštantína Filozofa, 1999. - 203 s. - ISBN 80-8050-253-6.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: prof. Dr. Péter Tóth, PhD., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., Dr. habil. PaedDr. Kinga Horváth, PhD., Katalin Kanczné Nagy, PhD., Dr. habil. Erika Kopp, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POA/22	Name: Movement activities
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 2.	
Level of study: II.	
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: 1 credits = 30 hours participation in 13 hours of practical training (contact); 17 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, flyball rules (according to selected sports activities). Speech - different muscle groups of the body, from several aspects. Preparation of a series of practice in aerob 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: 23

A	B	C	D	E	FX
91.3	0.0	0.0	0.0	0.0	8.7

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

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ POP/22	Name: Comparative pedagogy
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), and a comparative written paper of at least 5 pages (50 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80-89 % (89-80 points) - C = 70-79 % (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload - distribution of work hours: 1 credit = 30 work hours: - Class attendance: total for the semester (13 hours). - Work related to the student's written work and its elaboration (17 working hours).	
Results of education: Knowledge: Upon completion of the course, the student will know - the basic concepts, methods and didactic means of comparative pedagogy and international education - the most important methods and results of comparative pedagogy in its historical scope - the connection between different cultures and education - the economic, political, social and historical contexts of education - the educational practice of the Member States of the European Union - the link between globalisation and education - the challenges of education in developing countries - conclusions drawn from major international surveys - the educational practice of major international schools Skills: The student is able to - study, analyze literature sources of comparative pedagogy and international education, expertly select methods and aspects of analysis	

- formulate conclusions after studying comparative pedagogy
- apply their own experience in practice

Competencies:

The student should be

- be open to learning about the education of other historical periods, cultures, states
- be open to critically evaluate new educational experiences and to try them out
- be independent in his/her knowledge of the educational practice of other countries, cultures, historical periods
- analyses educational practice responsibly in the light of economic, social and demographic changes

Brief syllabus:

Basic concepts, methods of comparative pedagogy
 Methods and results of historical comparative pedagogy
 Culture and education in the past and present
 Economic and political dimensions of comparative pedagogy
 Social and historical dimensions of comparative pedagogy
 Globalisation and education
 Education in the European context
 Educational practice in developing countries
 Experiences from large international surveys
 Key concepts, methods of international education
 Multicultural education
 International schools in the world

Literature:

- # Összehasonlító pedagógia: A nevelés és oktatás nemzetközi perspektívái / Bábosik István, Kárpáti Andrea. - 1. vyd. - Budapest: BIP, 2002. - 345 s. - ISBN 963 86244 2 6.
- # Összehasonlító pedagógia / Henk van Daele. - Debrecen: Kossuth Egyetemi Kiadó, 2001. - 100 s. - ISBN 9634725732.
- # Comparative and International Education: An Introduction to Theory, Method, and Practice / David Phillips, Michele Schweisfurth. - 2. vyd. - London: Bloomsbury, 2014. - 222 s. - ISBN 978-1-4411-2242-1.
- # Neveléstörténet / Pukánszky Béla, Németh András. - 1. vyd. - Budapest: Nemzeti Tankönyvkiadó, 1994. - 584 s. - ISBN 963 18 5716 6.
- # Két évszázad gyermekei: A tizenkilencedik-huszedik század gyermekkorának története / Pukánszky Béla. - 1. vyd. - Budapest: Eötvös József Könyvkiadó, 2003. - 308 s. - ISBN 963 9316 65

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

hungarian , slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 37

A	B	C	D	E	FX
91.89	8.11	0.0	0.0	0.0	0.0

Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Péter Tóth, PhD., Dr. habil. Aranka Híves-Varga, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPA/22	Name: Pedagogical and psychological aspects of educational process
Types, range and methods of educational activities: Form of study: Lecture / Seminar Recommended extent of course (in hours): Per week: 1 / 1 For the study period: 13 / 13 Methods of study: present	
Number of credits: 3	
Recommended semester/trimester of study: 2.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures and seminars and successful completion of written and oral examinations. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for the written exam and max. 50 points for the oral exam. A student may obtain a maximum of 100 points in total. The final grade for the course is: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. A grade of FX is awarded if the student achieves less than 50% of the total points. Total student load: 3 credits = 90 hours (26 hours: attendance at lectures and seminars, 64 hours: self-study and preparation for written and oral examinations).	
Results of education: Knowledge: <ul style="list-style-type: none"> - Can identify the developmental and individual characteristics of the learner. - Can identify the psychological and social determinants of pupil learning. - Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children. - Knows and understands the concept of the institutional socialisation process in a broader social scientific context. - Knows and understands pupils' learning styles, methods of diagnosing them and the factors that influence them. - Knows the typology, classification and types of learning styles. - Understands the process of motivation, the system of motives and the specifics of motivation in the educational process. - Knows and can identify methods and tools for identifying factors of student learning. - Understands the differences of pupils without prejudices and stereotypes and identify them in the content and process of education. - Has knowledge and skills in his/her field, including interdisciplinary links and reflection on the development of relevant disciplines. - He/she is familiar with the basic concepts of educational (teaching, learning, motivation, learner personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social environment, social influence, small and large social groups, socialisation). 	

