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## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ ANJ5a/22	<b>Name:</b> Methods of teaching English in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course is contingent upon meeting several requirements: <ul style="list-style-type: none"> <li>- Active participation in seminars;</li> <li>- completion of the assignments during the semester;</li> <li>- submission of a written assignment with didactic intent,</li> <li>- passing a written examination.</li> </ul> Specific prerequisites for the course: <ul style="list-style-type: none"> <li>- During the semester, the student will submit one lesson plan for an elementary school English 1 lesson for which 50 points may be earned.</li> </ul> The student will plan a 45-minute lesson. They may choose according to: age level, topic, materials. The lesson plan can be written in either English or Hungarian. The lesson plan will be evaluated based on the following criteria: <ol style="list-style-type: none"> <li>1. Do students give precise and clear objectives and instructions? (10 points)</li> <li>2. Is their lesson plan divided into all necessary stages? E.g. "warm-up", review, practice, relaxation (10 points),</li> <li>3. Time management: do they provide enough time to think and work on each activity? (10 points),</li> <li>4. Do the activities meet students' needs and age level? (10 points),</li> <li>5. creativity: materials, activities (10 points).</li> </ol> <ul style="list-style-type: none"> <li>- At the end of the semester, the student will complete a written review for 50 points of course content.</li> </ul> Total student load: 4 credits = 120 hours <ul style="list-style-type: none"> <li>- 39 hours: participation in seminars and exercises;</li> <li>- 31 hours: study of literature related to the content of the course;</li> <li>- 20 hours: preparation of the English language lesson for the first year of study; 20 hours: preparation of the English language lesson for the first year of study; 20 HOURS;</li> <li>- 30 hours: preparation for written examination.</li> </ul> To pass the course, it is necessary to obtain at least 50% of the maximum number of points (100). <b>Final course grade:</b> At least 90 points are required for an A grade, at least 80 points for a B grade, at least 70 points for a C grade, at least 60 points for a D grade, and at least 50 points for an E grade. Credit will not be awarded to a student who scores less than 50 points.	
<b>Results of education:</b>	

- The student knows the process and criteria of English lesson planning in terms of content and methodology.
- The student will be able to identify the social, cognitive, and emotional needs of students in primary 1 and select appropriate teaching methods in English language teaching accordingly.
- The student will define and name the games, types of games, and dramatic techniques used in each English grammar lesson.

**Skills:**

- The student can plan an English language arts lesson according to the social, cognitive, and emotional needs of students in Elementary 1.
- The student can select appropriate games and dramatic techniques to meet the needs of students according to their age and language proficiency.

**Competencies:**

- The student knows the specifics of the methodological procedure of preparing and conducting an English language lesson at primary school level 1.

**Brief syllabus:**

The following areas will be covered during the course:

1. Introduction to the course
2. Warm-up activities (one hour of theory and two hours of exercises)
3. Teaching English as a Foreign Language to Primary School Children 1: Criteria and Objectives for Teaching English to Primary School Children (one hour theory and two hours of practice)
4. Teaching English as a Foreign Language to Primary School Children 2: Practical Advice for Teaching Primary School Children (one hour theory and two hours practice)
5. Teaching Vocabulary 1 (one hour theory and two hours practice)
6. Vocabulary Teaching 2 (one hour theory and two hours practice)
7. Classroom games 1 (one hour theory and two hours practice)
8. Classroom Games 2 (one hour theory and two hours practice)
9. Dramatic Techniques 1 (one hour theory and two hours practice)
10. Dramatic Techniques 1 (one hour theory and two hours practice)
11. Writing lesson plan 1 (theory)
12. Writing lesson plan 2 (exercises)
13. Written review

**Literature:**

- Maley, A.–Duff, A. Drama Techniques: A resource book of communication activities for language teachers. Cambridge: CUP, 2005.
- Wajnryb, Ruth. Classroom Observation tasks: Resource book for language teachers and trainers. New York: CUP, 2003.
- Puskás, A. Assessing Young Learners in the English Language Classroom. Szeged: Belvedere Meridionale, 2017.
- Puskás, A. Teaching Young Learners: A textbook for EFL teacher trainees. Žihárec: Tomáš Katona - bymoon, 2018.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> Mgr. Klaudia Pauliková, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ CLP7b/22	<b>Name:</b> Methodology in the field of man and nature in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for successful completion of the course is: <ul style="list-style-type: none"> <li>- active participation in lectures and seminars,</li> <li>- submission of interim assignments during the semester,</li> <li>- successful completion of the exam.</li> </ul> Lecture - the condition is more than 50% success in the final written examination of the lecture topics and selected literature. Seminar - the condition is the completion of all assignments during the semester and their submission on time. Assessment of assignments: didactic elaboration, formal requirements (orderliness, logical interconnection, aesthetics), integration of ICT tools, creativity, on-time delivery. The final grade includes the assessment of the final written examination and seminar assignments as follows: $((1 \times \% \text{ of the written review}) + (2 \times \% \text{ of the assignment grade})) / 3$ A passing grade of at least 50% is required to pass the course. To achieve a grade of A, you must achieve 90-100%; for a grade of B, 80-89%; for a grade of C, 70-79%; for a grade of D, 60-69%; and for a grade of E, 50-59% of the total. Total student load: 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 39 hours for participation in lectures and seminars (contact hours),</li> <li>- 7 hours studying literature related to the course content,</li> <li>- 7 hours preparation of assignments,</li> <li>- 7 hours preparation for the final examination/exam.</li> </ul>	
<b>Results of education:</b> After completing the course the student will acquire <b>Knowledge:</b> Knows the current situation of the educational field of Man and Nature in primary education, knows the current curriculum of science education, knows the elements of didactic analysis of the curriculum (in terms of content, educational aspects). Knows the teacher's tasks, theoretical background of the teacher's preparation for the lesson,	

knows the ways and means of representation, management of learning activities of an exploratory nature,  
knows the possibilities of extracurricular science education, its practical significance in the process of science cognition,  
knows the repertoire of available didactic means that can be implemented in science teaching.  
Knows the concept of international surveys and the measurement of science competences.

**Skills:**

is able to analyse didactically the curriculum on a specific science topic,  
is able to prepare a science lesson based on a general model,  
is able to plan a science lesson for lower primary school,  
is able to plan differentiation in the course of science education taking into account the individual needs and age characteristics of children,  
can retrieve information from professional and didactic literature sources.

**Competences:**

consciously plans educational activities,  
consciously and confidently represent the importance and values of science education,  
demonstrates a positive approach in developing children and young people's knowledge, skills and attitudes towards nature,  
demonstrates a positive commitment to the development of health and environmentally conscious behaviour for sustainable living and, through its attitude to the environment, plays a fundamental role in shaping the positive attitudes of its pupils,  
can identify with his/her own profession,  
is competent to practise the profession and meets the requirements of the professional standard of a beginning teaching staff member.

**Brief syllabus:**

Characteristics of the State and School Curriculum, current concepts of the educational area of Man and Nature.

Types of lessons, curricula, lesson plans, lesson preparation, organisational forms.

Work with talented and weaker pupils.

Conceptual process and misconceptions in science education.

Scientific competence, results of national and international measurements.

Basic didactic features and elements of science lessons. Science cognition, use of digital technologies in science education. Digital knowledge base, interactive digital technologies supporting classroom and field education.

Extracurricular learning opportunities: specialised clubs, green days, study walks, excursions, eco-walks, nature schools, nature camps, museums, zoos, visits to botanical gardens, etc.

Education for health and environmental sustainability in science teaching.

Opportunities to develop problem solving and critical thinking, project-based learning, cooperative methods in science education.

Research-oriented teaching. Teacher preparation for inquiry-oriented teaching.

Cooperative classroom activities. Teacher preparation for cooperative classroom activities.

**Literature:**

ČAPEK, R. Moderní didaktika : Lexikon výukových a hodnoticích metod - 1. vyd. - Praha : Grada, 2015. - 604 s. - ISBN 978-80-247-3450-7.

FALUS, I. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552. - ISBN 9631952967

HELD, I. Induktívno-Deduktívna dimenzia prírodovedného vzdelávania. - 1. vyd. - Trnava : Pedagogická fakulta Trnavskej univerzity, 2014. - 67 s. - ISBN 978-80-8082-787-8.

<p>CSAPÓ, B. et. al. (szerk.). A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Oktatókutató és Fejlesztő Intézet, Budapest. 2015.  <a href="http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei">http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei</a>  <a href="http://pedagogus.edia.hu/?q=content/online-diagnosztikus-m%C3%A9r%C3%A9sek-az-iskola-kezd%C5%91-szakasz%C3%A1ban">http://pedagogus.edia.hu/?q=content/online-diagnosztikus-m%C3%A9r%C3%A9sek-az-iskola-kezd%C5%91-szakasz%C3%A1ban</a></p> <p>PETLÁK, E. Všeobecná didaktika. - 1. vyd. Bratislava: IRIS, 2004. 316 s. ISBN 80-89018-64-5</p> <p>RADNÓTI, K. et al. A természettudomány tanítása: Szakmódszertani kézikönyv és tankönyv. - 1. vyd. - Szeged : Mozaik Kiadó, 2014. - 575 s. - ISBN 978 963 697 764 1.  <a href="https://www.statpedu.sk/">https://www.statpedu.sk/</a></p> <p>TÓTH, Z. Módszerek és eljárások 10. : Oktatási segédanyag. Debrecen : KLTE, 1998. - 170 s. - ISBN 963 472 283 0.</p> <p>UNESCO, Oktatási Hivatal: Fenntartható fejlődési célok oktatás – Tanulási célok, 2017  <a href="https://ofi.oh.gov.hu/sites/default/files/attachments/fenntarthato_fejlodesi_celok_oktatasa_unesco_2017.pdf">https://ofi.oh.gov.hu/sites/default/files/attachments/fenntarthato_fejlodesi_celok_oktatasa_unesco_2017.pdf</a></p> <p>Zöld Föld. Oktatási Hivatal, 2021 ISBN 978-615-6256-74-4 <a href="https://www.tankonyvkatalogus.hu/pdf/OH-FNT910TA__teljes.pdf">https://www.tankonyvkatalogus.hu/pdf/OH-FNT910TA__teljes.pdf</a></p> <p>Világ Természetvédelmi Alap(WWF). (2020). Élő Bolygó jelentés (dostupné na internete: <a href="https://wwf.hu/letoltes/elo-bolygo-jelentes/">https://wwf.hu/letoltes/elo-bolygo-jelentes/</a>)</p>						
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian, Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 0</p>						
A	B	C	D	E	FX	
0.0	0.0	0.0	0.0	0.0	0.0	
<p><b>Teacher:</b> Dr. habil. Sarolta Zsuzsanna Mészárosné Darvai, PhD., Mgr. Katarína Szarka, PhD., Mgr. Ladislav Jaruska, PhD.</p>						
<p><b>Date of last update:</b> 28.05.2024</p>						
<p><b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.</p>						



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ CPT/22	<b>Name:</b> Reading comprehension and composition
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in seminars and exercises; submission of intermediate assignments during the semester; successful completion of a written test/examination and oral form of answering the assigned tasks. The final score consists of the points obtained for fulfilling the conditions in the form of: - Intermediate assignments and essays (max. 20 points) for which the following are taken into account: o mastery of the individual subject units on the basis of regular training, in terms of theoretical and practical o mastery of specific subject areas based on regular preparation, with a focus on the content of current supplementary literature <ul style="list-style-type: none"> <li>• Written test (max. 40 points)</li> <li>• Oral form of answering the given tasks (max. 40 points) A student can receive a maximum of 100 points.</li> </ul> Total student workload: 5 credits = 150 hours 39 hours: participation in seminars and exercises; 40 hours: preparation of intermediate assignments and essays during the semester; 31 hours: study of literature; 40 hours: preparation for the written examination. In order to pass the course, it is necessary to obtain at least 50% of the maximum number of points (100). Rating scale: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%), below 50%: Fx. Credits will not be awarded to a student who does not reach 50%.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student will be familiar with the theoretical underpinnings of child assessment and self-assessment in primary reading comprehension.</li> <li>• The student will psychological regularities of the child's learning process in primary education</li> <li>• The student will be familiar with the basic learning styles of the child and their mutual differences</li> </ul>	

- The student will be familiar with the theoretical conceptions of child learning and their mutual differences
- The student will know the specifics of creative writing.
- He/she will master the supporting data, concepts, principles, theoretical and methodological principles of essays.
- Recognises typical writing tasks and exercises in creative writing. Skills:
- The student will be able to use the acquired theoretical knowledge of essays in writing his/her own texts.
- After graduation, the student will be able to apply the acquired knowledge in the field of creative writing in the teaching of the Hungarian language under the guidance of an independent teacher.
- The student will have mastered the basic procedures, skills and strategies to create essay frameworks. Competencies:
- The student will have developed socially accepted civic attitudes and a positive attitude towards his/her profession and target group.
- They will be able to positively approach the socio-cultural and linguistic diversity of society.
- Feels responsible for the effective development of writing literacy in the mother tongue.
- The student will be able to formulate his/her own opinions and attitudes in the field of creative writing, critically revise and constructively defend them.
- Upon graduation, the student will be able to explain, under the guidance of an independent teacher, the material related to creative writing and to develop his/her own criteria for essays.
- He/she will be proficient in the issues of educational work in the context of the diversity of the educated population.
- He/she will have the basic knowledge of the differences in the development of individuals resulting from their health or social disadvantages or talents and talents so that he/she can effectively cooperate with special educators, psychologists and other experts and follow their professional recommendations and conclusions in the implementation of the educational process in the conditions of inclusive education and upbringing.
- - They will be able to keep in touch with current developments in creative writing and continue their own professional development effectively.

**Brief syllabus:**

1. Aims and objectives of teaching in mother tongue, ISCED 1 Primary education (first level of primary school).
2. Preparation for teaching reading and writing.
3. Methodology of practicing reading.
4. Reading methods (spelling analytic-synthetic method, global method and others)
5. Types of reading (silent reading, reading aloud, reading comprehension, etc.)
6. Methods for developing reading literacy. Development of oral and written composition
7. A model for teaching reading and writing. The procedure for teaching sounds, letters and reading
8. Stages of teaching reading.
9. The role of play in developing reading literacy
10. Creative writing and its function in the classroom. Exercises related to different text types (narrative, argumentative, descriptive, explanatory and instructional text)
11. Creative writing exercises related to specific literary works (transformation, rewriting, change of perspective, etc.)
12. The importance of word processing (compression, opening and closing sentences, changing genre, creating a story from fragments, etc.)
13. The function of creative writing in group work (found words, alternating dialogue, text replacement, etc.)

14. Textual reflection of works of other arts through creative writing tasks (visual, auditory and audiovisual)

**Literature:**

ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7

BOROSNÉ JAKAB, E. – SCHLETTNÉ SEBŐ, I. 2002. Irodalmi írásbeli érettségi - A fogalmazás technikája. Budapest: Corvina Kiadó. ISBN 9631351696

CSIKÓSNÉ MONOSTORI, E. 1993. Fogalmazás. Budapest: Mozaik. ISBN 9638057556

CSIKÓSNÉ MONOSTORI, E. 1994. Fogalmazás lépésről lépésre II. Budapest: Mozaik. ISBN 9638057572.

FÜLÖP, M. – SZILÁGYI FERENCNÉ. 2004. Fogalmazás munkafüzet: A. Celldömölk: AK - Apáczai Kiadó. ISBN 0002940.

HEDGE, T. 2017. Writing. Oxford: Oxford University Press. 2. ed. ISBN 978 019 442190 4.

HORVÁTH Viktor 2014. A vers ellenforradalma, A versírás és versfordítás tanulása és tanítása. Budapest: Magvető, 2014. ISBN 978-963-142-909-1

L. ACZÉL Petra 2004. Retorika: A szóból épült gondolat – Gyakorlókönyv. Budapest: Krónika Nova Kiadó. - ISBN 963 9128 73 2.

NAGY, J. 1989. Fogalmazás feladatgyűjtemény. Budapest: Tankönyvkiadó Vállalat. ISBN 9635007663

SZÉPLAKI, E. 2002. Fogalmazás feladatgyűjtemény – 6.osztály. / Celldömölk: AK – Apáczai Kiadó. ISBN 0003241.

SZÉPLAKI, E. 2004. Fogalmazás feladatgyűjtemény – 5.osztály. Celldömölk: AK – Apáczai Kiadó. ISBN 0003221.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
46.51	20.93	13.95	9.3	0.0	9.3

**Teacher:** PaedDr. Patrik Baka, PhD., PaedDr. Diana Borbélyová, PhD., Mgr. Tímea Mészáros

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DER/22	<b>Name:</b> Teaching methods of science, national knowledge and ethics
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general requirements for approving the subject The student's active participation on the seminars and tutorials The student's active participation in the selected exercises, analyses, discussions during the seminars and tutorials The student has to create a portfolio consisting of the following components: Short-term preparation for classes – preparation for 3 lessons Long-term preparation for classes – creating the thematic study plan Collection of logical exercises for the selected study plans Case study analyses from the field of ethical conflicts The portfolio can be awarded with up to 50 points of which 40 points can be awarded for the content and 10 points can be awarded to the form and structure An approval of the written final test The final written test can be awarded with up to 50 points The workload of the student is 5 credits which correspond to 150 hours of which 39 hours are spent on the seminars and exercises; 45 hours are spent with individual studying and 66 hours are spent with preparing the student's portfolio. In order to successfully approve the subject the student has to obtain half of the points in each module. The total number of points is 100. The points are graded as follows: <ul style="list-style-type: none"> <li>• A = 90 – 100% (90 – 100 point)</li> <li>• B = 80 – 89% (80 – 89 point)</li> <li>• C = 70 – 79% (70 – 79 point)</li> <li>• D = 60 – 69% (60 – 69 point)</li> <li>• E = 50 – 59% (50 – 59 point)</li> <li>• FX = 0 – 49% (0 – 49 point)</li> </ul>	
<b>Results of education:</b> <b>Knowledge</b> The student possesses the basic methodological knowledge related to the specified subject. The student understands the goals and the functions of teaching these specified subject. The student knows the basic requirements of the specified subjects	

The student knows the tools, the organizational forms and the methods used for teaching the specified subjects

The student knows the basics of short-term preparation tasks for teaching a specific lesson

The student knows the basics of creating a long-term study plan for teaching the specific subject

Capabilities

The student is able to seek, compare and use relevant scientific sources

The student is able to orient him or herself in documents related to the topic of the specified subjects, related to the basic requirement and the student is capable of synthesizing the relevant information from these documents.