- The student is able to implement the acquired knowledge and insights in the educational process.
- Can define the main phenomena of the educational process from the perspective of educational psychology and the main phenomena occurring in the context of interpersonal relationships from the perspective of social psychology.

Skills:

- Has basic practical experience in identifying the individual characteristics of school-age and adolescent pupils.
- Has basic practical experience in identifying the psychological and social determinants of pupil learning.
- Basic practical experience in identifying the special educational needs of pupils in a socio-cultural context.
- Can accept the diversity of pupils in a socio-cultural context.
- Can identify the learning style and individual educational needs of pupils (intact pupils, pupils with special needs) and specific developmental learning disabilities.
- Understands the different ways in which pupils learn depending on psychological, physical and social conditions.
- Can work independently with social psychology literature and will be able to collect and evaluate professional information.
- Is able to apply the acquired theoretical knowledge in pedagogical practice.
- The student will be able to recognise and evaluate phenomena of educational and social psychology in pedagogical practice.
- The student will be able to analyse and evaluate situations occurring in pedagogical practice from the point of view of educational and social psychology.
- Can recognise the level of own competence.

Competences:

- Establishes correct attitudes towards the concepts and phenomena of educational and social psychology.
- Correctly identifies his/her own profession.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment in such a way as to positively influence the learning process.
- Accepts psychological regularities in the educational process.
- Adopts strategies and measures to protect pupils' mental and social health.
- The graduate is characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of the field of study Teaching for Primary Education.

Brief syllabus:

The subject and system of educational psychology.

Basic concepts of educational psychology: teaching, learning, lifelong learning, formal, non-formal and informal learning, learning, memory, thought operations, motivation, motivation to learn, skills, abilities, skills.

Students personality in the context of educational and school psychology.

Performance characteristics of the pupil's personality.

Teacher's personality in the context of educational and school psychology.

Social learning, the process of socialization.

Subject and system of social psychology, basic concepts of social psychology: group, socialization, social environment, communication

Social psychological characteristics of personality

Social groups

Attitudes, stereotypes, prejudices and their changes
Socialisation and personalisation at school
Methods of understanding social relations in the classroom, school
Social influence, leadership and power

Literature:

- PUKÁNSZKY Béla : Iskola és pedagógusképzés : Budapest : Gondolat Kiadó, 2014. - 182 s. - ISBN 978-963-693-544-3.
- GARAI, Imre, NÉMETH András : Changes in and challenges of the secondary teacher training system in Budapest during the Great War and the period immediately following it. History of Education & Children's Literature. Vol. 14, no. 1 (2019), p. 449-464. ISSN 1971-1093. CCC, WoS, SCOPUS.
- NÉMETH András : Magyar pedagógusképzés és pedagógus szakmai tudásformák I. 1775-1945: Nemzeti fejlődési trendek, nemzetközi recepciós hatások : Budapest: ELTE - Eötvös Kiadó, 2012. 112 s. ISBN 978-963-312-0934.
- TÓTH-BAKOS, Anita : Výsledky analýzy hodnotenia vybraných webových aplikácií : In: Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií / Szarka Katarína. - 1. vyd. - Komárom : KOMPRESS Nyomdaipari Kft., 2018. - ISBN 978-615-00-2597-1, S. 33-50
- HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. - 132 s. - ISBN 978-80-8122-160-6
- ĎURÍČ, Ladislav, S. HOTÁR, Viliem, PASTIER, Jozef: Pedagogická psychológia : Terminologický a výkladový slovník - Bratislava : SPN. - 464 s. - ISBN 80-08-02498-4.
- Štefan VENDEL : Pedagogická psychológia - Bratislava : Epos, 2007. - 447 s. - ISBN 978-80-8057-710-0.
- HVOZDÍK, Stanislav a kol. : Vybrané kapitoly zo školskej psychológie I. - Prešov : FF PU, Katedra psychológie, 1999. - 402 s. - ISBN 80-88922-03-8.
- BALOGH Katalin : Pedagógiai pszichológia - Budapest : Nemzeti Tankönyvkiadó, 2003. - 143 s.
- ARONSON Elliot: A társas lény. 1. vyd. Budapest : Akadémiai Kiadó, 2011. 504 s. ISBN 978963 05 86283
- KELEMEN László : Pedagógiai pszichológia - Budapest : Tankönyvkiadó, 1988. - 694 s. - ISBN 9631808521.
- ARONSON Elliot: Columbine után : Az iskolai erőszak szociálpszichológiája. 1.vyd. Budapest : Ab Ovo Kiadó. 2009. 191 s. ISBN 978-963-9378-72-8.
- BOROŠ Július: Zákklady sociálnej psychológie : pre študujúcich humánne, sociálne a ekonomické vedy 1. vyd. : IRIS,2001. 227 s. ISBN 8089018203
- CSEPELI György: A meghatározatlan állat : Szociálpszichológia kezdőknek és haladóknak. 1. vyd. Budapest : Jászöveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9
- CSEPELI György: A szociálpszichológia vázlatja. Budapest : Jászöveg Műhely Könyvkiadó. 2001.160 s. ISBN 963 048 678 4
- GOLEMAN, Daniel: Társas intelligencia = Az emberikapcsolatok új tudománya. 3. vyd. Budapest. 506 s. ISBN 9789633100349
- SCHMERCZ István. Pedagógiai szociálpszichológia - Nyíregyháza : Élmény 94 Bt., 2002. - 232 s. - ISBN 963853334x.
- CSEPELI György. Szociálpszichológia - Budapest : Osiris Kiadó, 2003. - 572 s. - ISBN 963 379 563 X.
- LENGYEL Zsuzsanna. Szociálpszichológia : szöveggyűjtemény - Budapest : Osiris, 2002. - 534 s. - ISBN 963 379 183 9.