The student is capable of creating an independent study plan from the specified subjects

The student is able to analyze the specified subjects from the didactic point of view

Competencies

The teacher is capable of applying his educational theoretical knowledge into his practice

The student is capable of applying the basic requirements of teaching these subjects and is able to orient in the documents related to these subjects

The student is capable of assembling all the necessary ancillary materials to this subject with respect to the goals of individual lessons

The student is able to design, analyze and implement the teaching of the specified subjects in practice

#### **Brief syllabus:**

Teaching methodology and the place of these subjects in the field of pedagogical sciences

The purpose, uses and functions of the specified subjects

The content and the basic requirements of the specified subjects

The teaching methodologies used during the teaching of the specified subjects

The didactic tools and techniques used during the teaching of the specified subject

The organizational forms used during the teaching of the specified subjects

The short-term preparation of the teacher for teaching a particular lesson of the specified subjects

The long-term preparation for teaching for the specific subjects – creating a study plan

Improving the children's cognitive, scientific and social competencies by teaching the specified subjects

Ethical studies as a way of value transfer, the purpose, goals and aims of the ethical education

How can they improve the sensual intelligence, empathy and cooperation using the methods of the ethical education?

The ethical codex of the teacher.

#### **Literature:**

DOBIŠOVÁ ADAME, R., KOVÁČIKOVÁ O. 2015. Környezetismeret. Bratislava : AITEC s. r. o., 2015. 49 s. ISBN978-80-8146-108-8. Dostupné na internete: <<https://www.aitec.sk/produkt-preview-ng/prvouka-pre-1-rocnik-zakladnej-skoly-pre-skoly-s-vjm-kornyezetismeret-a-magyar-tanitasi-alapiskola-1-osztalya-szamara-239#flipbook/page-1>>.

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FALUS, I., et al. 2001. A pedagógusok pedagógiája. Budapest : Nemzeti Tankönyvkiadó, 2001. 355 o. ISBN 963-19-180-5-x.

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KOLLÁROVÁ, D., HEGAROVÁ, E., NAGYOVÁ, A. 2021. Educational construct of natural and social realities in the 2nd grade of elementary school with emphasis on environmental education: a comparison of the Slovak and Czech model. In Ad alta: Journal of Interdisciplinary Research. ISSN 1804-7890, 2021, roč. 11, č. 2, s. 138-144. Dostupné na internete: <[http://www.magnanimitas.cz/ADALTA/1101/papers/A\\_kollarova.pdf](http://www.magnanimitas.cz/ADALTA/1101/papers/A_kollarova.pdf)>.

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

TÓTH, P. 2019. Problémaalapú tanulás. Komárno : UJS, 2019. 112 s. ISBN 978-80-8122-337-2.

TUREK, I. 2014. Didaktika. Bratislava : Wolters Kluwer, s. r. o., 2014. 618 s. ISBN 978-80-8168-004-5.

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

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 45					
A	B	C	D	E	FX
35.56	26.67	15.56	6.67	2.22	13.33
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Alexandra Nagyová, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DHV/22	<b>Name:</b> Methodology of music education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> During the semester, the student actively participates in seminars, engages in group and individual assignments. Specific course requirements: 1. the student, according to the requirements and according to the knowledge acquired, develops (individually or in pairs) a yearly plan for any elective at the primary level and makes two preparations for the HV lesson, 2. develops and presents (individually or in pairs) a term paper on a selected topic, 3. the student passes an oral examination on the theoretical knowledge and its possible applications in pedagogical practice. Total student load: 2 credits = 60 hours - 26 hours for participation in seminars (contact hours), - 6 hours of studying literature, assigned music-didactic works, SPP, in connection with the content of the course, - 8 hours preparation of a term paper - from an individually selected topic, - 8 hours of preparation and submission of the annual plan and 2 hours of preparation for the HV lessons, - 12 hours preparation for the oral examination. Final assessment: Successful completion of the course is subject to obtaining at least 50% of the maximum possible grade for the course. The following percentages and points are required for the final course grade: A = 90-100% (100-90 points), B = 80-89% (89-80 points), C = 70-79% (79-70 points), D = 60-69% (69-60 points), E = 50-59% (59-50 points), FX = 0-49% (49 - 0 points).	
<b>Results of education:</b> Knowledge:	



- The student has an overview of basic musical terms, concepts and terminology in relation to didactics and methodology of music education.
- The student is familiar with the current National Curriculum, specifically for primary education, has an overview of the aims, objectives and requirements of teaching music education and knows the content of individual musical activities. The student knows the theoretical background and didactical aspects of music education teaching.
- Has knowledge of music pedagogical methods, the development of music education and the history of music pedagogy.
- Knows the methodological background, procedures and didactic intention for the teaching process of HV at the primary level. The student has an overview of current teaching aids (textbooks, worksheets, CDs for textbooks).
- The student knows the stages and forms of HV lessons, gains knowledge about planning and organizing the music-educational process at the primary level of primary school.
- He/she is equipped with the knowledge necessary for the application of musical expressive elements and elements within the music-educational process.
- Knows the possibilities of the influence of verbal and non-verbal communication on the classroom climate, with particular regard to the use of creative music-educational and perceptual activities.

Skills:

- The graduate knows the broad practical contexts of educational content and disciplinary didactics or didactics and methodology in the profile educational areas and specialisations of his/her field of work.
- He/she has basic practical experience in planning and organising the activities of individuals and groups of pupils in the educational process of HV at the elementary level.
- Has practical experience in didactic analysis of the HV curriculum.
- The student is able to accept the individuality of each pupil within the HV music-educational process.
- He/she is able to navigate school curricula and develop creative music programs, music activities for individuals or in group lessons.
- Has basic practical experience in communicating effectively with pupils and positively influencing their aesthetic and musical sensibilities.
- Has basic practical experience in the use of various forms, modes, methods of assessment in music education activities, with emphasis on the developmental and individual characteristics of pupils.
- Can apply the acquired knowledge and skills in specific conditions in the process of creating didactic products/projects and in the field of vocal, instrumental, perceptual and interpretative didactic training.
- The graduate of the course has an overview of current educational programmes, can develop and independently create his/her own individual lesson preparations, annual plan and prepare for the lesson.
- He/she is able to implement various music education objectives according to his/her own and the designated area specification (singing, playing appropriate musical instruments, listening to music, various other creative ways of interpreting music - verbal, visual, music-movement, dramatic)
- The graduate is familiar with current music and music-didactic aids and is able to apply creative methods to his/her teaching process.
- The student is able to connect his/her acquired theoretical knowledge in the field of methodology and didactics of HV with practical knowledge and apply it in the educational process at the primary level.

**Competences:**

- The student identifies his/her own profession, in the affective level presents the integration of the value of the professional approach in music education, as the dominant basis of his/her own action.
- He/she is competent to strengthen the cultural identity and cultural heritage of children and youth and is able to orient himself/herself in the issue of multiculturalism.
- He is competent to apply pedagogical-psychological and disciplinary-didactic knowledge and experience in the educational process.
- Is competent to independently evaluate diverse pedagogical situations and processes within the HV at the elementary level and to respond to them flexibly, to solve them.
- The student has developed socially accepted civic attitudes, a positive attitude towards his/her profession, target group and his/her own lifelong learning with regard to the cultural and social requirements of society.

**Brief syllabus:**

Didactics and methodology of Hv - characteristics, aims and tasks of teaching Hv according to the current curriculum; Music education at the primary level of primary school.

History and development of HV methodology. Music-pedagogical methods in Europe in the 17-19th centuries (Rousseau, János Goll, Cheve, Curwen, Hundoeffer, Heinroth, Bartalus).

Kodály's conception-method, his works, music-pedagogical works.

New alternative music-pedagogical methods in 20th and 21st century HV teaching (individual/group projects).

Music, as a means of personality formation, development of musical skills and abilities of children at the primary level.

Aims, tasks and possibilities of musical activities at the primary level, forms and creative possibilities of teaching methods in HV lessons, based on the composition of the collective in the classroom.

Didactic aids (textbooks, worksheets, CDs) and teaching materials for teaching HV in primary schools with a primary music teacher. (rhythm sticks, rhythm cards, musical instruments).

Organisation of the music-educational process at the primary level of primary school, curricula, thematic curricula, planning: elaboration of the annual thematic plan.

Stages of the music education lesson; structure of preparation for the music education lesson, division of the curriculum.

Playful methods, musical games in lessons as an important means of developing pupils' musicality and creativity; application of musical games in developing specific musical abilities (development of musical memory, rhythmic feeling, musical hearing, singing habits and skills, musical talent).

The work of the HV teacher in the school and in the out-of-school environment. The personality of the music teacher (creative work, inquiry).

Didactic principles in the music-educational process at the primary stage of primary school.

Analysis of lessons and individual stages of HV lessons.

**Literature:**

BAKOS, A. 2014. Zenepedagógia és zeneterápia. In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho, 2014: "Nové výzvy vo vede a vo vzdelávaní". Sekcie pedagogických a humanitných vied. Komárno: Univerzita J. Selyeho, p. 13-22. ISBN 978-80-8122-073-9

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CSEHI, Á., DOMBI, E. 1998. Zeneirodalmi, zenehallgatási szemelvények gyermekek és az ifjúság részére I. Dunaszerdahely: Lilium Aurum. ISBN 0013798

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- FORRAI, K. 2016. Ének az óvodában. Budapest: Móra Könyvkiadó. ISBN 9789634154563
- KOKAS, K. 1972. Képességfejlesztés zenei neveléssel. Budapest: Akadémiai Kiadó. ISBN 9630562855
- GYORGYINÉ KONCZ, J. 2008. Az énektanítás alapjai. Budapest: Károli Egyetemi Kiadó. ISBN 978 963 87811 5 4.
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- LACZÓ, Z. 1986. Zenehallgatás az általános iskola alsó tagozatában. Budapest: Tankönyvkiadó. ISBN 9631793818
- ORSOVICS, Y. – STRÉDL, T. – SZABÓOVÁ, E. – VASS, V. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Univerzity J. Selyeho, Komárno. ISBN 978-80-8122-282-5
- ORSOVICS, Y. 2019. Zenei alapismeretek az óvó- és tanítóképzős hallgatók számára. Komárom: Selye János Egyetem. ISBN 978-80-8122-289-4
- ORSOVICS, Y. 2009. Zenei nevelés 1. = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským : Az alapiskola 1. osztálya számára. Bratislava : Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. ISBN 978-80-10-01727-0
- ORSOVICS, Y. 2009. Zenei nevelés 2. = Hudobná výchova pre 2. ročník základných škôl s vyučovacím jazykom maďarským : az alapiskola 2. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. ISBN 978-80-10-01728-7
- ORSOVICS, Y. 2009. Zenei nevelés 3. = Hudobná výchova pre 3. ročník základných škôl s vyučovacím jazykom maďarským : az alapiskola 3. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo - Mladé letá s.r.o., 2009. ISBN 978-80-10-01729-4
- ORSOVICS, Y. 2007. Zenei nevelés 4.: Az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo, 2007. ISBN 978-80-10-01164-3
- STRÉDL, T. 2013. Inkluzív pedagógia: avagy a gyógypedagógiáról másképp. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-089-0
- STRÉDL, T. 2017. Terápiák és nevelés. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-227-6
- SZŐNYI, E. 1954. A zenei írás-olvasás módszertana III. Budapest: Zeneműkiadó. ISBN 0011296.
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- TÓTH, D. 1960. Hangversenykalauz I., II. Budapest: Zeneműkiadó Vállalat.

TURMEZEYNÉ HELLER, E. – BALOGH, L. 2009. Zenei tehetséggondozás és képességfejlesztés. Debrecen: Kocka Kör, 2009. ISBN 978-963-87488-4-3.  
 VÁRADI, J – SZÚCS, T. 2017. Sokszínű zenepedagógia: Tanulmányok a zeneoktatás szerepéről, módszereiről és társadalmi hatásairól. Debrecen: Debreceni Egyetemi Kiadó. ISBN 978 963 318 675 6.  
 VITÁNYI, I. – SÁGI, M. 2003. Kreativitás és zene. Budapest: Akadémiai Kiadó. ISBN 9630580322.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

A	B	C	D	E	FX
14.29	47.62	23.81	14.29	0.0	0.0

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DIS/22	<b>Name:</b> Diploma seminar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites for the course are as follows: General prerequisites for the course: - Active participation of the student in the seminars, - Participation in the assignments and participation in the analysis and discussions during the seminars, - active approach of the student to the creation of the thesis/final thesis in terms of theoretical and methodological preparation, - elaboration and submission of the thesis part. Specific conditions for passing the course: Preparation and submission of a part/chapter of the diploma thesis: → in accordance with the rules of academic writing (observance of the ethics of academic writing, correct use of citations, paraphrases, bibliographic references), or in accordance with the Directive of the Rector of UJS No. 7/2011 on the editing, registration, access and archiving of theses at J. Selye University, → individually selected and approved by the supervisor/advisor of the thesis topic, → should contain: the structure of the thesis - title page, annotation, keywords, content (with assignment of individual planned chapters and subchapters), part or chapter of the theoretical part of the thesis, concept-plan of the practical/empirical part of the thesis and a list of used literature, bibliographic data. The thesis should be 8-10 pages long. Total student workload: 4 credits = 120 hours - 13 hours for participation in seminars (contact hours), - 47 hours studying literature, collecting data, sources, making notes and conception, - 60 hours preparation and elaboration of a part/chapter of the thesis. Conditions for successful completion of the course are as follows: ● Active participation of the student in seminars, participation in analyses and debates in seminars, completion of the assigned tasks in stages, set intervals. ● Preparation, elaboration and submission of the structure and one part/chapter of the thesis within the set deadline.	
<b>Results of education:</b>	

The aim of the course is to help students to compose and develop a thesis/dissertation, to familiarize them with the methods, techniques and means of research work, appropriate and necessary for the evaluation and application of educational phenomena.

Knowledge:

- The student has acquired theoretical knowledge in relation to the chosen topic of the thesis.
- The student is able to navigate in the relevant professional domestic and foreign literature in relation to the chosen topic of the diploma thesis.
- The student is able to apply the rules of academic writing to a sufficient extent.
- The student knows the specifics of professional/scientific language and can produce a sophisticated, meaningful, comprehensible professional text appropriate to the level of the thesis.
- The student has adequate knowledge of educational research methodology.
- The student has sufficient theoretical knowledge and expertise to produce a thesis.
- The student is able to navigate in the results of basic research on educational phenomena in the context of the chosen topic of the diploma thesis.

Skills:

- The student is able to independently search, select, analyze sources and sources of relevant literature for the development of the thesis.
- The student is able to work with relevant source databases.
- The student is able to analyze and process professional and scientific literature, sources, bibliographic data.
- The student is able to plan, conceive his/her own diploma thesis.
- The student is able to compose and formulate the text of the diploma thesis.
- The student is able to synthesize his/her acquired theoretical knowledge and on the basis of it to create a meaningful final text for his/her thesis.

Competences:

- The student appropriately applies the principles and criteria of ethics of academic and scientific writing in the process of writing the thesis.
- The student is sufficiently prepared to present the results or partial results of his/her thesis.
- The student has the necessary competences to adapt the results of his/her diploma/final thesis to educational practice.

### **Brief syllabus:**

Written forms and types of final theses.

Ethics and rules of thesis writing.

Study, analysis of professional text, domestic and foreign literature in relation to the chosen topic of the thesis.

Selection of the thesis topic, its professional justification, clarification of the basic requirements for the content of the thesis.

Preparation, planning, implementation of the thesis in terms of content, form, methodology.

Preparation of the practical/empirical part of the thesis - stages of the thesis, schedule, choice of research/research methodology, formulation of objectives, hypotheses and tasks, selection of the sample.

Preparation and implementation of the practical/empirical part of the work - data collection, data processing in accordance with the planned and set stages of the work.

Implementation of the practical/empirical part of the work - evaluation of data, interpretation of results, formulation of conclusions and possible suggestions for practice.

Concept and structure of the thesis

Introductory part of the thesis,

the core of the thesis - theoretical and practical/empirical part of the thesis, content of the chapters, conclusion, resume and appendices.

Citations, paraphrases, bibliographical references, reference list.  
 Formal and linguistic treatment of the thesis.  
 Submission of the thesis, licensing agreement, affidavit, as part of the thesis.

**Literature:**

ALBERT, S. 2005. A pedagógiai kutatások alapjai. Dunaszerdahely: Lillium Aurum.  
 BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodologie pedagogicko-psychologického výskumu. Sprievodca pre študentov učiteľstva. ŠafárikPress. Košice. Dostupné na: <https://unibook.upjs.sk/img/cms/2018/ff/zaklady-metodologie-ped-psych-vyskumu-web.pdf>  
 ECO, U. 1987. Hogyan írjunk szakdolgozatot? Budapest: Kairosz Kiadó. ISBN 963 913 753 7  
 FALUS, I. 1993. Bevezetés a pedagógiai kutatás módszereibe. Budapest: Keruban Könyvkiadó.  
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 OBERUČ, J. 2012. Metodológia pedagogického výskumu. <http://files.ddtiii.webnode.sk/200000235-3ef763ff18/METODOL%C3%93GIA%20PEDAGOGICK%C3%89HO%20V%C3%9DSKUMU.docx>  
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**Language, knowledge of which is necessary to complete a course:**

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 9

a	n
100.0	0.0

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Katalin Kanczné Nagy, PhD., PaedDr. Diana Borbélyová, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DMA1/22	<b>Name:</b> Methodology of teaching mathematics 1
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 6	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>● active participation of the student in lectures and seminars,</li> <li>● participation of the student in solving the assigned tasks and active participation in the discussions during the seminars,</li> <li>● preparation and presentation of the mathematics lesson and its presentation on time,</li> <li>● successful completion of the final written examination.</li> </ul> Specific course prerequisites: <ol style="list-style-type: none"> <li>1. preparation and submission on time of the preparations for the mathematics lesson and its presentation.               <ul style="list-style-type: none"> <li>o The student will prepare for 3 different types of mathematics lessons, namely:                   <ul style="list-style-type: none"> <li>▪ for a lesson with new material;</li> <li>▪ for a lesson with practice of the material;</li> <li>▪ for a lesson with the final written work of the subject area.</li> </ul> </li> <li>o When assessing the preparation for a mathematics lesson, the content and formality of the lesson, as well as its delivery on time, are taken into account.</li> <li>o The student prepares a concise presentation of his/her preparations, with the main emphasis on the accurate use of technical terminology and the clarity of explanations.</li> <li>o To pass the course, the student must earn more than 50% of the achievable points of the class preparation assessment.</li> <li>o Assessment as a percentage of the points achievable:                   <ul style="list-style-type: none"> <li>▪ A = 90 - 100%</li> <li>▪ B = 80 - 89%</li> <li>▪ C = 70 - 79%</li> <li>▪ D = 60 - 69%</li> <li>▪ E = 50 - 59%</li> <li>▪ FX = 0 - 49%</li> </ul> </li> <li>o A student who does not achieve at least 50% of the points must redo the preparations, and achieve at least 50% of the points.</li> </ul> </li> <li>2. successful completion of the final written examination,               <ul style="list-style-type: none"> <li>o To pass the written exam, more than 50% of the points achievable must be earned.</li> </ul> </li> </ol>	

o Written exam score as a percentage of the points attainable:

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

o A student who fails to achieve at least 50% of the points must take a make-up written exam and achieve at least 50% of the points on the exam.