Eliot R. SMITH, Diane M. MACKIE, Heather M. CLAYPOOL. Szociálpszichológia - Budapest : ELTE Eötvös Kiadó, 2016. - 873 s. - ISBN 978 963 312 251 8.					
Language, knowledge of which is necessary to complete a course: hungarian, slovak					
Notes:					
Evaluation of subjects Total number of evaluated students: 85					
A	B	C	D	E	FX
70.59	20.0	5.88	0.0	2.35	1.18
Teacher: prof. Dr. Béla István Pukánszky, DSc., prof. Dr. Attila Józsefné Katalin Ambrus, DSc., PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PPU/22	Name: Supportive learning environment
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Overall student workload: - didactic test on the theory of the subject (50 points), where it is necessary to obtain at least 50% of the possible points - use an arbitrary questionnaire to investigate the cognitive or learning style of a group of students/students (minimum 15 persons), evaluate, assign learning methods, summarise the results and conclusions in a written paper of at least 4 pages (50 points) Final course grade: - A = 90 - 100% (100 - 90 points) - B = 80 - 89 % (89 - 80 points) - C = 70-79% (79-70 points) - D = 60 - 69 % (69 - 60 points) - E = 50 - 59 % (59 - 50 points) - FX = 0 - 49 % (49 - 0 points) Total student workload: 2 credit = 60 hours (13 hours of lecture attendance; 47 hours of independent study and preparation of written work)	
Results of education: Knowledge: Upon completion of the course, the student will know - Concepts and theories related to cognitive functions and their disorders and metacognition - concepts and theories related to self-regulated learning - the personality foundations of learning styles - the most important learning styles, their neurological bases - the connection between learning style, learning environment and learning motivation - the most important concepts of learning methodology Skills: The student is able to - evaluate, on the basis of questionnaires, the cognitive and learning styles of others and his/her own - based on the results, to recommend a method of learning to others Competencies:	

The student should be

- be committed to learning methods that take into account the peculiarities of students' cognitive and learning styles
- be open to analyze different learning problems professionally, using theories of cognitive and learning styles, formulate conclusions and solve problems
- be responsible when learning difficulties and individual pupil characteristics are encountered
- can independently plan learning environments that take into account the unique learning styles of learners

Brief syllabus:

Cognitive functions and their development
 Cognitive disorders and their neurological basis
 The first theories of metacognition
 Metacognition, metacognitive strategies and styles
 Self-regulatory learning
 Object relations of self-regulatory learning
 Learning: ability and style
 Foundations of learning style based on theories of personality
 Neurological bases of learning style, hemispheric laterality
 Learning style and learning-supportive environment, Internet-based learning
 Learning and emotions, motivation for learning
 Learning methodology
 Linking teaching style and learning style

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.

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. Aranka Híves-Varga, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ PSO/22	Name: Psychology of personality
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in lectures, as well as successful completion of written examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credit = 30 hours (13 hours: attendance at lectures, 17 hours: self-study and exam preparation).	
Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • master the basics of the scientific field of personality psychology, • know how to navigate the basic terminology of the given issue, know different theoretical directions and practical outcomes in practice, • understand different concepts and definitions of the term personality, • acquire professional knowledge, acquires developmental criteria, personality characteristics and psychological guidelines for participants in public education, • transform theory into practice, become familiar with progressive trends in the field of personality psychology, • become familiar with methodological approaches, structure and aspects of job descriptions. Skills: <ul style="list-style-type: none"> • be able to independently evaluate the child's personality assumptions in the educational process, • compile psychological criteria according to physical and mental age, • knows how to navigate various personality theories, • knows and is able to differentiate personality determinants, • research and formulate the theoretical and practical approaches necessary to solve the problems encountered, • be able to cooperate and consult with other experts, work in a team. Competences: <ul style="list-style-type: none"> • take into account the determinants and characteristics of personality in his pedagogical practice, 	

- differentiate the personality assumptions, character, characteristics and temperament of the students during working with students,
- react adequately and differentiates the individual personality traits of pupils in his pedagogical practice,
- apply a humanistic and person-oriented approach in his pedagogical practice,
- react flexibly and well-founded to problems, acts democratically and acts tolerantly,
- apply the principles of inclusive index, optimal working climate, cooperative methodology,
- implement targeted development of self-knowledge, participate in further education
- independently plan activities that expand knowledge about social services, creates an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

Characterization and definition of the term personality, personality traits.