The final course grade is calculated as follows:

30% of the final grade is the maximum number of points for the preparation, submission and presentation of the class preparation, and 70% of the final grade of the written examination.

Total student workload in terms of time allocation (6 credits = 180 hours):

- attendance at lectures and seminars (39 hours),
- self-study and preparation of assignments and homework (41 hours),
- presentation and development of mathematics lesson preparation (50 hours),
- preparation for the final examination (50 hours).

A minimum of 50% of the maximum number of points (100) is required to pass the course.

A grade of A requires at least 90% of the points, a grade of B requires at least 80% of the points, a grade of C requires at least 70% of the points, a grade of D requires at least 60% of the points, and a grade of E requires at least 50% of the points. A grade of FX is awarded if the student achieves less than 50% of the total points.

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)

### **Results of education:**

Upon completion of the course, the student will acquire:

Knowledge:

- Knows various methods of introducing and developing the concept of number and numerical operations, can apply methods of representing and modeling operations;
- can explain the principles of algorithms of operations, knows strategies for solving mathematical problems;
- Knows the current state education curricula;
- knows the broad theoretical context of educational content and didactics;
- possesses theoretical knowledge of teaching mathematics at the first level of primary school;
- is familiar with the basic concepts and professional terminology used in the mathematics classroom at the first level of primary school;
- possesses basic knowledge enabling to create mathematical models of simple practical problems and to find and process appropriate mathematical tools and procedures for their solution;
- can correctly use mathematical symbolism and represent relationships.

Skills:

- can analyse and correctly interpret learned information;
- can apply theoretical knowledge practically in solving mathematical problems;
- Demonstrates a high degree of independence in solving problems and projects in some areas of mathematics;
- can plan and manage lessons so that the discovery, introduction and development of mathematical concepts and procedures is constructivist, and develops pupils' ability to solve real-world problems using mathematical methods;
- gain skill and practical experience in working with textbooks and methodological materials;

- has basic practical experience of planning and organising the activities of individuals and groups of pupils in the educational process, is able to plan and evaluate mathematical activity, individual, group and frontal;
- acquire the skill and ability to apply basic mathematical knowledge in the development of teaching materials;
- is able to vary the difficulty of activities according to children's abilities.

Competencies:

- has a positive attitude towards teaching mathematics and is prepared for the profession;
- is familiar with school curricula and is able to develop a thematic plan for the subject of Mathematics at the first level of primary school;
- is able to actively act pedagogically in the pedagogical process of primary education, is able to imply his/her own theoretical-didactic knowledge into his/her own pedagogical practice in the teaching of mathematics;
- is able to present, explain and justify in detail those educational strategies which he/she has consciously chosen and applied in the process of pedagogical planning;
- is aware of the usefulness of mathematical knowledge and its application in practical life;
- is aware of the responsibility for developing the basic prerequisites for the knowledge and understanding of mathematics.

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)

#### **Brief syllabus:**

- Numbering. The process of forming the concept of a natural number.
- Understanding and forms of number. Ordinal and cardinal number.
- Decimal position system.
- Objectives and stages of numeration. Methods of teaching numeration in the first stage of primary school.
- Basic mathematical operations (addition, subtraction, multiplication, division), introduction of operations, modelling of operations.
- Methods of teaching mathematical operations: addition, subtraction, multiplication, division
- Algorithms for counting backwards. Methods of teaching algorithms of counting backwards.
- Algorithms for written counting. Methods of teaching written counting algorithms.
- Concept of fraction, fractions in primary one, introduction, basic models, comparing fractions. Methods of teaching the concept of fraction at the first level of primary school.
- Word problems at the first level of primary school, divergent problems. Methods of teaching word problems in the first stage of primary school.
- Assessment, in the mathematics lesson at the first level of primary school - methods of formal and informal assessment in the mathematics lesson, the method of planning a written review.
- Planning a mathematics lesson at the first level of primary school - parts of the lesson, types of lessons and their planning.

Translated with [www.DeepL.com/Translator](http://www.DeepL.com/Translator) (free version)

#### **Literature:**

HEJNÝ, M., a kol. Teória vyučovania matematiky 1

- HEJNÝ, M.-KURINA, F. Dítě, škola, matematika. Portál: Praha, 2001.
- ŠEDIVÝ, O. a kol. Vybrané kapitoly z didaktiky matematiky. 2013. Nitra: FPV UKF. ISBN 978-80-558-0438-5.
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- SZENDREI, J.: Gondolod, hogy geyre megy?, Typotex Kiadó, Budapest, 2005

- KISS, T.: A gyermek matematikai gondolkodásának megalapozása és fejlesztése, Új ped. Szemle, 1994/12
  - DIENES, Z.:Építsük fel a matematikát!
  - HERENDINĚ KÓNYA E. a kol.: A matematika tanítása az alsó tagozaton, Nemzedékek Tudása Tankönyvkiadó Zrt, 2013
  - Aktualné učebnice matematiky pre ZŠ 1. stupeň
  - JÓZSA, K.; CSORDÁSNÉ ANDA, É.: Lépések az eredményesebb matematikatanítás felé alsó tagozatban. Tanító, 53. 7. sz. 25–27. 2015
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- SKOL test2022-07-11

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 44

A	B	C	D	E	FX
9.09	13.64	29.55	20.45	18.18	9.09

**Teacher:** prof. Dr. Krisztián Józsa, DSc., RNDr. Zuzana Árki, PhD., Mgr. Ladislav Jaruska, PhD., Mgr. Tünde Berta

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DMA2/22	<b>Name:</b> Methodology of teaching mathematics 2
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for completing the subject: <ul style="list-style-type: none"> <li>- the student's active participation in the exercises,</li> <li>- student participation in assigned tasks, analyzes and discussions during exercises,</li> <li>- preparing and presenting math class preparations, preparing and submitting them on time</li> <li>- successful completion of the written and oral final exam.</li> </ul> Specific conditions for completing the subject: <ol style="list-style-type: none"> <li>1. preparing and presenting math class preparations, preparing and submitting them on time</li> </ol> The student prepares 3 different types and contents of math lesson preparation: <ul style="list-style-type: none"> <li>o preparing a mathematical project;</li> <li>o lesson based on group work - developed for at least 4 groups;</li> <li>o online teaching lesson – making and submitting a 20-minute lesson recording.</li> </ul> <ul style="list-style-type: none"> <li>• When evaluating lesson plans for mathematics lessons, we take into account their content and form requirements, as well as their timely submission.</li> <li>• The student prepares a short presentation about his preparations, with great emphasis on the precise use of technical terms and the comprehensibility of the explanations.</li> <li>• In order to successfully complete the subject, the student must obtain more than 50% of the available points in the evaluation of the submitted lesson plans.</li> <li>• Evaluation expressed as a percentage of obtainable points:               <ul style="list-style-type: none"> <li>▪ A = 90 – 100%</li> <li>▪ B = 80 – 89%</li> <li>▪ C = 70 – 79%</li> <li>▪ D = 60 – 69%</li> <li>▪ E = 50 – 59%</li> <li>▪ FX = 0 – 49%</li> </ul> </li> <li>• A student who does not obtain at least 50% of the points that can be obtained must revise his lesson plans and obtain at least 50% of the points.</li> </ul> <ol style="list-style-type: none"> <li>2. successful completion of the written final exam,</li> </ol> To pass the written exam, more than 50% of the points that can be obtained on the exam are required. <ul style="list-style-type: none"> <li>▪ The evaluation of the written exam expressed as a percentage of points that can be obtained:</li> </ul>	

- A = 90 – 100%
  - B = 80 – 89%
  - C = 70 – 79%
  - D = 60 – 69%
  - E = 50 – 59%
  - FX = 0 – 49%
- The student who does not obtain at least 50% of the obtainable points must participate in a remedial written exam and obtain at least 50% of the obtainable points there.

#### Completion of an oral exam

- The condition for participation in the oral exam is the completion of the written exam, otherwise the exam will be classified as unsuccessful (Fx) at the given time.
- More than 50% of the points obtainable on the exam are required to pass the oral exam.
- The evaluation of the oral exam expressed as a percentage of points that can be obtained:
  - A = 90 – 100%
  - B = 80 – 89%
  - C = 70 – 79%
  - D = 60 – 69%
  - E = 50 – 59%
  - FX = 0 – 49%

The final grade of the subject is calculated as follows:

20% of the final grade is the maximum score for preparing, submitting and presenting the preparation and class preparations, the written exam is 30% of the final grade and the oral exam is 50%.

The student's total workload (6 credits = 180 hours):

- participation in exercises (39 hours),
- preparation for exercises, preparation of homework (41 hours),
- lesson preparations for mathematics class and preparation of presentations (50 hours),
- preparation for the final exam (50 hours).

At least 90% of the points that can be obtained for the A grade, at least 80% of the points for the B grade, at least 70% of the points for the C grade, at least 60% of the points for the D grade, and at least 60% of the points for the E grade at least 50% must be obtained.

The subject ends with an exam.

### **Results of education:**

#### Knowledge

The student:

- knows the different methods of introducing and developing the basic concepts of geometry in the lower grades of elementary school;
- knows how to apply the methods of representing and modeling individual plane shapes;
- knows the methods that help the development of spatial perception;
- has theoretical knowledge of the basic concepts and methods of combinatorics and statistics, which can be used to solve problems in elementary mathematics;
- knows the current national curricula;
- knows the broad theoretical connections of educational content and didactics;
- has theoretical knowledge of elementary school mathematics teaching;
- knows the basic concepts and technical terms used in mathematics classes in the lower grades of elementary school;
- has basic knowledge that enables the creation of a mathematical model of simpler practical tasks, as well as the search and development of appropriate mathematical tools and procedures for their solution;

- can use mathematical symbols and represent relationships correctly.

#### Skills

The student:

- is able to analyze and correctly interpret the learned information;
- is able to apply theoretical knowledge in practice when solving mathematical problems;
- shows a high degree of independence when solving geometric problems and projects;
- is able to plan and manage lessons in such a way that the discovery, introduction and development of mathematical concepts and procedures are constructivist and develop students' ability to solve real-world problems using mathematical methods;
- is able to work with textbooks and methodological materials, has practical experience;
- has basic practical experience in the planning and organization of individual and group activities during the educational process; able to plan and evaluate individual, group and face-to-face mathematical activities;
- has the skills and abilities to apply basic mathematical knowledge during curriculum development;
- is able to change the difficulty levels of classroom activities according to the children's abilities.

#### Competencies

The student:

- has a positive attitude towards the teaching of mathematics and is prepared for his profession;
- knows school curricula and is able to develop a thematic plan for the subject of mathematics for the lower grades of primary school;
- is able to carry out active pedagogical activities, is able to incorporate his own theoretical and didactic knowledge into the pedagogical practice of mathematics teaching;
- is able to present, explain and justify in detail the educational strategies that he consciously chose and applied during the pedagogical planning;
- is aware of the usefulness and practical application of mathematical knowledge;
- is aware of the responsibility of being responsible for the fundamental formation of knowledge and understanding of mathematics.

#### **Brief syllabus:**

- Basic concepts of geometry in the lower grades of elementary school
- The line and its parts
- The plane and its parts. Orientation on the plane.
- Laying out planar shapes, simple planar figures in the lower grades of elementary school.
- The triangle and the quadrilateral in the lower division of primary school.
- Simple planar editing with a ruler and other tools.
- Solids in lower school mathematics. Representation of bodies.
- Development of spatial perception in the lower grades, development of spatial orientation. Use of building blocks and didactic software.
- Measurements in the lower grades of elementary school. Length of segment, perimeter and area of polygons.
- Methods for introducing the concept of circle and outline.
- Concept of plane angle. The magnitude of the angle. Comparison of angles.
- Basic concepts and teaching methods of combinatorics in the lower grades of elementary school.
- Methods of ordering and selecting elements. Addition and multiplication method in teaching combinatorics in elementary school.
- Methods of teaching combinatorics in lower elementary school.
- Introduction of some basic concepts, methods and tools of statistics.
- Innovative methods in teaching mathematics - mathematical project, group work, Hejny method

**Literature:**

- HEJNÝ, M., a kol. Teória vyučovania matematiky 1
- HEJNÝ, M.-KUŘINA, F. Dítě, škola, matematika. Portál: Praha, 2001.
- ŠEDIVÝ, O. a kol. Vybrané kapitoly z didaktiky matematiky.2013. Nitra: FPV UKF. ISBN 978-80-558-0438-5.
- HEJNÝ, M. a kol. Dvacet pět kapitol z didaktiky matematiky. 2004. Praha: UK Pedagogická fakulta. ISBN 80-7290-189-3. [Dostupné na (5.2.2010) [Http://class.pedf.cuni.cz/NewSUMA/Download/Volne/SUMA\\_59.pdf](http://class.pedf.cuni.cz/NewSUMA/Download/Volne/SUMA_59.pdf) ]
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- SZENDREI, J.: Gondolod, hogy egyre megy?, Typotex Kiadó, Budapest, 2005
- KISS, T.: A gyermek matematikai gondolkodásának megalapozása és fejlesztése, Új ped. Szemle, 1994/12
- DIENES, Z.:Építsük fel a matematikát!
- HERENDINĚ KÓNYA E. a kol.: A matematika tanítása az alsó tagozaton, Nemzedékek Tudása Tankönyvkiadó Zrt, 2013
- Obádovics, J. Gy.: Valószínűségszámítás és matematikai statisztika, SCOLAR, Budapest, 1995
- Solt, Gy.: Valószínűségszámítás, Műszaki könyvkiadó, Budapest, 2004
- Aktualné učebnice matematiky pre ZŠ 1. stupeň
- JÓZSA, K.; CSORDÁSNÉ ANDA, É.: Lépések az eredményesebb matematikatanítás felé alsó tagozatban. Tanító, 53. 7. sz. 25–27. 2015
- JÓZSA, K.; CSORDÁSNÉ ANDA, É.: 2015: Számolás- és memóriafejlesztés. Tanító, 53. 9. sz. 25–29., 2015

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

Hungarian, Slovak

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

Total number of evaluated students: 38

A	B	C	D	E	FX
7.89	18.42	31.58	26.32	13.16	2.63

**Teacher:** prof. Dr. Krisztián Józsa, DSc., RNDr. Zuzana Árki, PhD., Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD.**Date of last update:** 28.05.2024**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DMJ/22	<b>Name:</b> Pedagogy of native language in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for the successful completion of the subject is that the student must meet several requirements: <ul style="list-style-type: none"> <li>• Active participation in lectures and seminars.</li> <li>• Submission of a written semi-final work (to be submitted) on a specific topic, in accordance with the knowledge of the subject, no later than the 10th week of the diligence period (max. 20 points). Evaluation criteria: professionalism, work with literature, cultivated use of technical language, spelling and reflection on the formal requirements to be submitted.</li> <li>• Presentation (max. 20 points). Criteria for evaluation: professionalism, possible interactivity, reflection on formal requirements.</li> <li>• Passing the oral/written exam (60 points). In the exam, the student gives an account of his knowledge, skills in relation to the content of the curriculum.</li> </ul> → 1. Instead of written semi-final work, the student has the opportunity to submit a second presentation; it is subject to the same requirements and evaluation criteria as the first one defined. → 2) In justified cases, the student also has the option of replacing the oral/written final exam with a more voluminous submission. It is based on the student's own research, within the topics of the discipline. The latter must submit the submission by the 3rd week of the examination period. The required length of the submission is 10 standard pages. In the list of literature to be submitted, the author must indicate at least 10 relevant papers, but he must also refer to them in the substantive part of the text. With the supplementary submission, a maximum of 60 points can be scored (in accordance with the exam). <ul style="list-style-type: none"> <li>• Evaluation criteria: own research results, processing and evaluation of own research data (35 points), work with literature (15 points), cultivated use of technical language, spelling and reflection on the formal requirements to be submitted (10 points). The submission can be accepted only if the student reaches at least 25 points (50%). In order to successfully complete the course, it is necessary to obtain at least 50% of the total score (100).</li> </ul> Assessment Grade: A (100% – 90%), B (89%–80%), C (79%–70%), D (69%–60%), E (59%–50%), pod 50%: Fx. A student who performs below 50% cannot receive credits for delivering the subject. Student load: 4 credits = 120 working hours - 52 working hours: participation in seminars and lectures (contact hours),	

- 18 working hours: study of literature, according to the topics of the subject,
- 15 working hours: preparation of the written semistal work,
- 15 working hours: preparation of a presentation,
- 20 working hours: preparation for the exam.

**Results of education:**

Knowledge:

- By completing the subject, the student acquires theoretical knowledge and practical skills from the teaching of the mother tongue and literature in elementary education (primary/primary school).
- The student has comprehensive scientific knowledge in the fields of profile culture or in special areas of his activity.
- The student understands the extensive theoretical relationship between the content of the training and the specialization.

Skills:

- The student is able to orient himself in the State Educational Program and School Educational Programs and is able to prepare pedagogical documents for classes and individuals.
- The student understands the practical relationships of the content of the training, the subject didactics or didactics and the methodology, and the profile areas of the areas of operation.
- The student has basic practical experience in planning and organizing the activities of individual students and groups of learners in the teacher-educator process.
- The student has basic practical experience in defining the goals of teaching and formulating them as requirements.
- The student has basic practical experience in the didactic analysis of the curriculum – he is able to break down the curriculum content into its elements (facts, concepts, contexts, procedures).

Competences:

- The student has socially solvency bourgeois attitudes; and has a positive attitude towards both its occupation and the students.
- The student is able to accept the sociocultural and linguistic diversity of society and relate positively to them.
- The student becomes competent in sovereignly planning activities that contribute to effective and conscious linguistic (oral and written) and non-linguistic (nonverbal) communication, as well as critical thinking of his or her future students.
- The student is able to formulate scientific problems independently, seeing them in context, to think analytically about specific problems.
- The student becomes able to carry out pedagogical work in view of the diversity of the educated population.
- The student has a broad knowledge of the different characteristics of the development of individuals resulting from the health or social disadvantage of the pupils. He is aware of the tasks arising from the special treatment of gifted students.
- The student is able to strengthen the cultural identity of the students.
- The student is able to cooperate effectively with special teachers, psychologists and other professionals in the realization of the teaching-educational process under the conditions of inclusive education, and to follow their professional recommendations and decisions.
- The student is able to follow and accept new scientific knowledge of the didactics of the native language.
- The student will have a constant need to continue his own professional development.
- The student is aware of the importance of teacher communication.

**Brief syllabus:**

1. The concept of didactics of the Hungarian language, the place of the discipline in pedagogical sciences
2. Content and topics of didactics of the Hungarian language
3. Characterization of pedagogical documents relating to the teaching of The Hungarian language and literature. The system of goals and tasks of teaching the mother tongue
4. Communication models, communication factors, functions of language
5. The communicative and linguistic adequacy of oral expression. Vocabulary development and other methods of expression, procedures for developing the use of language units
6. Speech development through role-playing games and other exercises through informal speech
7. The relationship between speech development and comprehensible reading
8. Development of comprehensible reading. The sentence and the statement
9. Didactic issues of sentence and text analysis
10. Analysis of spoken and written texts
11. Development of the preparation of oral and written texts
12. Planning and organization of teaching the native language. Special tasks of teaching the native language

#### **Literature:**

- ALBERT Sándor 2006. Általános didaktika. Komárno: Selye János Egyetem, 2006. - 226. - ISBN 80-89234-07-0.
- ALBERT Sándor 2011. A tanári kompetenciákról. Komárom: Selye János Egyetem Tanárképző Kar, 2011. - 134 s. - ISBN 978-80-8122-015-9.
- ADAMIKNÉ JÁSZÓ Anna 1990. A magyar olvasástanítás története. Budapest. Tankönyvkiadó, 1990. - 344 s. - ISBN 9631823679.
- ADAMIKNÉ JÁSZÓ Anna 2003. Csak az ember olvas: Az olvasás tanítása és lélektana. Budapest: Tinta Könyvkiadó, 2003. - 200 s. - ISBN 963 9372 58 7.
- ADAMIKNÉ JÁSZÓ Anna – Hangay Zoltán 1999. Nyelvi elemzések kézikönyve. Grammatika és jelentéstan tanároknak, tanítóknak, diákoknak. Mozaik Oktatási Studio, Szeged.
- ADAMIKNÉ JÁSZÓ Anna, CSÍKVÁRI Gábor, HANGAY Zoltán, KÁLMÁNNÉ BORS Irén és Cs. NAGY Lajos (összeállította) 2003. Magyar szöveggyűjtemény. ELTE Tanító- és Óvóképző Főiskolai Kar, Budapest.
- BALÁZS L.– H. TOMESZ L.– H. VARGA Gy. 2013. A kommunikáció elmélete és gyakorlata. Eger: Gramma Kiadó (Online: [http://magyar.uni-eger.hu/public/uploads/a-kom-elmelete-es-gyak-teljes-uj-1-\\_56616f9699242.pdf](http://magyar.uni-eger.hu/public/uploads/a-kom-elmelete-es-gyak-teljes-uj-1-_56616f9699242.pdf))
- CSAPÓ Benő (szerk.) 2002. Az iskolai tudás. Budapest: Osiris Kiadó.
- FALUS I. at all. 1989. A pedagógia és a pedagógusok. Egy empirikus vizsgálat eredményei. Budapest: Akadémiai Kiadó, 1989. - 216 s. - ISBN 9630552701.
- FALUS at all. 2001. A pedagógusok pedagógiája. Budapest: Nemzeti Tankönyvkiadó, 2001. - 355 s. - ISBN 963191805x.
- FERCSIK, E. – RAÁTZ J. 1999. Kommunikáció szóban és írásban. Budapest: Krónika Nova Kiadó.
- FORGÓ S. 2011. A kommunikációelmélet alapjai. Eger: Eszterházy Károly Főiskola (Online: [https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005\\_03\\_a\\_kommelmélet\\_alapjai\\_pdf/adatok.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_pdf/adatok.html)).
- GRÉTSY László 2016. Nyelvi játékaink nagykönyve. Tinta Könyvkiadó, Budapest.
- GRIFFIN. E. 2003. Bevezetés a kommunikációelméletbe. Budapest: Harmat Kiadó.
- KUBÍKOVÁ E. – LŐRINCZ J. – NÉMETHOVÁ Cs. 2016. Kommunikációs zavarok az iskolás korban. Komárno: Univerzita J. Selyeho.
- NÉMETH E. 2002. Az önismeret és a kommunikációs készség fejlesztése. Budapest: Századvég Kiadó.

RÓKA, J. 2002. Kommunikációtan. Budapest: Századvég Kiadó.  
 ROEBUCK, Ch. 2000. Hatékony kommunikáció. Budapest: Scolar.  
 SZŐKÖL I. – FECSÓ Sz. – SOÓKY M. (2020) Hatékony pedagógiai kommunikáció. Bratislava. Metodicko-pedagogické centrum.  
 VASS Vilmos 2017. Kompetenciafejlesztés a 21. században. Selye János Egyetem Tanárképző Kara, Komárom.  
 V. RAISZ Rózsa (szerk.) 1996. Anyanyelv és iskola az ezredfordulón. XII. Anyanyelv-oktatási Napok, Eger, 1996. július 8–11. Budapest: Magyar Nyelvtudományi Társaság.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
21.05	57.89	15.79	0.0	5.26	0.0

**Teacher:** Szabolcs Simon, PhD., PaedDr. Tamás Török, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DOC/22	<b>Name:</b> Volunteering, helping activities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final evaluation is portfolio-based, i.e. it is based on the work produced during the volunteering activity (30 points). Students will prepare the following documents during the volunteering activity. A log of completion of the volunteering activity and a portfolio based on a pre-developed and consulted structure. Mandatory components of the portfolio: - The portfolio must include a completed Volunteer Completion Protocol. - The portfolio must include the structure of the organisation (observation of individual non-formal learning activities) (10 points). - The portfolio shall include a case study of the activity carried out by the student in the field during the volunteering experience (10 points) - Documentation from this period (e.g. preparation for the activities, teaching aids) (10 points). Total student workload: 1 credit = 30 hours 5 hours of activity observation, 5 hours of activity preparation, 5 hours of activity implementation, 5 hours of analysis with the activity leader, 10 hours of portfolio preparation. Overall course pass mark: - Pass = 50 - 100% - Fail = 49 - 0%	
<b>Results of education:</b> <b>Knowledge:</b> - The student of the course is able to observe, analyze activities in a volunteer organization. - The student will be able to document observed activities in a volunteer organization, - The student will be able to plan, organize and lead individual educational and leisure activities in an organization. - The student will understand the role of non-governmental organizations in the professional development of minority teachers working in the regional school system in Slovakia - The student will be able to build positive interpersonal relationships with the leadership of the organization and is able to establish positive relationships among the people in the organization. <b>Ability to:</b> - The student will be able to work collaboratively with members of a volunteer organization. - The student will be able to actively participate in the activities of the organization.	

- The student will be able to direct and organize and create action for the volunteer organization through informal activities.

**Competencies**

- The student will be able to apply his/her knowledge and skills necessary for building positive interpersonal relationships in a given volunteer organization.

- The student will be able to implement targeted self-knowledge development related to volunteering.

- The student will be able to independently plan activities in volunteer organizations that expand his/her knowledge.

- The student will be able to create an atmosphere of trustworthiness, helpful, encouraging, attentive, accepting behavior, openness to learn about and manage the style of work in 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:**

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

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

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

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

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

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

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Beáta Dobay, PhD., PaedDr. Alexandra Nagyová, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DPR7a/22	<b>Name:</b> Methodology of science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for successful completion of the course is: <ul style="list-style-type: none"> <li>- active participation in lectures and seminars,</li> <li>- submission of interim assignments during the semester,</li> <li>- successful completion of the exam.</li> </ul> Lecture - the prerequisite is at least 50% success in the final written examination of the lecture topics and selected literature. Seminar - the condition is the completion of all assignments during the semester and their submission on time. Assignments will be evaluated: didactic elaboration, formal requirements (orderliness, logical interconnection, aesthetics), integration of ICT tools, creativity, on-time delivery. The final grade includes the assessment of the final written examination and seminar assignments as follows: $((1 \times \% \text{ of the written review}) + (2 \times \% \text{ of the assignment grade})) / 3$ A passing grade of at least 50% is required to pass the course. <b>Resulting grade:</b> A grade of A requires a score of 90-100%; a grade of B requires a score of 80-89%; a grade of C requires a score of 70-79%; a grade of D requires a score of 60-69%; and a grade of E requires a score of 50-59% of the total. <b>Total student load:</b> 2 credits = 60 hours <ul style="list-style-type: none"> <li>- 39 hours for participation in lectures and seminars (contact hours),</li> <li>- 7 hours studying literature related to the course content,</li> <li>- 7 hours preparation of assignments,</li> <li>- 7 hours preparation for the final examination/exam.</li> </ul>	
<b>Results of education:</b> After completing the course the student will acquire <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- Knows the current situation of teaching science subjects in the lower grades of primary school,</li> <li>- knows the current science curriculum,</li> <li>- knows the elements of didactic analysis of the curriculum (in terms of content, educational aspects).</li> </ul>	

- Knows the roles of the teacher, the theoretical background of the teacher's preparation for the lesson,
- knows the ways and means of representation, management of learning activities of an exploratory nature,
- knows the possibilities of extracurricular science education, its practical significance in the process of science cognition,
- knows the repertoire of available didactic means that can be implemented in science teaching.
- Knows the concept of international surveys and the measurement of science competences.

**Skills:**

- is able to analyse didactically the curriculum on a specific science topic,
- is able to prepare a science lesson based on a general model,
- is able to plan a science lesson for lower primary school,
- is able to plan differentiation in the course of science education taking into account the individual needs and age characteristics of children,
- can retrieve information from professional and didactic literature sources.

**Competences:**

- consciously plans educational activities,
- consciously and confidently represent the importance and values of science education,
- demonstrates a positive approach in developing children and young people's knowledge, skills and attitudes towards nature,
- demonstrates a positive commitment to the development of health and environmentally conscious behaviour for sustainable living and, through its attitude to the environment, plays a fundamental role in shaping the positive attitudes of its pupils,
- can identify with his/her own profession,
- is competent to practise the profession and meets the requirements of the professional standard of a beginning teaching staff member.

**Brief syllabus:**

Characteristics of the State and School Curriculum, current concepts of the educational area of Man and Nature.

Types of lessons, curricula, lesson plans. Organisational forms, support and development of talented and weaker pupils.

Conceptual process and misconceptions in science education.

Scientific competence, results of national and international measurements.

Basic didactic features and elements of science lessons. Science cognition, opportunities for developing problem solving and critical thinking, project-based learning, cooperative methods in science education.

Exploration-oriented teaching. Teacher preparation for inquiry-oriented teaching.

Cooperative classroom activities. Teacher preparation for cooperative classroom activities.

Using digital technology in science education. Digital knowledge base, interactive digital technologies supporting classroom and field-based learning.

Extracurricular learning opportunities: specialised clubs, green days, study walks, excursions, eco-walks, nature schools, nature camps, museums, zoos, visits to botanical gardens, etc.

Education for health and environmental sustainability in science teaching.

**Literature:**

ČAPEK, R. Moderní didaktika : Lexikon výukových a hodnoticích metod - 1. vyd. - Praha : Grada, 2015. - 604 s. - ISBN 978-80-247-3450-7.

FALUS,I. Didaktika. - Budapest : Nemzeti Tankönyvkiadó, 2003. - 552. - ISBN 9631952967



HELD, L. Induktívno-Deduktívna dimenzia prírodovedného vzdelávania. - 1. vyd. - Trnava : Pedagogická fakulta Trnavskej univerzity, 2014. - 67 s. - ISBN 978-80-8082-787-8.

CSAPÓ, B. et al. (szerk.). A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Oktatókutató és Fejlesztő Intézet, Budapest. 2015.  
<http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1lnyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>  
<http://pedagogus.edia.hu/?q=content/online-diagnosztikus-m%C3%A9r%C3%A9sek-az-iskola-kezd%C5%91-szakasz%C3%A1ban>

PETLÁK, E. Všeobecná didaktika. - 1. vyd. Bratislava: IRIS, 2004. 316 s. ISBN 80-89018-64-5

RADNÓTI, K. et al. A természettudomány tanítása: Szakmódszertani kézikönyv és tankönyv. - 1. vyd. - Szeged : Mozaik Kiadó, 2014. - 575 s. - ISBN 978 963 697 764 1.  
<https://www.statpedu.sk/>

TÓTH, Z. Módszerek és eljárások 10. : Oktatási segédanyag. Debrecen : KLTE, 1998. - 170 s. - ISBN 963 472 283 0.

UNESCO, Oktatási Hivatal: Fenntartható fejlődési célok oktatás – Tanulási célok, 2017  
[https://ofi.oh.gov.hu/sites/default/files/attachments/fenntarthato\\_fejlodesi\\_celok\\_oktatasa\\_unesco\\_2017.pdf](https://ofi.oh.gov.hu/sites/default/files/attachments/fenntarthato_fejlodesi_celok_oktatasa_unesco_2017.pdf)

Zöld Föld. Oktatási Hivatal, 2021 ISBN 978-615-6256-74-4 [https://www.tankonyvkatalogus.hu/pdf/OH-FNT910TA\\_\\_teljes.pdf](https://www.tankonyvkatalogus.hu/pdf/OH-FNT910TA__teljes.pdf)

Világ Természeti védelmi Alap(WWF). (2020). Élő Bolygó jelentés (dostupné na internete: <https://wwf.hu/letoltes/elo-bolygo-jelentes/>)

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 21

A	B	C	D	E	FX
28.57	42.86	9.52	19.05	0.0	0.0

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Mgr. Katarína Szarka, PhD., Mgr. Ladislav Jaruska, PhD., RNDr. Eva Tóthová Tarová, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DPV/22	<b>Name:</b> Didactics of primary school education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for entry to the state examination: (a) completion of all required courses (75 credits) (b) obtaining at least 27 credits for the compulsory elective courses of the programme (c) a minimum of 4 credits for elective courses (d) obtaining 106 credits in the prescribed composition (the student receives 14 credits for passing the state examination courses) In the oral state examination, the student shall demonstrate knowledge and skills in his/her field of study, including interdisciplinary links and reflection on the development of the relevant disciplines. It demonstrates the ability to select educational content in accordance with the required and expected educational objectives and to enrich it with school and regional specificities. The colloquial examination in the field of didactics of primary education is evaluated by the State Final Examination Committee. The final grade: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
<b>Results of education:</b> Knowledge: - The student is familiar with pedagogical documentation, other documentation, other conceptual and strategic documents and materials of the school - the student knows the content of the school's educational programme - the student knows the theoretical basis for planning and designing educational activities - the student is familiar with methods and forms supporting active learning of the pupil - the student knows the strategies, methods and forms of developing the pupil's literacy (reading, financial, information, etc.) - the student knows the methods and strategies of personal development of the pupil (self-knowledge, self-awareness, self-esteem, self-confidence, self-regulation, self-realisation) - the student knows the methods and strategies of pupils' social development (communication, empathy, assertiveness, mutual help, giving, sharing, cooperation) - the student knows the risks of socio-pathological phenomena and the possibilities of primary prevention and correction - the student knows the theoretical background, methods of pupil assessment and their psychodidactic aspects - the student is familiar with the methodological guidelines concerning the assessment and classification of pupils Skills: - The student is able to select content in accordance with the required and expected educational objectives and to enrich it with school and regional specificities - the student is able to identify and explore connections within and between subjects or curriculum areas - the learner is able to define learning objectives for pupils oriented towards the development of their competences and to formulate them in the form of learning requirements - the student	

is able to carry out a didactical analysis of the curriculum - to break down the content of the curriculum into its basic elements (facts, concepts, relationships, procedures), to select basic and developmental material in the context of the educational objectives and the individual needs of the pupils - the student is able to design learning activities, tasks for pupils and criteria for pupil success in solving tasks in relation to the objectives and content of the curriculum - the student is able to reflect on the pupils' actual learning process and compare it with the designed process and make corrections - the student is able to create an individual educational plan for pupils with special educational needs - the student is able to establish criteria for the assessment of the pupil's learning progress and results - the student is able to develop pupils' self-assessment - the student is able to assess pupils in relation to their developmental and individual characteristics

**Competencies:** - the student creates curricula for primary education subjects (transforms objectives, performance and content standards and teaching content of subjects) from the state educational programme into the school educational programme - the student didactically processes the knowledge of the relevant scientific disciplines and integrates it into the curricula of subjects in the school education programme - the student evaluates the fulfilment of the objectives according to the established success criteria of the pupils with regard to their developmental and individual differences and possibilities - the student uses different types, forms and reliable assessment tools - the student develops self-reflection, self-assessment and peer assessment of pupils (cooperative methods) in accordance with the objectives, content and tasks - the learner promotes learners' autonomy and responsibility for the results of their activities - the learner identifies with the necessity of lifelong learning - the student reflects on and improves the effectiveness of his/her own teaching activity - the student identifies with his/her own profession - the student will be empathetic, socially engaged.