Psychological, social and biological determinants of human personality.

The mutual influence of heredity and environment.

Continuity and discontinuity of personality.

Intelligence and creativity in relation to personality and from the perspective of personality psychology.

Basics of personality psychology - basic terms (character, temperament, properties, features, abilities, skills, givens, predispositions).

Personality theories - behavioral, integrated, humanistic theories and their representatives - Adler, Hippocrates, Pavlov, Jung, Eysenck, Spranger, Big Five.

Personality structure.

Gardner's theory of abilities and its importance for education.

Rogers' theory of person-oriented approach.

The latest trends in personality psychology and their impact on the educational process.

Salovey's theory of emotional intelligence - its development in the educational environment.

Literature:

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

BAKOS, A. 2011. Spoločnosť Williamsovho syndrómu na Slovensku – význam ich 20-ročnej činnosti v domácom a európskom kontexte. In: Ars Sonans 3 – Osobnosť a inštitúcia – Symbióza dvoch fenoménov hudobnej kultúry Slovenska. Nitra : KH PF UKF. 2011. ISBN 978-80-8094-999-0

BUDA, B. 1994. Mentálhigiéne. Tanulmánygyűjtemény. (Duševná hygiena. Zborník štúdií). Budapest : Animula. 1994.

CARVEL, Ch.S. - SHEIER, M.F. 2006. Személyiséglélektan. Budapest: Osiris Kiadó. ISBN 9789633897096

GOLEMAN, D. 2019. Érzelmi intelligencia. Budapest: Háttér Kiadó. EAN 9786155124617

GAJDOŠOVÁ, E. 1995. Školská psychológia. Bratislava : SPN. 1995. ISBN 8007010297

STRÉDL, T. 2017. Terápiák és nevelés. A terápia szocializációs hatása a nevelésben. Komárno: UJS. 87p. ISBN ISBN 9788081222276

STRÉDL, T. 2013. A szociális kompetencia professzionális dimenziói. (Profesionálne dimenzie sociálnej kompetencie). In Új kihívások a tudományban és az oktatásban. Nové výzvy vo vede a vo vzdelávaní. Medzinárodná vedecká konferencia Univerzity J. Selyeho v Komárne. Komárno : UJS. 2013. ISBN 978-80-8122-073-9

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: 5					
A	B	C	D	E	FX
40.0	40.0	0.0	20.0	0.0	0.0
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

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

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

Skills:

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

Competences:

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

Brief syllabus:

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

Ethical principles of professional training.

Organisational requirements of the professional training.

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

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

Literature:

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

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

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

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/>.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: Aktuálna Smernica Dekana PF UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte Univerzity J Selyeho. Pedagogická dokumentácia a ostatná dokumentácia školy alebo zariadenia</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: 19</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>94.74</td> <td>5.26</td> </tr> </tbody> </table>		a	n	94.74	5.26
a	n				
94.74	5.26				
<p>Teacher: Mgr. Attila Bognár, PaedDr. Peter Židek, Dr. habil. PaedDr. Beáta Dobay, PhD., Mgr. Katalin Sýkora Hernády</p>					
<p>Date of last update: 30.05.2024</p>					
<p>Approved by: prof. Dr. Béla István Pukánszky, DSc.</p>					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ TEE/22	Name: Theory and methodology of ecology and environmental studies
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for passing the subject is active participation in the lecture, and at the end of the semester, we will summarize the new knowledge using a written test. Final grade of the subject: A – 100-90%, B – 89-80%, C – 79-70%, D – 69-60%, E – 59-50%. Achieving 50% of the total points is necessary to award credits. Total student load: 1 credit = 30 hours (13 hours: participation in lectures, 17 hours: self-study and preparation for the exam).	
Results of education: Výsledky vzdelávania: The aim of the subject is for the student to acquire knowledge about ecology and environmental studies, with the help of which he can learn about natural systems and their interactions, to create environmentally conscious behaviour, and create 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 has an overview of the relationship between man and nature and man's position 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, develop ecological thinking, and collect and process 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. Competencies:	

- The student can create a positive relationship with the ecological phenomena of the environment.
- The student can engage in an emotional, 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.
- The student demonstrates a responsible approach to building ecological awareness and the environmental culture of the people around him and developing the necessary competencies.

Brief syllabus:

Subject, factors, and concept of ecology. Ecological systems. The concept of ecosystems.

Earth as a unified system. Criteria and main types of systems. Properties of environmental systems. Cyclic and linear systems. Ecological balance. Abiotic environmental factors (sunlight, temperature, water, soil, air) impact living organisms.