**Brief syllabus:**

**Literature:**

in the information sheets of compulsory subjects

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 8

A	B	C	D	E	FX
25.0	37.5	12.5	12.5	0.0	12.5

**Teacher:**

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

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

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

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

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

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

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

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

### **Results of education:**

The student systematically familiarizes himself with basic theoretical and practical knowledge, skills and habits that are conditional for the didactic work of a Slovak teacher in the first grade of elementary school with Hungarian as the language of instruction. Through interpretative-methodical didactic analysis, he will acquire the skill of working with a specific (textbook) text and based on acquired theoretical knowledge will be able to work in a Slovak lesson in the conditions schools with Hungarian as the language of instruction.

Knowledge:

- The student will gain an overview of the past and current challenges of the didactics of teaching Slovak with special attention to the 1st grade in schools with Hungarian as the language of instruction. Special attention is paid to individual "pillar" components of the theory itself. A graduate will be able to place these individual basic theoretical attributes in the broader context of the given one issues, or he will be able to apply them during the next life stages.
- The student will be able to independently collect information about the given issue, orient himself in available reading books, workbooks, manuals, dictionaries, encyclopedias and lexicons. He will be able to navigate the methods of distinguishing important and less important information for practice, will be able to analyze, evaluate and publicly present the information obtained.
- The student will gain an overview of important authors and their exemplary works from different periods of development literature.
- The student will be able to correctly apply the acquired knowledge in specific outputs (teaching lessons, lectures, presentations, modeled lessons, etc.).
- The student will be able to plan the individual stages of preparation for the processing and concretization of the given task – and that in the context of demands both for individuals and (study) groups.
- The student will be able to recognize the level of own competences and judgments when selecting quantities obtained information.
- The student will be able to identify common professional problems, research and formulate theoretical ones and the practical starting points needed to solve them at an appropriate professional level - in the background of the occurring problems of didactics of teaching Slovak at the 1st grade of schools with teaching in the Hungarian language.

Skills:

- The student will be able to motivate his students to learn the given material, as well as to wake them up their overall interest in the process of education towards culture, aesthetics and literary taste in the area reading texts.
- The student will be able to independently acquire additional knowledge in the field of teaching didactics Slovak with a special focus on schools with Hungarian as the language of instruction.
- The student will be able to apply the acquired theoretical knowledge and will be able to identify the content concrete creative tasks in the implementation of acquired knowledge.
- The student will be able to familiarize himself with new trends in the field of didactics of the Slovak language in the 1st grade of elementary school with Hungarian as the language of instruction.
- The student will be able to understand the overall social function and meaning of Slovak literature as a certain component of cultural development.
- The student will be able to identify the content of specific creative tasks presented at implementation of the presented knowledge into the daily practice of the teacher.
- The student will be able to apply a system of knowledge and skills important for teaching needs related subjects at the 1st grade of elementary school with Hungarian as the language of instruction. There will be able to subsequently use it in one's own creative practice in a specific school.

Competencies:

- The student will be characterized by independent, critical and analytical thinking, which he can do flexibly apply in the conditions of the educational process.
- The student will be competent to realize the targeted development of knowledge related to the given topic and will be able to independently plan selected creative activities that expand both theoretical and practical knowledge.
- The student will be competent to manage the work style of others in the school environment.

**Brief syllabus:**

1. Didactics of the Slovak language and Slovak literature. Slovak language and Slovak literature as teaching subject at the 1st grade of elementary school. State educational program of the subject.
2. Place, goals, tasks and concept of teaching the Slovak language and Slovak literature in the system teaching subjects at the 1st grade of elementary school with Hungarian as the language of instruction.
3. Communication and communicative teaching of the Slovak language and Slovak literature. Communication topics, developing vocabulary within communication topics.
4. Teaching methods in teaching the Slovak language and Slovak literature from the aspect of L2.
5. Organizational forms and methodological principles in teaching the Slovak language and Slovak literature.
6. Structure of the Slovak language/Slovak literature lesson and its didactic analysis.
7. Didactic material, teaching aids and didactic technique in teaching the Slovak language and Slovak literature.
8. Teaching phonetics, spelling, morphology, lexicology and syntax.
9. Reflection of contrastive linguistic phenomena in the teaching of the Slovak language at the 1st grade of elementary school schools with Hungarian as the language of instruction.
10. Teaching reading at the 1st grade of elementary school with Hungarian as the language of instruction.
11. Teaching writing at the 1st grade of elementary school with Hungarian as the language of instruction.
12. Communicative education as a teaching subject in the 1st grade of elementary school with teaching in the Hungarian language against the background of four basic skills.

13. Phases, methods and forms of compositional activity. Style of oral and written language expressions and their use.

**Literature:**

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

BELÁSOVÁ, L. – KOVALČÍKOVÁ, I. – ONDERČOVÁ, V. – PETRASOVÁ, A.: Humanizácia obsahu vzdelávania na 1. stupni základnej školy. Prešov: Manacon, 1999. 262 s. – ISBN 80-85-668-88-2

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

ČAVOJOVÁ, V.: Vybrané aspekty tvorivosti v mladšom školskom veku a ich vzťah k verbálnej inteligencii. In: Psychológia a patopsychológia dieťaťa, 2005, roč. 40, č. 1, s. 69 – 76. – ISSN 0555-5574

ČECHOVÁ, M.: Komunikační a slohová výchova. Praha: Institut sociálních věcí, 1998. 227 s. – ISBN 80-85-866-32-3

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

Platné učebnice, pracovné zošity a metodické príručky zo slovenského jazyka pre 1. – 4. ročník ZŠ s VJM (napr. Z. Ádámová, M. Hegerová, M. Orvosová, R. Skabelová, I. Bónaová, A. Halászová, Z. Kováčsová, M. Bertóková, A. Mészárosóvá, I. Bertók, J. Dombrovský, F. Mózsi, atď.)

Učebné osnovy, Inovovaný Štátny vzdelávací program – časť o vyučovaní slovenčiny na 1. stupni ZŠ s VJM.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 41

A	B	C	D	E	FX
7.32	24.39	43.9	14.63	2.44	7.32

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DSP3a/22	<b>Name:</b> Methodology of nature school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> *The final assessment is made by the students within the subject, and the work done is divided into several parts The final assessment shall include a summary assessment of the theoretical knowledge and practical skills of the tourist (in-kind and sports activities), With emphasis on the application of competences to the lower primary school component of ISCED 1 in force and under the conditions laid down by the Ministry of Education. During this course, the student will perform a selected tourist route each day by fulfilling the specified program, while learning how to organize group-based tours and basic practical skills for staying in nature. The fulfillment of daily tour routes is a form of tour, with students from different groups, in which practical knowledge is learned and developed. Another condition for the evaluation is the development of a project on nature conservation. Half-yearly work on the performance of the student in the field and on the specific nature of the stay in the field and sport in a selected educational establishment and on the content of the education in kind. A specific topic is defined from the selected target topic at the beginning of the course, and agreed with the instructor. They are preparing half-yearly work for the organization of a natural school for the lower primary school of ISCED1, taking into account the existing legal requirements of the Ministry of Education, Science and Research of the Slovak Republic. Evidence of theoretical knowledge is provided in writing at the end of the course (using open and closed questions). The assessment criteria shall: Completion of the practical content of the course - course paths during the course. Performance of the practical part of education - participation in tourist activities according to the schedule of the course (tours, varying degrees of difficulty, games with a kind of playful program, organization of group tours, outdoor activities and outdoor sports, - presentation of basic practical skills). Assessment criteria: active participation and fulfillment of individual tourist routes. (pass/fail) Semi-annual work: 5-8 pages (A4, v.p: 12, r: 1,5), addressing physical activity in nature, nature stays and the specificities of outdoor sports. The level of education selected and the implementation of the educational content in kind (a specific topic is defined from the selected	



question at the beginning of the course in agreement with the teacher). (maximum number of points: 15)

Assessment criteria (max. Score 15): The formal side of the half-year work, the possibilities of content and application under pedagogical practice, the presentation and correct application of existing legislation, the quality of the processing of the selected topic. Prepare a project on nature conservation (range 1x A3;)

Assessment criteria: (Met/failed) Knowledge control (open and closed questions) in the field of the principle of residence in nature, physical activities in nature and outdoor sports; information in nature; basic knowledge of terrain and orientation on the map; the selection, planning and preparation of tourism routes, the physical means needed to implement tourism, the safety standards and legislative requirements necessary to implement tourism, the principles of crisis management, nature protection, a program of physical activity in nature in terms of educational quality.

Assessment criteria (maximum score 30): The minimum requirement for written completion of the subject is 16 points (minimum 50 %). Final assessment: V: 100-91% B: 90-81% C: 80-71% D: 70-61% E: 60-50% FX: 49% or less.

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

### **Results of education:**

Knowledge:

The student is able to work with theoretical knowledge.

The student is able to create a school in kind for the primary school.

The student can work with various natural materials that can be used to develop in-kind motor skills.

Capabilities:

The student will be able to find information in the ISCED 1 on the lower section of primary school sport and physical education.

The student has the ability to expand his or her knowledge and self-training.

The student is able to develop his/her own skills for seasonal activities and training focused on tourism.

Competences:

The student will be able to apply his/her knowledge in the course of his/her future work.

The student is able to connect not only with children but also with parents.

The student will be able to demonstrate professional activity.

The student is able to implement a targeted self-training development.

The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.

The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

### **Brief syllabus:**

The possibilities for implementing the content of the AOP within the framework of the primary school curriculum for sport and physical education are physical movements in nature. Developing mobility (walking, running, jump, climbing, stamping and taking) in nature. Use natural barriers to create kinesthetic games. Management of tourist equipment. Forms of tourism, stays in nature, and characteristics of physical activity in nature and selected outdoor sports (training and development of specialized skills). Principles for the organization of physical activities in nature. The organization of tourism activities in nature (special features of the tourist and outdoor sports) for

a selected age group (at the younger school age). Topographical background, orientation in nature, orientation on the map. The selection, planning and preparation of tourism routes and tangible assets for the implementation of tourism. Safety standards and legislation for the implementation of tourism. Crisis management. Principles of nature conservation.

**Literature:**

Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. ISBN 978-80-8122-192-7.

Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompres, 2016. 104 s. ISBN 978-963-12-7613-8

Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, Komárom KOMPRESS kiadó, ISBN978-963.12-1663-9, 90 p.

Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, KOMPRESS nyom. Kft.-Komárom, ISBN 978-963-12-1663-9

Dobay Beáta: A sportturizmus kezdetei Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1129-2

Dobay Beáta: A természetiskola szervezése Szlovákiában, 2021, KOMPRESS nyom. Kft.-Komárom, ISBN 978-615-01-1124-7

Gaál Sándorné, Kunos Andrásné : Testnevelési játékok anyaga és tervezése az óvodában, Szolnok, 0. - 246 s. - ISBN 963 650 519 5.

Gaál Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.

Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005

Feketeová Iveta, Il'ková Slávka: Škola v prírode v materskej škole, 2016, Vyd. RAABE, ISBN 978-80-8140-222-768.s.

Kizivatová Tatiana: Škola v prírode, 2015, Vyd. RAABE, ISBN 978-80-8140-198-5

Kováts-Németh Mária: Az erdőpedagógiától a környezetpedagógiáig, Comenius kft.-Pécs, ISBN 9789639687 18 9, 2010,

Štátny vzdelávací program pre predprimárne vzdelávanie v materských školách, Bratislava 2016, [https://www.statpedu.sk/files/articles/nove\\_dokumenty/statny-vzdelavaci-program/svp\\_materske\\_skoly\\_2016-17780\\_27322\\_1-10a0\\_6jul2016.pdf](https://www.statpedu.sk/files/articles/nove_dokumenty/statny-vzdelavaci-program/svp_materske_skoly_2016-17780_27322_1-10a0_6jul2016.pdf)

Telesná a športová výchova – primárne vzdelávanie, ISCED1 (<https://www.minedu.sk/data/att/7490.pdf>) Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 6. 2. 2015 pod číslom 2015-5129/1758:1-10A0 pre základné školy s platnosťou od 1. 9. 2015.

Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. ([www.minedu.sk](http://www.minedu.sk))

Židek, J. et al.: Turistika a ochrana života a zdravia, Univerzita Komenského, Bratislava, 2013

Židek, J. et al.: Turistika história turistiky obsah, druhy a formy turistiky ochrana prírody, PEEM, Bratislava, 2004

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

Hungarian, Slovak

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

Total number of evaluated students: 3

A	B	C	D	E	FX
66.67	33.33	0.0	0.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DTV/22	<b>Name:</b> Theory and methodology of sport and physical education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final evaluation shall consist of several parts for the students during the half-year period of the subject. The basic criterion for awarding credits is 80% active participation in tuition hours. Students will prepare a half-year contribution - a written preparation for sport and physical education courses (two preparations per year according to the current ISCED 1). He shall take an oral test from the theoretical part. The subject assessment shall include the development and presentation of a Part of a warm-up exercise, with different types of warming-up (n=2) in terms of content and format, adapted to the age groups selected (younger school age, school age). <b>Assessment:</b> A - 100 - 90 %, B – 89 – 80 %, C – 79 – 70 %, D – 69 – 60 %, E – 59 – 50 %. Students who do not reach at least 50% will not receive credit. Content of the half-year preparation: Students prepare two written lesson plans for sport and physical education for each year. <b>Assessment criteria:</b> The feasibility and content of the plan. Correct use of the language. Accurately draw exercises for the selected curriculum. The main part is precise in terms of adherence to the principle of graduation and the feasibility of the curriculum. Range: 5-8 pages (A4, v.p.: 12, r.: 1,5) Half-yearly work with a maximum score of 30 b. Practical presentation of the extended lesson plan section, different types of warm-up (n=2), which are content and format appropriate for the selected age class (for lower-level pupils and school pupils). This requirement is a condition for participation in a written knowledge check.	

Assessment criteria: In order to fulfill this requirement, it is desirable to present in practice the warm-up models developed, with an indication of pedagogical performance, practical organization and age-related terminology interpretation. Completed/not completed  
An unsuccessful oral examination of the theoretical grounds for physical education (methodological and historical context), the organizational and methodological forms of sport and physical education in the lower part of the primary school, the international trends in physical education, the ISCED-1 (Sport and physical Education) of the State Education Program. Definition of content based on the parts of educational standard knowledge (health and healthy lifestyles, physical exercise and mobility performance, sports activities of the mobility system). Knowledge of the physical and mobility development of lower-level pupils, of the conditions of sport and physical education in school education, and of the standard measurements of sport and physical education in the first-class. Participation in oral knowledge monitoring is conditional on fulfillment of the intermediate conditions for credit acquisition (active participation in hours, development of watchwords, presentation of basic practices).

Assessment criteria (maximum score 70): The minimum criterion for passing the oral test is 36 points (minimum 50 %).

Assessment:

A: 100-91%

B: 90-81 %

C: 80-71%

D: 70-61 %

E: 60-50%

FX: 49% and less.

Total student workload: 4 credits = 120 hours

Participation in 39-hour lectures and seminars (contact); 40-hour self-study; 61-hour preparation - preparation of two written lesson plans for sport and physical education per year.

### **Results of education:**

Knowledge:

- The student is able to work with theoretical knowledge.
- The student is able to prepare a written lesson plan for the teaching of sport and physical education in the course of the primary school year 1-4.
- The student will be able to make practical use of his knowledge of the education of sport and physical education during the 1 to 4 years of primary school.

Capabilities:

- The student knows how to find out in the ISCED 1 for the lower section of the primary school.
- The student knows how to increase knowledge and self-training.
- The student already prepares his own lesson plans for sport and physical education for classes 1 to 4 of the primary school.

Competences:

- The student is able to use his knowledge in his work and in the future.
- The student is able to communicate not only with children but also with parents.
- The student has the ability to provide professional reasons for his activity.
- The student is able to develop self-training in a targeted way.
- The student is able to independently plan and expand his or her knowledge, which is necessary for his or her profession.
- The student is able to offer a reliable, helpful, encouraging, attentive, accepted attitude and create an open atmosphere for learning.

### **Brief syllabus:**

The foundations of the theory of physical education. Basic concepts of physical education. Developing physical education in schools in sport and physical education. Philosophical and historical phenomena in the education of modern physical education. Organizational and methodological forms of education for sport and physical education in the lower section of the primary school. The forms and methods of teaching sports and physical education in the lower section of the primary school. Current international methods of teaching physical education. State educational program ISCED-1 (Sport and physical Education). Conditions for the education of sport and physical education in school facilities. Assessment of pupils in sport and physical education classes in the lower section of primary school. Pedagogical knowledge of teaching sport and physical education at the lower end of the primary school. Improving physical and physical activity at school. Special features of children's development of mobility at school's mold-to-school-stage - gender differences. Achieving educational standards for sport and physical education: Health and healthy lifestyles (performance and content requirements). Achieving the educational level of sport and physical education - physical exercise and mobility performance (performance and content requirements). The fundamentals of motor performance diagnostics, fatigue assessment, physiological prerequisites for the development of motor performance. Achieving educational standards for sport and physical education - mobility-based sports activities (performance and content requirements). Developing basic mobility skills. Achieving the educational level of sport and physical education — sporting activities (performance and content requirements). Development of the basis for mobility and sports games. The use in practice of innovative methods of teaching sports and physical education — the development of motorized skills and sporting activities (performance and content requirements). Musical and kinesthetic activities and dance activities. Achieving educational standards for sport and physical education — developing motor skills and sporting activities (performance and content requirements). Knowledge of psychomotor and physical education practices. Achieving the educational level of sport and physical education — basic sports games (performance and content requirements). Natural activities and seasonal physical activity. Basic integrated and inclusive education - opportunities for employment in sport and physical education at the lower end of primary school. Learn the basics of athletics, balls, sports gymnastics in a playful way.

#### **Literature:**

- Branislav Antala, Jela Labudová, Miroslav Górný: Hodnotiaca činnosť v telesnej a športovej výchove, Bratislava, ISBN 978-80-89324-02-6, 2010,
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. ISBN 978-80-8122-192-7.
- Falus Iván: Didaktika – elméleti alapok a tanítás tanulásához, Nemzedékek Tudása Tankönyvkiadó, ISBN 9789631952964, 2007,
- Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005
- Gaal Sándorné, Bencze Sándorné: A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára, Szarvas, 2004. - 224 s. - ISBN 0010409.
- Rétsági Erzsébet: A testnevelés tantárgypedagógiája, Dialóg Campus, 2004
- Melicher Alexander, Stefán István, Dobay Beáta: Teória a metodika školskej telesnej výchovy, Az iskolai testnevelés elmélete és módszertana, Univerzita J.Selyeho, Komárno, 2010
- Štátny vzdelávací program ISCED 1- primárne vzdelávanie, 1. stupeň základnej školy (1. – 4. ročník) Telesná výchova, 2009. Bratislava Ministerstvo školstva SR, 2009. 17 s.
- Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 6. 2. 2015 pod číslom 2015-5129/1758:1-10A0 pre základné školy s platnosťou od 1. 9. 2015.
- Zákon č. 245/2008 Z. z. – Zákon o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov. Bratislava: MŠ SR, 2008. (www.minedu.sk )

<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 20					
A	B	C	D	E	FX
25.0	15.0	40.0	20.0	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Beáta Dobay, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DVV/22	<b>Name:</b> Methodology and practice of fine arts education in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>• active participation of the student in seminars and exercises</li> <li>• student participation in assigned tasks and involvement in creative individual and group art activities,</li> <li>• preparation, processing, presentation of an art project with didactic intention,</li> <li>• preparation of analyses of children's artwork,</li> <li>• passing the exam.</li> </ul> Specific conditions for taking the course: <ul style="list-style-type: none"> <li>• Elaboration and presentation of the art project in pairs, evaluating the originality and level of artistic solutions, their possible practical/didactic use and the quality of the presentation (50 points),</li> <li>• Exam (50 points), which includes:               <ul style="list-style-type: none"> <li>• oral examination of theoretical knowledge in relation to the content of the course,</li> <li>• design of art activities for teaching at primary level,</li> <li>• analysis of children's artistic expression: individually prepared analysis of the child's artistic expression according to two art works in terms of typical features of the artistic expression of a child of younger school age (primary school level).</li> </ul> </li> </ul> Final course assessment: In order to pass the course, you must obtain at least 50% of the maximum number of points, with a maximum of 100 points. The following scores must be obtained for the final course grade based on the specified conditions: <ul style="list-style-type: none"> <li>A = 90-100% (100-90 points),</li> <li>B = 80-89% (89-80 points),</li> <li>C = 70-79% (79-70 points),</li> <li>D = 60-69% (69 – 60 points),</li> <li>E = 50-59% (59 – 50 points),</li> <li>FX = 0-49% (49 – 0 points).</li> </ul> Total student workload: 2 credits = 60 hours <ul style="list-style-type: none"> <li>• 52 hours for active participation in seminars and exercises (contact hours),</li> </ul>	



- 3 hours of literature study,
- 3 hours preparation of an art project with didactic use,
- 2 hours preparation of the analysis of children's artistic expression.

**Results of education:**

The student

- is oriented in the theory and basic concepts of visual culture, aesthetics and art
- can distinguish the means of expression in a work of art and propose their application in creative art activities
- can identify features of children's artistic expression in the child's artistic creations and evaluate the level of its processing
- can creatively solve given tasks Skills:

The student

- is able to use various art materials, tools and procedures for the realization of art works
- demonstrates interest in solving the assigned tasks
- can work collaboratively to solve problems
- can manage a small/large social group
- correctly uses the tools of the visual arts and their appropriate application
- selects and applies an appropriate art technique
- uses elements of visual language in different ways
- expresses himself using a variety of artistic techniques on a given theme
- applies the rules of colour mixing in practice
- performd certain graphic procedures
- uses digital technology to produce artwork and to document their own work
- plans and organises forms of visual education activities Competences:

The student

- is able to imply theoretical knowledge into his/her own pedagogical practice
- is able to apply practical knowledge of the curriculum, which is used in creative production procedures
- applies the theoretical knowledge of the curriculum, using it in a creative way
- establishes own procedures in achieving the goals in the design of artifacts
- identifies with his/her own future profession in which he/she systematically develops his/her skills and abilities
- is competent to work independently in creative art/visual production processes

**Brief syllabus:**

1. Didactics in the context of art education, educational objectives and content of art education, forms of teaching, basic terminology.
2. Art education and its competences.
3. Education through art and education for art.
4. Creativity, creative process, creative product.
5. Motivation and assessment of pupils in art lessons.
6. Ontogenetic expression and the development of artistic expression of the preschool, younger school-age (up to 10 years) and older school-age (10-18) child.
7. Children's artistic expression, specifics and characteristic features.
8. Issues of cross-curricular relationships in the context of art education.
9. Gallery and museum education in art classes.
10. Planning and preparation of primary school art lessons. The curriculum as a starting point for the content of education.

Inspirational background, function of the theme, motivation, means of artistic expression, types and concrete forms of artistic activity, art works, tasks.

11. Preparing for class, the art assignment and its components.

12. Art therapy techniques and procedures in art therapy as related to artistic expression in individuals with personality disorders. Types of creative art exercises.

13. Art education and the formation of the child's personality. Strategies and methods of personality development.

#### **Literature:**

BEKE, M. 77 magyar népi játékok. Budapest: Corvina, 2017, 304 s. ISBN 978 963 13 6431 6.

BORBÉLYOVÁ, Diana, Tímea MÉSZÁROS a Csilla NAGYOVÁ. A vizuális nevelés elmélete és gyakorlata az alapiskola alsó tagozatán. Komárno: Univerzita J. Selyeho, 2020, 202 s. ISBN 978-80-8122-368-6.

GUZE, J. A művészet nyomában: Festészetről, szobrászatról, építészetről, modern művészetekről fiataloknak. Budapest: Móra Ferenc Könyvkiadó, 1978, 353 s. ISBN 963 11 0479 6.

KÁRPÁTI, A. A gyermekrajztól a fiatalok vizuális nyelvéig. Budapest: Akadémiai Kiadó, 2019, 210 s. ISBN 978 963 454 361 9.

KÁRPÁTI, A. A kamaszok vizuális nyelve. Budapest: Akadémiai Kiadó, 2005, 284 s. ISBN 963 05 8191 4.

KÁRPÁTI, A. Firkák, formák, figurák: A vizuális nyelv fejlődése a kisgyermekkortól a serdülőkorig. Budapest: Dialóg Campus Kiadó, 2001, 198 s. ISBN 963 9123 36 6.

KÁRPÁTI, A. Látható világ 1.: Színek, formák, figurák. Budapest: Calibra Kiadó, 1994, 48 s. ISBN 963 8078 59 6.

KÁRPÁTI, A. Múzeumpedagógia 6-10 éveseknek. Nitra: Nyitrai Konstantin Filozófus Egyetem - Univerzita Konštantína Filozofa v Nitre, 2015, 247 s. ISBN 978-80-558-0950-2.

ŠUPŠÁKOVÁ, B.: Detský výtvarný prejav. Bratislava: Vydavateľstvo Dolis, s.r.o. 2013, 186 s. 978-80-970419-1-5.

ŠUPŠÁKOVÁ, B., BELEŠOVÁ, M., SZENTESIOVÁ, L. Slovo a obraz v komunikácii: Komunikačné dimenzie slova a obrazu v primárnom vzdelávaní. Brno: Tribun EU, 2016, 174 s. ISBN 978-80-263-1026-6.

SZABÓ, A. Művészettörténet képekben: A kezdetektől napjainkig. Budapest: A.K.G.A Junior Kiadó, 2001, 222 s. ISBN 963 9190 08.

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

Hungarian, Slovak

#### **Notes:**

#### **Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
89.47	5.26	5.26	0.0	0.0	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Tímea Mészáros

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ DZPV3b/22	<b>Name:</b> Methodology of the basics of swimming education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 40s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>The final assessment is a summary assessment of theoretical knowledge and practical skills in the theory and learning of swimming and selected swimming pools (physical activities in the aquatic environment), with an emphasis on the use of competences in basic education conditions. During the course, the students will be given practical lessons every day. Educational skills are presented in the delivery of educational content. The disbursement of credit shall be conditional on the development of a six-year work on issues related to the specificities of physical activity in the aquatic environment at the chosen level of education and on the achievement of the content of the training course. A specific topic is defined from the selected topic at the beginning of the course, in agreement with the teacher. Evidence of theoretical knowledge is given in writing at the end of the course (open and closed questions).</p> <p>Credit terms and assessment criteria:</p> <ul style="list-style-type: none"> <li>● completion Of the practical training section - participation in and participation in aquatic exercises in the training part of the courses, where the basic practical skills of swimming-didactic training are demonstrated.</li> </ul> <p>Assessment criteria: Active participation and content in the course's educational activities. (pass/no)</p> <ul style="list-style-type: none"> <li>● half-year work in 5-8 pages (A4, v.p: 12, r.: 1,5), addressing the specific characteristics of physical activities in the aquatic environment, a level of education selected and a course of training for content implementation (a topic defined at the beginning of the course in agreement with the pedagogic) (maximum number of points: 15).</li> </ul> <p>Assessment criteria (max. Score 15): The formal side of the half-year work, the possibilities of content and application under pedagogical practice, the presentation and correct application of existing legislation, the quality of the processing of the selected topic.</p> <ul style="list-style-type: none"> <li>● driving a systematic result hour during swimming instruction (maximum number of points: 15).</li> </ul> <p>Assessment aspects: Adequacy and good methodological order of practice to meet the lesson's goal; good pedagogical output and solving specific problem tasks in teaching.</p> <ul style="list-style-type: none"> <li>● monitoring of knowledge (open and closed issues) in swimming technique, swimming didactic training, physiology of the organization's response to the aquatic environment, curriculum planning and preparation, safety standards and legislation for the management of</li> </ul>	

swimming instruction, principles of organization. swimming courses, crisis management, nature conservation principles, program of physical activity in the aquatic environment in terms of educational requirements (SEP primary school education ISCED1 at primary school level 1 - physical and sporting education).

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

Final assessment:

V: 100 TO 91 %

B: 90-81 %

C: 80-71%

D: 70-61 %

E: 60-50%

FX: 49 % or less

Total student workload: 4 credits = 120 hours

Participation in 40-hour lectures and exercises (contact clock); 30 hours of self-study; preparation of 25 hours of half-year work; 25 hours of practical swimming instruction with various methodological elements.

### **Results of education:**

Knowledge:

The student can use float terminology.

The student is able to design swimming pools according to the latest standards and regulations.

The student is able to organize swimming activities.

The student will be able to learn the teaching methods of swimming instruction for primary school.

The student is able to learn and use the basics of kinesthetic, preparatory games in the aquatic environment.

The student is able to work with theoretical knowledge.

Capabilities:

The student is able to learn about primary education in ISCED, lower secondary education in ISCED1, within the framework of the sport and physical education curriculum.

The student has the ability to expand his or her knowledge and self-training.

The student can work with a variety of theoretical information, such as history, laws, regulations.

The student will be able to choose the appropriate method of swimming instruction in the lower part of primary school, within the framework of the sport and physical education curriculum.

The student can independently gather information about the latest swimming training methods.

The student is able to develop himself/herself for seasonal activity and for preparation within the framework of the sport and physical education curriculum in the lower part of the primary school.

Competences:

The student will be able to apply his/her knowledge in the course of his/her future work.

The student is able to connect not only with the students but also with parents.

The student has the ability to provide professional reasons for his activity.

The student is able to implement a targeted self-training development.

The student is able to independently design activities that enhance his or her knowledge and contribute to his or her choice of profession.

The student is able to demonstrate a reliable, helpful, encouraging, attentive and accepted attitude, to create an atmosphere open to knowledge.

### **Brief syllabus:**

The possibilities to achieve the AOP content of primary education in the ISCED1 are lower secondary sport and physical education in the aquatic environment (swimming instruction). Developing mobility skills (walking, running, jumping, climbing) in the aquatic environment. Use the creation of kinesthetic games in the aquatic environment. The training and development of basic floating skills related to water movement. Use of swimming aids. Modes of transport, floating ports and water activities. Principles for the organization of physical activities in the aquatic environment (at younger school age). Select, plan, and prepare the content of a vocabulary course. Tangible assets (floating equipment) needed to achieve float. Safety requirements and legal requirements for conducting a training course. Use new tools.

**Literature:**

- Benčuriková, L.: Plavecká príprava detí predškolského veku, ICM Agency, Bratislava 2008, ISBN: 978-80-89257-08-9
- Dobay Beáta: Az óvodai testnevelés alapjai-második bővített kiadás, 2007, Dunajská Streda, Valeur, s.r.o. ISBN 978-80-89234-25-7, 285.s.
- Dobay, Beáta. Mozgásos játékgyűjtemény: (óvó- és alsó tagozatos pedagógusok részére). 1. vyd. Komárno: Univerzita J. Selyeho, 2016. 135 s. [5,25 AH]. ISBN 978-80-8122-192-7.
- Dobay, Beáta a Elena Bendíková. Pohybová aktivita v životnom štýle dospelých z hľadiska zdravia. 1. vyd. Komárom: Kompress, 2016. 104 s. ISBN 978-963-12-7613-8
- Dobay Beáta: Az iskolai sporttanfolyamok motivációs hatása a felnőttkori rekreációs sporttevékenységekre Dél-Szlovákiában, 2015, Komárom KOMPRESS kiadó, ISBN978-963.12-1663-9, 90 p.
- Farmosi István: Mozgásfejlődés, Dialóg Campus, 2005
- Feketeová Iveta, Il'ková Slávka: Škola v prírode v materskej škole, 2016, Vyd. RAABE, ISBN 978-80-8140-222-768.s.
- Macejková, Y. et al.: Biomechanika a technika plaveckých spôsobov. PEEM, Bratislava, 2005 ISBN 80-9692683-7
- Macejková, Y. - Benčuriková, L.: Plávanie (učebné texty pre trénerov), STIMUL:Bratislava, 2014. ISBN 978-80-8127-100-7
- Ministerstvo školstva, vedy, výskumu a športu SR, ISCED 1 - Telesná a športová výchova – pre 1. Stupeň ZŠ, primárne vzdelávanie, (<https://www.minedu.sk/data/att/7490.pdf>)
- Schválilo Ministerstvo školstva, vedy, výskumu a športu Slovenskej republiky dňa 6. 2. 2015 pod číslom 2015-5129/1758:1-10A0 pre základné školy s platnosťou od 1. 9. 2015.
- Úszás oktatás módszertana [http://www.nupi.hu/download/sportiskola/modszertani/modszertan\\_uszas.pdf](http://www.nupi.hu/download/sportiskola/modszertani/modszertan_uszas.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. (<https://www.minedu.sk/12272-sk/zakony/>, <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/>)

**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
43.48	43.48	13.04	0.0	0.0	0.0

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ GSJ4a/22	<b>Name:</b> Slovak grammar
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Active participation in seminars (score: 10 points) Evaluation criteria: - Active participation, responsible attitude and completion of tasks, involvement in the conversation, (5 points) – Active solution of exercises, assignments and quizzes in accordance with the content outline of the subject (5 points) 2. Another 40 points can be obtained from two alternatives: A) test - evaluation criteria: - Syntactic functions of grammatical forms and categories - Conjugation of parts of speech - Morphematics and word formation B) Creating a portfolio for teaching morphosyntax. The portfolio consists of individual components realized during the given course. The components of the portfolio are determined and agreed with the students individually. 3. Final knowledge assessment according to the content outline of the subject (Evaluation: 50 points) Evaluation criteria: - Vocabulary and terminology (10 points) - Sentence structures and sentence types (10 points) - Sentence parts, syntagmatic relations (10 points) - Slovak word order, word order factors (10 points) -Phraseology (10 points) Overall assessment: A – 100-91%, B – 90-81%, C – 80-71%, D – 70-61%, E – 60-51%. A student who does not get 50% will not be given credit.	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• The student will be able to acquire knowledge about the basic terminology of morphology and also about the terminology of Slovak syntax,</li> <li>• The student will be able to explain the position and function of morphology and syntax in the language system of Slovak and learn to understand their relationships,</li> <li>• The student will be able to familiarize himself with the functional and semantic characteristics of individual parts of speech in the Slovak language,</li> <li>• The student will be able to form grammatical forms of nouns, adjectives, verbs, pronouns, numerals,</li> <li>• The student will be able to navigate individual declension and conjugation paradigms and characterize grammatical forms,</li> <li>• The student will be able to characterize and assess the adequate use of inflexible parts of speech with regard to their form, meaning and function, • The student will be able to classify individual types of sentences and sentences and master the syntactic rules of their formation,</li> </ul>	

- The student will be able to recognize the relationships between words in a sentence and practically create sentences and sentences,
- The student will be able to recognize the components of constructions, such as: clauses and clauses,
- The student will be able to acquire practical knowledge about the semantics of the word and word-forming procedures in Slovak,
- The student will be able to gain knowledge about the semantic procedures of enriching the vocabulary of the Slovak language

Skills:

- The student will be able to apply acquired theoretical knowledge in the field of morphosyntax of the Slovak language in normal communication and in the world of work,
- The student controls the functions of nouns in a sentence, knows the declension system of Slovak nouns,
- The student controls the functions of verbs in a sentence, knows their lexical-grammatical categories, spills and correctly uses reflexive and non-reversible verbs,
- The student controls the gradation and declension of adjectives, or syntactic agreement relation,
- The student knows the ways of expressing number and number in the Slovak language,
- The student knows the ways of expressing possessiveness in the Slovak language,
- The student knows the ways of expressing time-space relations in the Slovak language, he will be able to use verb conjugations correctly
- The student will be able to navigate individual types of sentence constructions and sentences, correctly distinguish and create them,
- The student will be able to correctly identify sentence elements in terms of composition, expression and hierarchization and explain their functioning within a sentence,
- The student will be able to correctly determine and apply sentence structure and syntagmatic relations in the Slovak language,
- The student will be able to recognize the semantic and grammatical elements of word order and correctly form Slovak word order,
- The student controls the modality and communicative functions of sentences.
- The student will be able to sort phraseological units, know variants and special groups of phraseology, be able to use phraseological units in communication.
- The student will be able to apply the acquired theoretical knowledge to expand the vocabulary by various new words, phrases, multi-word names, idioms, established phrases and similes typical of the Slovak language, which are used in normal communication. Competencies:
- The student will be able to explain and use grammatical forms with regard to their meaning and syntactic function, to specify grammatical categories and grammatical relations and at the same time characterize and apply units of the syntactic plane of the Slovak language.
- The student will be able to deepen and practically apply the acquired knowledge in the area of parts of speech, their morphological formation and usage rules.
- The student will be able to expand and apply the acquired knowledge in the field of morphosyntax, understand its function in the language system of Slovak, especially the communicative function of the sentence at the level of syntactic forms and constructions.
- The student will be able to expand and improve his own relevant and practical knowledge of lexicology, lexicography and phraseology of the Slovak language, necessary in everyday communication situations in the work environment or in pedagogical practice.