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

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

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

Basic concepts and contexts of environmental protection.

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

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.

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

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.

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.

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

KOVÁTS-NÉMETS, M.: Fenntarthatóság, pedagógia, kutatás. - 1. vyd. - Győr : NyugatMagyarországi Egyetem Apáczai Csere János Kar, 2007. - 227 s. - ISBN 978-963-9364-85-1

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.

LÜKŐ, I.: Környezetpedagógia. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 252 s. - ISBN 9631933768.

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 20

A	B	C	D	E	FX
60.0	5.0	20.0	5.0	0.0	10.0

Teacher: Ing. Pavol Balázs, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., RNDr. Eva Tóthová Tarová, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ UIP/22	Name: Applying an interdisciplinary approach in regional education
Types, range and methods of educational activities: Form of study: Seminar Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The condition for successful completion of the course is active participation in seminars, as well as handing in ongoing assignments during the semester. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 30 points for presence, max. 70 points for ongoing tasks. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 1 credits = 30 hours (13 hours: attendance at seminars, 17 hours: self-study and preparation of ongoing assignments during the semester).	
Results of education: Upon completion of the course, the student will Knowledge: <ul style="list-style-type: none"> • Master basic concepts: interdisciplinary relationships, educational areas, cross-cutting topics, interdisciplinary and intradisciplinary approaches. • Know how to navigate teaching methods, strategies and techniques of appropriate application of an interdisciplinary approach. • Can transform theory into practice. • Know progressive trends in the field of pedagogy, didactics and alternative pedagogy. Skills: <ul style="list-style-type: none"> • Be able to plan and prepare an activity for pupils in the spirit of an interdisciplinary approach. • Be able to implement activities for students in the spirit of an interdisciplinary approach within the educational process. • Be able to subsequently evaluate and reflect on the completed activity with elements of self-reflection. • Understand his approval subject/s in interdisciplinary contexts, find possibilities of connection with other subjects. • Be able to cooperate and consult with other experts, work in a team. Competences: <ul style="list-style-type: none"> • Applie in his teaching cross-subject links and an interdisciplinary approach. 	

- Focus on his pedagogical activities on creating a comprehensive image of students, developing independence and critical thinking.
- Respond flexibly and well-founded to problems, acts democratically, acts tolerantly.
- Apply the principles of inclusive index, optimal working climate, cooperative methodology.
- Implement targeted development of self-knowledge, participate in further education.
- Independently plan activities that expand knowledge about social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior towards students.

Brief syllabus:

An inter-subject and supra-subject approach to designing the content of education according to content-based educational areas and their corresponding subjects.

Intersubject relationships and cross-cutting topics as means of shaping and creating a comprehensive image of students, systematizing knowledge and knowledge and further creating a comprehensive picture of reality

School documents, state educational programs, educational areas from an interdisciplinary and intradisciplinary perspective.

Framework curriculum and cross-cutting topics.

Methodology and didactics of interdisciplinary approach.

Methods, strategies, techniques, and forms of work with students supporting an interdisciplinary approach and cross-subject relationships.

Possibilities of applying an interdisciplinary approach in the educational process

Intersubject relationships and cross-cutting topics.

Planning, preparation, implementation and subsequent evaluation of educational activities in the spirit of an interdisciplinary approach.

Inclusion of activities and methods of an interdisciplinary nature in the educational process, specifically within the lesson.

Modern approaches, progressive and alternative directions and concepts in pedagogy supporting interdisciplinarity.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 pre nižšie sekundárne vzdelávanie, dostupné: https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf

Štátny vzdelávací program pre gymnázia úplné stredné všeobecné vzdelávanie, dostupné: https://www.statpedu.sk/files/articles/dokumenty/inovovany-statny-vzdelavaci-program/statny_vzdel_program_pre_gymnazia.pdf

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

hungarian, slovak

Notes:

Evaluation of subjects

Total number of evaluated students: 2

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

Teacher: Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Erika Kopp, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VKZ/22	Name: Education for health
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 4.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: General conditions for passing the course: active participation of the student in lectures - participation of the student in the assignments and participation in the analysis and discussions during the lectures - proposal of an educational activity project with the aim of developing the student's health and human-ecological competences (50 points) - a test on the theoretical part of the course (50 points). Criteria for evaluation of the educational activity project proposal: - content (20 points) - originality (10 points) - formality (10 points) - presentation of the literature review (10 points) Total student workload: 2 credit = 60 hours - 13 hours participation in lectures (contact hours); 47 hours independent study, preparation of term papers and assignments assigned in class. The prerequisite for successful completion of the course is obtaining at least 50% of the maximum course grade. Overall course pass mark: - A = 90 - 100% (90 - 100 points) - B = 80-89% (80-89 points) - C = 70 - 79% (70 - 79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
Results of education: Knowledge: - The student will be able to explain basic concepts in health education for school-age students. - The student will be familiar with school hygiene, ergonomics and proper human lifestyle and other areas listed in the course syllabus. Skills: - The student will be able to identify environmental risk factors that threaten health	

- The student will be able to identify and analyze current issues in maintaining the health of children in the school environment.
- The student will be able to independently search, compare and work with relevant literature sources.

Competencies:

- The student will be able to design an educational activity project to develop the student's health and human-ecological competencies.
- The student will be able to design various didactic activities and games to develop the health and human-ecological competences of the pupil.

Brief syllabus:

Daily regimen of school-age pupils, identification and elimination of possible health risks in the school environment, pupil workload, civilization diseases, correct composition of the menu, basic foods and their composition, drinking regime, prevention of common diseases, basics of ergonomics, biorhythms and daily regimen, human ecology, indoor and outdoor school environment, hygiene of the school environment. Health education in schools.

Literature:

- ÁDÁNY RÓZA. Megelőző orvostan és népegészségtan - 1. vyd. - Budapest : Medicina, 2006. - 678 s. - ISBN 963 226 070 8.
- ASZMANN ANNA. Fiatalok egészségi állapota és egészségmagatartása Országos Tisztifőorvosi Hivatal. - 65 s. - ISBN 9630052466.
- ASZMANN ANNA, ERDÉLYI ISTVÁN, MATEJKA ZSUZSANNA. Tények könyve MEDICINA - 1. vyd. - Budapest : Greger-Delacroix Kiadó, 1998. - 416s. - ISSN 1418-5253.
- DÉSI ILLÉS. Népegészségtan - 1. vyd. - Budapest : Semmelweis Kiadó, 2001. - 583 s. - ISBN 963 9214 20 5.
- FOSTER RUSSEL, KREITZMAN LEON. Rhythms of Life : The Biological Clocks that Control the Daily Lives of Every Living Thing - London : Profile Books, 2005. - 278 s. - ISBN 1 86197 571 6.
- GÁBORNÉ SÁRVÁRI. Egészségvédelem - Budapest : Nemzeti Tankönyvkiadó, 2000. - 106 s. - ISBN 9631950980.
- MACHOVÁ JITKA, KUBÁTOVÁ DAGMAR a kol. Výchova ke zdraví - 2. akt. vyd. - Praha : Grada, 2015. - 312 s. - ISBN 978-80-247-5351-5.
- MÁLEK BOHUSLAV a kol. Hygiena práce - 1. vyd. - Praha : Sobotáles, 2014. - 279 s. - ISBN 978-80-86817-46-0.
- NAGY MELINDA. Humánökológia - 1. vyd. - Komárno : Univerzita J. Selyeho, 2012. - 188 s. - ISBN 978-80-8122-056-2.
- NAGY MELINDA. Humánbiológia - 1. vyd. - Dunaszerdahely : Lilium Aurum, 2006. - 250 s. - ISBN 80-8062-283-3.
- NÁNÁSI IRÉN. Humánökológia : A természetvédelem, a környezetvédelem és az embervédelem tudományos alapjai és módszerei - 1. vyd. - Budapest : Medicina, 1999. - 514 s. - ISBN 963 242 088 8.
- UNGVÁRY GYÖRGY. Munkaegészségtan - Budapest : Medicina Könyvkiadó, 2004. - 985. - ISBN 9632429273.
- VIDA GÁBOR. Humánökológia - 1. vyd. - Budapest : ELTE Eötvös Kiadó, 1996. - 65 s. - ISBN 963-462-858-3.
- VÍZVÁRI LÁSZLÓ. Egészségtan - 3. vyd. - Budapest : Műszaki Könyvkiadó, 2003. - 167 s. - ISBN 963 16 1886 2.

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

hungarian ,slovak

Notes:					
Evaluation of subjects					
Total number of evaluated students: 46					
A	B	C	D	E	FX
86.96	8.7	0.0	0.0	0.0	4.35
Teacher: Dr. habil. PaedDr. Melinda Nagy, PhD., Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Ing. Pavol Balázs, PhD.					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ VPU/22	Name: Learning disabilities
Types, range and methods of educational activities: Form of study: Lecture Recommended extent of course (in hours): Per week: 1 For the study period: 13 Methods of study: present	
Number of credits: 2	
Recommended semester/trimester of study: 1.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Successful completion of the course requires active participation in lectures, submission of interim assignments during the semester and successful completion of a written examination. The final grade consists of the points obtained for fulfilling the requirements in the form of: max. 10 points for participation, max. 40 points for intermediate assignments and max. 50 points for the review. 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: 2 credits = 60 hours (13 hours: attendance at lectures, 17 hours: preparation of continuous assignments during the semester, 30 hours: self-study and preparation for revision).	
Results of education: After completing the course the student Knowledge: <ul style="list-style-type: none"> - Can differentiate specific developmental disorders and indications for inclusion. - The student is able to orient himself/herself in the basic terminology of the subject, knows different theoretical directions, stimulation programs, basics of correction. - Acquire professional knowledge, learn pedagogical guidelines for the school population. - Know how to transform theory into practice, apply the social function and importance of education of pupils with SEN, become familiar with progressive trends in the field of pedagogy and psychology. - Become familiar with methodological approaches, structure and aspects of job descriptions. Skills: <ul style="list-style-type: none"> - Is able to draw up an individual education plan for pupils and to gestate, if he/she will be a class teacher, to draw up an individual education programme and to apply the principles of differentiation. - Able to navigate incentive programs, obtain an overview of the literature. - Is able to demonstrate and apply techniques of correction, relaxation, stimulation. - Is able to plan a consultation process for an individual or a group, recognising the level of own competences, 	