**Brief syllabus:**

1. Systematic, descriptive grammar (clauses and parts of speech) vs. functional, natural morphology of the Slovak language. Problem areas of morphematic structure and grammatical categories. Typology of grammatical errors. Codification manuals and dictionaries.



2. Grammatical structure of sentences, sentence models in language teaching. Predication, relation of the predicate with the subject: intention of the verb, reflexivity, category of verb gender.
3. Full-meaning verb as a predicate, tenses of verbs, personal pronouns, tense and aspect of the verb. Verb-noun predicate and auxiliary verbs.
4. Expression of modality: modal verbs, communicative and modal sentence types, grammatical category of verb mode
5. Dependent case syntax, verb conjugation, adverbial determinations.
6. Grammatical means of expressing time-space relations: prepositions and prepositional cases
7. Gender as a classification category. Declination of nouns in Slovak with corpus examples. Frequency and dynamics of declination samples, doublets, variant suffixes.
8. Grammatical meanings of expressing number and quantity: nominal and verbal grammatical category of number, numerals. Pluralia and singularia tantum, countable and uncountable nouns.
9. Grammatical meanings of expressing possessive relation: genitive, dative, possessive adjectives and pronouns
10. Syntagmatics: coordination, subordination, parataxis, hypotaxis. Adjective - agreement of an adjective with a subject
11. Sentence syntax: types of simple and compound sentences, relative pronouns, conjunctions
12. Lexical and word-forming meaning. Word-forming ways and procedures.
13. Phraseology, motivation, structure and imagery of idioms in Slovak. Equivalence and untranslatability of idioms. Translation, interpretation and phraseological mono- and bilingual dictionaries - construction of passwords

#### **Literature:**

<http://slovníky.juls.savba.sk/>

ALABÁNOVÁ, M.: Slovenský jazyk a slovenská literatúra v základných školách s vyučovacím jazykom maďarským. Nitra : Univerzita Konštantína Filozofa, 2015.

ALABÁNOVÁ, M. – GLOVNÁ, J.: Slovensko-maďarský frazeologický slovník s cvičeniami z frazeológie. Nitra: FF UKF, 2015

AUXOVÁ, D. – VAŇKO, J.: Morfológia slovenského jazyka. Nitra: FF UKF, 2015.

DOLNÍK, J.: Lexikológia. Bratislava: UK, 2003

DOLNÍK, J. (Ed.): Morfológické aspekty súčasnej slovenčiny. Bratislava: VEDA, 2010

FURDÍK, J., Ed. OLOŠTIK, M.: Slovenská slovotvorba. Prešov: Náuka, 2004

MOŠKO, G.: Príručka vetného rozboru. Prešov: Náuka, 2006.

NAVRÁTIL, L.: Neohybné slovné druhy a citoslovčia. Nitra: Enigma, 2003.

NAVRÁTIL, L.: Nominálne slovné druhy. Nitra: Enigma, 2005.

NAVRÁTIL, L.: Slovesá – kráľovský slovný druh. Nitra: Enigma, 2009.

ŠIMKOVÁ, M. a kol. Skloňovanie podstatných mien v slovenčine s korpusovými príkladmi. Bratislava: Jazykovedný ústav Ľudovíta Štúra, 2016

TÓTH, S. J. :Aspekty slovensko-maďarskej porovnávacej morfosyntaxe. Komárno: UJS, 2017.

VAŇKO, J.: Syntax slovenského jazyka. Nitra: UKF, 2015.

ZÁVODNÝ, A.: Prednášky a praktiká z morfológie slovenského jazyka I. – II. Trnava : TU, 2016.

ŽILKA, T. (red.): Slovenský jazyk pre štúdium učiteľstva 1. stupňa ZŠ s vyučovacím jazykom maďarským. Nitra: Vysoká škola pedagogická, 1995.

#### **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
<b>Teacher:</b> doc. PhDr. Eva Tibenská, PhD., prof. PhDr. Juraj Vaňko, CSc.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ HUT/22	<b>Name:</b> Music literature for children and youth
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for completing the subject: <ul style="list-style-type: none"> <li>• During the semester, the student actively participates in seminars, engages in discussions, creative music workshops and perceptual activities.</li> <li>• Submits a semester thesis related to the course content.</li> <li>• Presents a selected topic with a musical-didactic intention in relation to the course content.</li> </ul> Specific conditions for completing the subject: <ol style="list-style-type: none"> <li>1.) The student submits 1 semester thesis of 5-6 pages, which is oriented on a selection of music for children and youth with its possible didactic use in pedagogical practice. The student can receive a maximum of 50 points for the thesis. The evaluation of the semester thesis is as follows:               <ul style="list-style-type: none"> <li>- content 15 points,</li> <li>- didactic applicability 15 points,</li> <li>- structure and form 10 points,</li> <li>- originality 10 points.</li> </ul> </li> <li>2.) The student presents his/her theoretical and practical knowledge in the form of a presentation on one selected musical-didactic topic from music for children and youth, for which the student can receive a maximum of 50 points. The evaluation of the semestral thesis is as follows:               <ul style="list-style-type: none"> <li>- content 10 points,</li> <li>- structure and logical continuity 10 points,</li> <li>- originality and technical execution 10 points,</li> <li>- presentation 10 points,</li> <li>- communication skills and professional preparedness in the form of prompt answers to questions on the presented topic 10 points.</li> </ul> </li> </ol> Student total workload: 3 credits = 90 hours <ul style="list-style-type: none"> <li>• 13 hours for participation in seminars (contact hours), 27 hours of study of literature related to the content of the course, 20 hours of preparation and composition of a semester thesis, 30 hours of preparation of a presentation with a musical and didactic intention from selected compositions for children and youth.</li> </ul>	

The condition for successful completion of the subject is to obtain at least 50% of the subject's maximum score (100 points) in both educational modules.

Final evaluation of the success of the subject:

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

### **Results of education:**

Knowledge:

- The student possesses knowledge of music production suitable for educational, music-educational purposes in accordance with adequate biological, psychological and sociological aspects of child and youth development.
- The student knows the background, procedures and didactic intent of appropriately selected works for the purpose of their pedagogical interpretation.
- The student possesses the knowledge necessary for the application of musical expression and elements within the music-educational process at the primary school.
- The student is able to navigate the instructive musical literature and production technically, ideologically, thematically accessible to children and youth and to follow it in the context of its stylistic, generic and genre specificities.
- Has tested and mastered basic practical experience in the use of various forms, modes, and methods of assessment in music education activities, with attention to the developmental and individual characteristics of students.

Skills:

- The student is able to orient in music-historical styles and their representatives, is able to identify their characteristic features, with the intention of their proper adaptation to the educational process.
- The student is able to recognize and analyze the works of the authors of each style period and use them in the educational process, appropriate to the maturity and individual abilities of the pupils at the elementary school.
- The student is able to lead creative music workshops oriented to perception, reception, interpretation and improvisation, applied appropriately to the age group of pupils.
- The student is able to connect his/her acquired theoretical knowledge in the field of art, education and partly also art therapy with practical knowledge and apply it in educational practice at the elementary school.
- The student is able to independently adapt appropriate music-perceptual methods in connection with creative musical activities to the educational process at the elementary school.

Competences:

- Student is sufficiently equipped to navigate arts-oriented school curricula and competent to develop creative music programs, music education and perceptual activities for individuals as well as for small and large classroom groups.
- The student has acquired the competence to independently apply adequate pedagogical methods, techniques, procedures within music education, in a broader context and in cultural and social practice.

### **Brief syllabus:**

- Music listening, music perception activities and their place and importance in the development of children's musical abilities at the primary education.

- A brief overview of the history of music and music literature, with an emphasis on music literature for children and youth.
- Instrumental - orchestral music for children and youth (selection of compositions from the Baroque, Classical, Romantic and 20th century periods)
- Instrumental - chamber music for children and youth (selection of compositions from the Baroque, Classical, Romantic and 20th century periods)
- Instrumental instructive piano music (selection of compositions from the Baroque, Classical, Romantic periods, 20th century)
- Vocal music for children and youth - choral music, song music.
- Stage music, preferably vocal-instrumental for children and youth - opera, children's opera, song play, musical.
- Stage production, preferably musical-dramatic-movement for children and youth - ballet, pantomime, dance play.
- Programed music for children and youth - linking music with literature, visual arts, various themes (nature, history, etc.)
- Compositions addressed to children and youth by Hungarian authors.
- Compositions addressed to children and youth by contemporary authors of national and European provenance.
- Interdisciplinary and intercultural relations in music and art education.

#### **Literature:**

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- CSEHI, Á. & DOMBI, E. 1998. Zeneirodalmi, zenehallgatási szemelvények gyermekek és az ifjúság részére I. Dunaszerdahely: Lilium Aurum. ISBN 0013798
- CSEHI, Á. – DOMBI, E. 1998. Zeneirodalmi, zenehallgatási szemelvények gyermekek és az ifjúság részére II. Dunaszerdahely: Lilium Aurum. ISBN 8080620253
- CSEHIOVÁ, A. 2018. A zenei képességek és a kisgyermekkorai személyiségfejlődés kölcsönhatása. In: Új kihívások és a pedagógiai innovációk a szakképzésben és a felsőoktatásban: A 8. Trefort Ágoston Szakképzés és Felsőoktatás-pedagógiai Konferencia tanulmánykötete. Budapest: Óbudai Egyetem. P. 89-101. ISBN 978-963-449-148-4
- CSEHIOVÁ, A. 2014. Interdiszciplináris vonatkozások a művészeti és a zenei nevelés területén. In: Zborník z medzinárodnej vedeckej konferencie Univerzity J. Selyeho - 2014: "Vzdelávanie a veda na začiatku XXI. storočia" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2014, CD-ROM, s. 59-67. ISBN 978-80-8122-103-3.
- CSEHIOVÁ, Agáta. Művészeti nevelés, tolerancia és kapcsolódási pontjaik a pedagógushallgatók szemszögéből = Art education, tolerance and their connection from the perspective of teacher trainees. In: Aktuálne úlohy, problémy a riešenia vyučovania slovenského jazyka a slovenskej literatúry v školách s vjm. Szőköl István. = Szlovák nyelv és szlovák irodalom aktuális feladatai, problémái, tanításának megoldásai a magyar tannyelvű iskolákban Komárno: Univerzita J. Selyeho, 2021, P. 5-22, [CD-ROM]. ISBN 978-80-8122-387-7.
- TÓTH-BAKOS, Anita a Agáta CSEHIOVÁ. Music and Brain - Music Training Transfer. In: INTED 2016 Proceedings: 10th International Technology, Education and Development Conference. Valencia: IATED, 2016, USB kľúč, p. 1726-1732. ISBN 978-84-608-5617-7. WoS.
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- FORRAI, K. 2016. Ének az óvodában. Budapest: Móra Könyvkiadó. ISBN 9789634154563

KOKAS, K. 1972. Képességfejlesztés zenei neveléssel. Budapest: Akadémiai Kiadó. ISBN 9630562855

LACZÓ, Z. 1986. Zenehallgatás az általános iskola alsó tagozatában. Budapest: Tankönyvkiadó. ISBN 9631793818

ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 1. osztálya számára = Hudobná výchova pre 1. ročník základných škôl s vyučovacím jazykom maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00904-0.

ORSOVICS, Y. 2005. Zenei nevelés az alapiskola 2. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 80-10-00671.

ORSOVICS, Y. 2006. Zenei nevelés az alapiskola 3. osztálya számára = Hudobná výchova pre 3. ročník základných škôl s vyuč. jaz. Maďarským. Bratislava: Slovenské pedagogické nakladateľstvo, 2006. ISBN 80-10-00905-9.

ORSOVICS, Y. 2007. Zenei nevelés az alapiskola 4. osztálya számára. Bratislava: Slovenské pedagogické nakladateľstvo. ISBN 978-80-10-01164-3

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

STRÉDL, T. 2017. Terápiák és nevelés. Komárno: Univerzita J. Selyeho. ISBN 978-80-8122-227-6

TÓTH, D. 1960. Hangversenykalauz I., II. Budapest: Zeneműkiadó Vállalat.

**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
50.0	30.0	10.0	10.0	0.0	0.0

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ KKV2a/22	<b>Name:</b> Quantitative and qualitative pedagogical research methods
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for passing the subject: <ul style="list-style-type: none"> <li>• active participation in lectures and seminars,</li> <li>• participation in assigned tasks, analyzes and discussions during lectures and seminars,</li> <li>• preparation and submission of a small semester paper presenting your own pedagogical research, using the selected quantitative or qualitative research method.</li> </ul> Detailed conditions for completing the subject: <ul style="list-style-type: none"> <li>• 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 6-8 pages long.</li> </ul> Evaluation of the submitted thesis/pedagogical research (100 points): <ul style="list-style-type: none"> <li>• choice of topic, originality 10 points,</li> <li>• the chosen research method 30 points,</li> <li>• implementation of pedagogical research 30 points,</li> <li>• content 20 points</li> <li>• correct use of literature, sources, paraphrases, references, bibliography 10 points</li> </ul> The student's total workload in terms of the distribution of working hours: 4 credits = 120 hours 26 hours of participation in lectures and seminars (contact hours); 45 hours of reading literature; 49 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: <ul style="list-style-type: none"> <li>• A = 90 – 100% (90 – 100 points)</li> <li>• B = 80 – 89% (80 – 89 points)</li> <li>• C = 70 – 79% (70 – 79 points)</li> <li>• D = 60 – 69% (60 – 69 points)</li> <li>• E = 50 – 59% (50 – 59 points)</li> <li>• FX = 0 – 49% (0 – 49 points)</li> </ul>	
<b>Results of education:</b> 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:**

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:**

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

BAČÍKOVÁ, M. & JANOVSÁ, A. 2018. Základy metodológie 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>



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<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.  
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- 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. Médiainformatikai kiadványok. Eger.  
<https://mek.oszk.hu/14400/14492/pdf/14492.pdf>
- 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: 2/2021 sz. rektori irányelv a záródolgozatok kidolgozásáról, nyilvántartásáról, közzétételéről és archiválásáról. Komárom: UJS, 2021.
- 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. 2/2021 o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho. Komárno: UJS, 2021.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
27.91	41.86	9.3	6.98	6.98	6.98

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ LAM/22	<b>Name:</b> Development of logical and algorithmic thinking in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The maximum mark can be obtained by passing a written examination, which is normally divided into two parts during the semester according to the requirements, in which case the results of the individual examinations are averaged. The maximum score on the written examinations is 50% of the overall course grade. The other 50% of the points can be obtained for active work and for the preparation of a term paper that is aimed at developing algorithmic thinking in the context of educational activities. The total workload of the student in terms of the distribution of working time (2credits = 60hrs.): - participation in exercises and seminars (32 hours), - seminar work (14 hours), - preparation for written examination (14 hours). A student who fails to achieve at least 50% of the points must participate in the written examination and achieve at least 50% of the points. A score of at least 90% is required for a grade of A, a score of at least 80% for a grade of B, a score of at least 70% for a grade of C, a score of at least 60% for a grade of D, and a score of at least 50% for a grade of E.	
<b>Results of education:</b> By completing the course, the student gains an overview of the types of word problems, realizes the importance of word problems in terms of creating mathematical models as a means of the language of mathematics. <b>Knowledge:</b> - The graduate knows how to model problem situations mathematically, knows the importance of strategic and standard manipulation in problem solving. - The student knows the basic methods of introducing mathematical models. - The student knows problem-solving strategies and can apply them in solving problem situations using mathematical problems. - The graduate possesses knowledge in the profile areas that are the basis of mathematical and algorithmic thinking. - He/she is skilled in the creation of tasks developing strategic thinking, can plan activities aimed at acquiring basic problem solving skills and in learning the problem solving procedure. - Can apply methods to develop algorithmic thinking and strategies.	

- Has knowledge useful in organising interest groups and in developing and educating pupils talented in the field of mathematics.
- Knows strategies, methods and forms of developing pupils' programming literacy.
- Knows the principles of program creation in the Scratch microworld.
- Knows and can effectively apply the acquired programming knowledge.
- Knows the basic principles of algorithm creation and knows the program structures.

**Skills:**

- Possesses the skill and practical experience in planning and organizing the activities of individuals and groups of students in the educational process with regard to developing the ability to solve mathematical word problems.
- The graduate is able to plan methodologically appropriate procedures for introducing and developing problem-solving strategies with regard to the curriculum and in various educational activities.
- The student is able to design and evaluate mathematical activities, individual, group and frontal.
- Can plan simple activities to develop digital competence and algorithmic thinking.
- Can vary the difficulty of activities according to children's abilities.
- Can apply theoretical knowledge to problem solving tasks.
- Acquire the skill and ability to apply basic mathematical knowledge in the creation of learning materials.
- Upon completion of the course, the student will be able to analyze and solve problems, and then independently apply an algorithm to solve the problem.
- He/she has basic practical experience and can independently design and implement his/her own project.

**Competencies:**

- The student is able to apply the system of skills necessary for working with pupils, including when working with gifted and problem pupils.
- The graduate is able to methodically plan, organize and implement educational activities for the development of thinking and problem solving.
- The student knows the basic prerequisites for successful development of the basic prerequisites for understanding and problem solving.
- Can create models and strategies for solving problem situations.
- Can assess the accuracy, appropriateness and effectiveness of a selection of problem-solving strategies.
- Can independently evaluate diverse pedagogical situations and processes, respond flexibly to them and solve them optimally.
- Can work effectively independently and is characterised by creative thinking
- Has an overview of the possibilities of teaching programming in different types of primary schools through children's programming languages (e.g. Scratch) to develop algorithmic thinking and to gain programming experience in a playful way.