<ul style="list-style-type: none"> - research and formulate the theoretical and practical background necessary to solve the problems encountered, - Able to collaborate and consult with other professionals, work in a team <p>Competencies:</p> <ul style="list-style-type: none"> - Responds flexibly and knowledgeably to problems, speaks democratically, acts tolerantly. - Applies the principles of an inclusive school, optimal working climate, cooperative methodology. - Implements targeted development of self-knowledge, participates in further education. - Independently plans activities that expand knowledge of social services, can create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behaviour towards pupils.
<p>Brief syllabus:</p> <p>Developmental learning disabilities and forms of occurrence Characteristics of partial performance impairments Dyslexia, dysgraphia, dysorthography Dyscalculia, dyspraxia, dyspinxia, dysmusia ADD, ADHD Conners Hyperactivity Scale - screening Methodological guidelines for inclusion and indications, forms of integration Development of an individual education plan Classification and assessment of pupils with SEND Correction, re-education - overview of stimulation programmes The role of the school special educator, school psychologist, teaching assistant Cooperation with centres: CPPPpP, CŠPP</p>
<p>Literature:</p> <p>F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. 1. vyd. Pécs : Comenius Bt. 2004. 155 s. ISBN 9638643277</p> <p>PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.</p> <p>STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890</p> <p>VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd. : Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201</p> <p>ZELINKOVÁ Oľga: Poruchy učení : dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141 www.statpedu.sk.</p> <p>STRÉDL, T. 2013. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. Komárno : UJS. ISBN</p> <p>STRÉDL, T. 2016. A tolerancia és a kommunikáció jelentősége az oktatásban : Etika az edukációban - tanulmánykötet = Etika v edukácii - vedecký zborník. - Komárno : Univerzita J. Selyeho, 2016. - ISBN 978-80-8122-196-5, CD-ROM, s. 96-110.</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: 85</p>

A	B	C	D	E	FX
60.0	14.12	9.41	8.24	3.53	4.71
Teacher: PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZ/ ŠSM/22	Name: Theoretical Knowledge of the Field of Study
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:	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: Conditions for qualifying for the State examination: a) completion of all compulsory courses (12 credits), b) obtaining at least 7 credits from the compulsory elective courses of the program, c) obtaining 3 credits from elective courses, d) obtaining 22 credits in the prescribed composition (to complete the subject of the state examination, the student has get 2 credit). In the oral state examination, the student gives an account of his own pedagogical, psychological and biological knowledge as components of education and training. The state examination takes the form of a colloquium, in which the student's pedagogical knowledge is evaluated by the state final examination committee. The oral exam is evaluated on the basis of the following grading scale: A – 100–90%, B – 90–80%, C – 80–70%, D – 70–60%, E – 60–50%. A student who does not reach 50% does not receive credit.	
Results of education: Knowledge: <ul style="list-style-type: none"> - the student can explain the biological and social psychological aspects of the personal development of school-aged students, - the student knows and interprets the concept of the institutional socialization process in the wider context of social sciences, - the student knows the topic of multiculturalism in relation to students, - the student knows the methodology of pedagogical research, - the student knows the current state education programs, - the student knows the philosophical and methodological starting points of student evaluation, the forms and types of evaluation and its psycho-didactic aspects, - the student knows the system of career development of teachers and the possibilities of career development, - the student knows the methods of self-education, - the student knows the research methods used in the field of pedagogical practice. Skills:	

<ul style="list-style-type: none"> - the student is able to navigate in the general legislation, pedagogical documentation, other documentation, and other conceptual and strategic documentation related to teacher work, - the student is able to define and formulate educational goals in the form of learning requirements, - the student has basic practical experience in the didactic analysis of the teaching process- in the basic breakdown of the content of the course material (facts, concepts, connections, procedures), - the student is able to choose the basic and developmental content in accordance with the educational goals and the individual needs of the students, - the student is able to convey his own pedagogical and professional knowledge to the lay and professional community, - the student is able to set the goals of his own professional development, - the student is able to apply research and development methods. <p>Competencies:</p> <ul style="list-style-type: none"> - the student is able to evaluate the students in terms of their development and individual characteristics, - the student is able to use different evaluation forms and methods, - the student is able to evaluate and compare the actual learning process with the planned process, - the student is able to evaluate students without prejudices and stereotypes, - the student is able to cooperate with various experts for the sake of his own professional development, - the student is able to set the goals of his own professional development, - the student is able to identify with the need for lifelong learning, - the student is empathetic and socially committed. 					
Brief syllabus:					
- not relevant					
Literature:					
Literature indicated in the information sheets of the study program.					
Language, knowledge of which is necessary to complete a course:					
hungarian , slovak					
Notes:					
Evaluation of subjects					
Total number of evaluated students: 32					
A	B	C	D	E	FX
37.5	34.38	18.75	6.25	3.13	0.0
Teacher:					
Date of last update: 30.05.2024					
Approved by: prof. Dr. Béla István Pukánszky, DSc.					

INFORMATION SHEET

Name of the university: J. Selye University	
Name of the faculty: Faculty of Education	
Code: KPD/UZm/ PPC2/23	Name: Supporting pedagogical practice 2
Types, range and methods of educational activities: Form of study: Practical Recommended extent of course (in hours): Per week: 20 For the study period: 260 Methods of study: present	
Number of credits: 1	
Recommended semester/trimester of study: 1., 3.	
Level of study: II.	
Prerequisites:	
Conditions for passing the subject: The conditions for completing the course: <ul style="list-style-type: none"> - active participation of the student in a teaching practice in a primary school (primary school) or a secondary school (secondary school), - participation of the student in assigned tasks and involvement in analysis and discussion during the teaching practice, - submission of a completed and validated PPC2 completion report, - Completion of observation sheets from the teaching practice in primary or secondary school: lesson observation records, - Student reflection on PPC2. Evaluation of the submitted documents (max. 50 points): <ul style="list-style-type: none"> o Content page 35 points, o formal aspect 15 points. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> - 20 hours of participation in the teaching practice (contact hours): of which 10 hours of hospitalization and 10 hours of analysis; 2 hours of introductory meeting; 8 hours of preparation of observation sheets and reflection. Final assessment: <ul style="list-style-type: none"> - passed = 50 - 100% (25 - 50 points) - not passed = 49 - 0% (0 - 24 points) 	
Results of education: Knowledge: <ul style="list-style-type: none"> - The student is able to observe and analyze lessons at the 2nd grade elementary and middle school levels. - The student is able to professionally evaluate and document observed lessons in Elementary and Middle School Level 2. - The student is able to navigate school documents. - The student knows and is oriented to the staffing and facilities structure of a school. - The student understands the culture and organisation of primary and secondary school activities. Skills:	

- Can identify diverse manifestations of structural elements of personality, psychological processes of the student in the process of teaching and in social interactions.
- Knows the specific activities of the teacher implemented during the day, in the context of teaching and in the course of teaching subjects at the 2nd level of primary and secondary school.
- Identifies the teaching objectives formulated by the teacher, the processes used to achieve them and the extent to which they are met.
- Can identify the teaching methods used during the lesson.
- Describes the didactic aids, communication technologies and resources used in the teaching process and the possibilities of applying computers, interactive whiteboards, the Internet, specific teaching programmes and software, dynamic systems and interactive teaching materials and portals in the teaching of subjects at Key Stage 2 of primary and secondary school.
- Describes the processes of student assessment in the teaching process.
- Identifies teachers' teaching and communication styles and professional skills.
- Can process, evaluate, and reflect on the results of observations in relation to educational theory.
- The student will be able to identify common professional problems, investigate and formulate the theoretical and practical background needed to address them and solve them (using practical procedures in practice).
- The student will be able to recognize talented students, students with difficulties or special educational needs, disadvantaged students, multiply disadvantaged students, and students requiring special treatment.

Competencies:

- Takes a position on observed phenomena based on prior theoretical knowledge.
- Understands the relationships and connections between the principles of teaching and the consequences - effectiveness of learning.
- The student will be able to independently plan creative activities that extend knowledge in the context of the teaching profession.
- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to recognize and manage the work style of others involved.

Brief syllabus:

Observation and evaluation of the interior and exterior of a training elementary and middle school.
 Learning about and working with classroom and school pedagogical documentation.
 Observation of the creation of conditions, implementation and evaluation of lessons in the 2nd level of primary and secondary schools.
 Professional analysis of observed lessons together with the trainee teacher.
 Documenting the progress and results of individual lessons observed.
 Structure of observation sheets.
 Completion of observation sheets.

Literature:

Štátny vzdelávací program pre 2. stupeň základnej školy v Slovenskej republike ISCED 2 – nižšie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf
 Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf
 Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava : MŠ SR, 2008 (respektíve aktuálny školský zákon).

Aktuálny vnútorný predpis UJS: Zásady realizácie pedagogickej praxe na Pedagogickej fakulte UJS
Gadušová, Z. a kol.: Mentor Training : Ostrava : Ostravská univerzita, 2021. - online, 268 s. - ISBN 978-80-7599-294-9.

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

Notes:

Evaluation of subjects

Total number of evaluated students: 34

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

Teacher: PaedDr. Tamás Török, PhD., Mgr. Katarína Szarka, PhD.

Date of last update: 30.05.2024

Approved by: prof. Dr. Béla István Pukánszky, DSc.