**Brief syllabus:**

- Word problems and their function in terms of the formation of mathematical ideas and the use of mathematical models and mathematical resources, and in terms of learning the language of mathematics.
- Classification of word and mathematical tasks.
- Problem solving strategies.
- Graphical and practical solutions to problems. Mathematization of situations.
- The importance of standard and strategic manipulation.
- Problem solving methodology to consolidate operations, to develop functional and combinatorial thinking.

- Tasks for the development of logical thinking and the development of logic games.
- Introduction, familiarization with the interface, movement of characters, creation of simple animations
- Manipulating branches and loops, character properties / working without variables
- Scanning variables and values from users
- Instantiating characters, working with copies, creating features and applying them

**Literature:**

- Dringó, I. – Kátai, I.: Bevezetés a matematikába, Tankönyvkiadó, Budapest, 1982
- Józsa, K., Zentai, G., Hajduné, H. K.: A gondolkodás fejlesztése 4-8 éves életkorban : Módszertani kézikönyv szülőknek, óvodapedagógusoknak, tanítóknak. - 1. vyd. - Szeged : Mozaik Kiadó, 2017. - 160 s. - ISBN 978 963 697 804 4.
- Perlai, R.: Matematika az óvodában : Kézikönyv óvodapedagógusok számára. 1. vyd. - Budapest : Flaccus Kiadó, 2016. - 255 s. - ISBN 978-615-5278-25-9.
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- STOFFA, V.: Algoritmizáció és programozás. (Algoritmizácia a programovanie) 1. kiadás, Komárom : Selye János Egyetem, Tanárképző Kar, 2005. 174 s. ISBN 80-969251-7-2.
- TÓTH, P.: Gondolkodásfejlesztés az informatika oktatásban. Ligatura, 2004. 60 s. ISBN 9638611324xy.
- VANKÓ, P.: Érdekes feladatok és játékok gyűjteménye mikrovilág környezetben. (Zbierka zaujímavých úloh a hier v prostredí Imagine). Komárno : Selye János Egyetem, 2010. DM.3784-PF.10.30A.6D. 43 s.
- Scratch 3 Programming Playground. [online]. Dostupné: <<https://inventwithscratch.com/book3/>>

**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
20.0	45.0	20.0	5.0	10.0	0.0

**Teacher:** RNDr. Zuzana Árki, PhD., Mgr. Zsófia Kocsis, Mgr. Tünde Berta, Mgr. Ladislav Jaruska, PhD., prof. Dr. Krisztián Józsa, DSc.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ MCP/22	<b>Name:</b> Methodology of reading and writing
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 10s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions to successfully complete the course: – actively participate in the seminar and practice – complete partial tasks during the semester – successfully complete the final test – successfully pass the oral exam. Final assessment points can be earned if the following conditions are fulfilled: – max. 20 points for partial tasks – max. 20 points for the final test about spelling and the methodology of teaching orthography – max. 60 points for the oral exam. Students can obtain a total of 100 points. In order to successfully complete the course, at least 50% of the maximum score (100 points) must be achieved. Final assessment of the subject: A (100%-90%), B (89%-80%), C (79%-70%), D (69%-60%), E (59%-50%). Students receive an Fx evaluation if they achieve less than 50% of the total score. Student workload: 5 credits = 150 working hours 39 hours: participation in seminars and exercises 30 hours: completing partial tasks during the semester 31 hours: checking professional literature 50 hours: preparation for the final test and the exam.	
<b>Results of education:</b> Results of education: Knowledges: <ul style="list-style-type: none"> <li>• Graduates become familiar with the current public education programs.</li> <li>• Students are familiar with the goals and roles of teaching in their mother tongue.</li> <li>• Students are familiar with the program of teaching Hungarian language and literature in the 1st grade.</li> <li>• They know the orthography of their mother tongue.</li> <li>• They know the methods of fluent voicing and reading.</li> <li>• They know the particular stages of teaching handwriting.</li> <li>• They know the methods of teaching reading and writing.</li> </ul>	

- They know the basic concepts of pedagogical psychology (teaching, learning, motivation, student personality, teacher personality, learning techniques and strategies) and social psychology (social learning, social space, social impact, small and large social groups, socialization).
- They will be able to use the acquired knowledge in education and teaching.

**Skills:**

- Students have a comprehensive and practical overview about the content of education and professional methodology as well as the didactics and methodology of education profile areas according to their specialization.
- They have practical experience in planning and organizing individual and group activities for students in education and training.
- They have practical experience in defining and formulating the goal of education.
- They have practical experience in exercises to the motor skills for handwriting.
- They have practical experience in analysing the educational material from a didactic approach – they can break down the content of the educational material into basic units (facts, concepts, relationships, procedures).
- They have practical experience in identifying the individual characteristics of students in the lower grades of elementary school.
- They can use professional literature and can collect and evaluate the information.
- They can apply the acquired theoretical knowledge in pedagogical practice.
- They can apply the acquired theoretical knowledge in specific educational situations in accordance with the conditions of elementary school, especially when teaching reading and writing in the first year of elementary school.

**Competencies:**

- Student will develop an appropriate attitude towards the concepts and phenomena related to the teaching of Hungarian language and literature in the 1st grade.
- They approach education-related problems professionally and with empathy.
- They can shape the learning environment in such a way that it positively influences the learning process.
- Graduates are able to think creatively, plan their self-education, and make independent and responsible decisions regarding the problems of education in the mother tongue.

**Brief syllabus:**

1. The goals and roles of education in the mother tongue
2. The program of teaching Hungarian language and literature in the 1st grade
3. Preparation for teaching reading and handwriting.
4. The method of voicing and connecting speech sounds
5. Directional exercises: direction of movements, directional exercises for handwriting, spatiality.
6. Models of teaching reading and writing. The process of teaching sounds, letters and reading
7. Stages of teaching handwriting
8. Exercises to develop the motor skills for handwriting
9. The role of games that support the development of speaking skills
10. Orthography of the Hungarian language: alphabet, alphabetical order, separation of words, etc.
11. The basic principles of Hungarian orthography: pronunciation, word analysis, tradition and the principle of simplification
12. Traditional and new methods and tools for teaching orthography
13. Spelling exercises

**Literature:**

ADAMIKNÉ, J. A. 2008. Anyanyelvi nevelés az ábécétől az érettségiig. Budapest: Trezor Kiadó. ISBN 978-963-8144-31-7.

ADAMIKNÉ, J. A. 2003. Csak az ember olvas: Az olvasás tanítása és lélektana. Budapest: Tinta Könyvkiadó. ISBN 963 9372 58 7.

ADAMIKNÉ, J., A. 2001. A magyar nyelv könyve. 6. kiadás. Budapest: Trezor Kiadó. ISBN 9637685014.

ADORJÁN, K. 1994. Szebben akarok írni I. Psycho-Art Kft. ISBN 0012644.

ADORJÁN K. 1994. Szebben akarok írni II. Psycho-Art Kft. ISBN 0012647.

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

CSEKŐ, Gy. 2016. Helyesírás 12.0. Szabályok, feladatok a helyesírási szabályzat 12. kiadásának tanításához. Budapest: Neteducatio. ISBN 978-615-80328-2-7.

CS. NAGY, L. 1994. Helyesírási gyakorlókönyv. Budapest: Trezor.

GÓSY, M. 2005. Pszicholingvisztika. Budapest: Osiris Kiadó. ISBN 963 389 773 4.

LACZKÓ, K. – MÁRTONFI, A. 2005. Helyesírás. Budapest: Osiris. ISBN 963 389 541 3

MEIXNER I. 1987. Én is tudok olvasni. Budapest: Tankönyvkiadó. ISBN 963 18 0252 3.

MEIXNER I. 1993. Játékház. Budapest: Nemzeti Tankönyvkiadó. ISBN 9631847268.

MEIXNER I. 1987. Útmutató az olvasó- és feladatlapok használatához. Budapest: Tankönyvkiadó. ISBN 963 18 0252 3.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 41

A	B	C	D	E	FX
31.71	29.27	29.27	2.44	2.44	4.88

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Vojtech Istók, PhD., PaedDr. Diana Borbélyová, PhD., Mgr. Tímea Mészáros

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ MKU/22	<b>Name:</b> Metacognitive learning
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Successful completion of the course requires active participation in lectures and seminars, submission of interim assignments during the semester and successful completion of two written examinations. During the semester, the student submits and presents one independently prepared seminar paper. The evaluation of the semester work takes into account the content and formality of the work, the student's expression and communication during the presentation, as well as the use of didactic means and aids and digital technology. The student can obtain a maximum of 40 points for the seminary work, the condition for successful completion of the course is the achievement of a minimum of 20 points. The written examinations focus on the theoretical areas of the course based on the topics listed in the syllabus. Students can earn a maximum of 60 points for the quizzes (max. 30-30 points for each quiz). In order to pass the course, the student must obtain a minimum of 30 points for the quizzes (min. 15-15 points for each quiz). The final grade consists of the points earned for fulfilling the requirements in the form of: max. 40 points for the term paper and max. 60 points for the written quizzes (max. 30-30 points). 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 load: 4 credits = 120 hours - 26 hours: attendance at lectures, tutorials and seminars, - 30 hours: preparation of continuous assignments during the semester, - 24 hours: self-study, study of literature - 40 hours: preparation for examinations. .	
<b>Results of education:</b> After completing the course the student Knowledge: - 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: - 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. - Célrányos fejlődésre törekszik az önismeret terén, folyamatosan képezi magát. - The graduate is characterised by creative thinking, independence in planning his/her own learning, 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 relationships 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 tanulásszervezés rejtjelmeibe. Educatio, Budapest. ISBN 978-963-9795-00-6  
[http://www.jgypk.hu/mentorhalo/tananyag/A\\_tanulasban\\_akadalyozottak/Egyutt-tanulok\\_kezikonyve.pdf](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/Egyutt-tanulok_kezikonyve.pdf)

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](https://epa.oszk.hu/00000/00011/00079/pdf/iskolakultura_EPA00011_2004_02_003-011.pdf)

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](http://nevelestudomany.elte.hu/downloads/2013/nevelestudomany_2013_1_124-136.pdf)

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](http://www.jgypk.hu/mentorhalo/tananyag/A_tanulasban_akadalyozottak/hatekony_tanulas.pdf) ISBN 963 970 464 4

MOLNÁR Éva (2002): Önszabályozó tanulás: nemzetközi kutatási rányzatok és tendenciák. Magyar Pedagógia, 102/1. 63-77. [https://www.magyarpedagogia.hu/document/Molnar\\_MP1021.pdf](https://www.magyarpedagogia.hu/document/Molnar_MP1021.pdf) [2022. 02. 05.]

NAGY József (2002): XXI. század és nevelés. Osiris, Budapest. ISBN 963 379 769 1

RÉTHY Endréné (2003): Motiváció, tanulás, tanítás: miért tanulunk jól vagy rosszul? Nemzeti Tankönyvkiadó, Budapest. ISBN 963 19 4466 2

HORVÁTHOVÁ Kinga, NÉMETH András, STRÉDL Terézia, SZABÓOVÁ Edita, TÓTH-BAKOS Anita (2015) : Szlovák-magyar pedagógiai terminológiai kézikönyv = Slovensko-maďarská pedagogická terminologická príručka : Komárno : Univerzita J. Selyeho, 2015. 132 s. ISBN 978-80-8122-160-6  
GADUŠOVÁ, Z. a kol. (2021): 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: 20

A	B	C	D	E	FX
10.0	30.0	15.0	10.0	35.0	0.0

**Teacher:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. András Németh, DSc., Mgr. Anita Tóth-Bakos, PhD., prof. Dr. Péter Tóth, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ NEJ5b/22	<b>Name:</b> Methods of teaching German in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 15s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: The seminar grade is the result of the following components: <ul style="list-style-type: none"> <li>- Active participation in seminars,</li> <li>- the development of a sample lesson plan,</li> <li>- Seminar paper.</li> </ul> The seminar paper grade is the result of the following components: <ul style="list-style-type: none"> <li>- The ability to effectively locate academic resources and actively work with them,</li> <li>- written and oral argumentation,</li> <li>- structuring of text and speech, formulation of own opinion, writing clear, effective paragraphs,</li> <li>- mastery of the ethics of academic writing.</li> </ul> The assessment of the sample lesson plan is the result of these components: <ul style="list-style-type: none"> <li>- Application of knowledge from didactics courses in the course of study,</li> <li>- incorporation of own experience from teaching practice,</li> <li>- the ability to work actively with teaching materials.</li> </ul> Weighting of the midterm/final evaluation: active participation 10%, sample lesson plan 40%, seminar work 50%. The evaluation is carried out in accordance with the UJS study regulations, i.e. to obtain grade A (excellent) must obtain at least 90%, to obtain grade B 80%, to obtain grade C at least 70%, to obtain grade D 60%, to obtain grade E at least 50%. A student who obtains less than 50% will be graded with a grade of FX. Total study load: 50 hours, of which: <ul style="list-style-type: none"> <li>- 26 hrs.</li> <li>- preparation of a model lesson plan 10 h</li> <li>- preparation of a seminar paper 14 h</li> </ul>	
<b>Results of education:</b> The student will learn the basic aspects of teaching German to younger pupils and acquire the habit of acquiring professional knowledge and practical skills by studying the relevant literature in German. The course enables students to get acquainted with the specifics of teaching younger pupils on a theoretical and practical basis. Knowledge. The student is able to identify the factors influencing the foreign language acquisition process and define appropriate forms and methods of teaching German as a foreign	

language in primary education, analyse their specifics and evaluate their significance. Know the current theoretical models of cognitive socialization and pupil learning, know the teaching methods and forms that promote active pupil learning, taking into account age and level specifics, identify appropriate procedures for assessing pupil performance.

**Skills.** The student will be able to create a motivating environment and use procedures to enhance intrinsic motivation. Has basic practical experience in selecting tasks and activities for pupils, adapting educational programmes to the educational and special educational needs of pupils, to the particular conditions of the school classroom.

**Competences.** Organises and ensures the teaching process with emphasis on the fulfilment of teaching tasks and helps pupils to meet the objectives of teaching, supports, coordinates and manages the active activity of pupils uses differentiated tasks and applies methods and forms supporting pupils' learning in the classroom, in accordance with the objectives and the curriculum, uses appropriate didactic means and didactic technique in accordance with the objectives of teaching, evaluates the fulfilment of the objectives according to the established criteria of pupils' success with regard to their developmental and individual differences.

### **Brief syllabus:**

1. Theoretical introduction to the development of younger pupils
2. Characteristics of younger pupils learning NJ
3. Managing the teaching process of younger learners
4. Approaches and methodologies of teaching German as a foreign language. Teaching methods for younger school age.
5. Vocabulary acquisition.
6. Pronunciation training.
7. Mastering grammar.
8. Developing listening skills.
9. Developing speaking.
10. Development of reading.
11. Development of writing.
12. Assessment and alternative types of assessment

### **Literature:**

BAUSCH., K.R. (Hrsg.): Handbuch Fremdsprachenunterricht. Stuttgart: UTB, 2003. G./GÖTZE, L./HENRICI, G./KRUMM, H-J. (Hrsg.): Deutsch als Fremdsprache. Berlin (HSK; 19.1-2), 2001. G./HUNFELD, H.: Methoden des fremdsprachlichen Deutschunterrichts. München: Langenscheidt, 1993.

WESTHOFF, G.: Fertigkeit Lesen. München: Langenscheidt, 1997.

BRINITZER, M./HANTSCHHEL, H./KROEMER, S./MÖLLER-FRORATH, M./ROS, L.: DaF Basiswissen Didaktik. Deutsch als Fremd- und Zweitsprache. Stuttgart: Klett, 2013.

SÁRVÁRI, T.: Ist aller Anfang schwer? Überlegungen zur Eigenart des Anfangsunterrichts. In: DEUTSCHUNTERRICHT FÜR UNGARN 31. pp. 7-30., 24 p. (2021)

SÁRVÁRI, T.: Entwicklung der primären Fertigkeiten im frühen Unterricht des Deutschen. In: FELD-KNAPP, I.: DaF-Lehrerbildung in Mittel-Osteuropa. München: Iudicum Verlag, 2016, pp. 182-197.

SÁRVÁRI, T.: Entwicklung der primären Fertigkeiten im Unterricht des Deutschen als Fremdsprache im Primarbereich. Standardisierungsversuch für die Stufe A1. URL: <https://edit.elte.hu/xmlui/handle/10831/44651>

MÜLLER, M.; KNIPF-KOMLÓSI, E.: Sprachfördermaßnahmen zur Erhaltung der deutschen Sprache in Ungarn. In: Ammon, Ulrich; Schmidt, Gabriele (eds.): Förderung der deutschen

Sprache weltweit: Vorschläge, Ansätze und Konzepte. Berlin: Walter de Gruyter, 2019, pp. 483-500.

**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:** PD Dr. phil. habil. Attila Mészáros

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ OB/22	<b>Name:</b> Defence of diploma thesis
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 8	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> <p>When preparing the final thesis, the student follows the instructions of his/her thesis supervisor and the Rector's Directive on the editing, registration, access and archiving of final theses at J. Selye University. The recommended length of the thesis is 50 to 70 pages (90 000 to 126 000 characters). The deadline for submission of the thesis is set in the timetable of the academic year concerned. The originality of the thesis is assessed in the central thesis register. A report on the originality of the thesis shall be drawn up on the result of the originality check. The originality check is a prerequisite for the defence. The submission of the thesis shall be accompanied by the conclusion of a licence agreement for the use of the digital reproduction of the thesis between the author and the Slovak Republic on behalf of the University. The final thesis will be assessed by the thesis supervisor and a referee, who will draw up opinions according to the established criteria. The supervisor of the thesis assesses in particular the fulfilment of the aim of the thesis, the degree of independence and initiative of the student in the elaboration of the topic, cooperation with the supervisor of the thesis, the logical structure of the thesis, the adequacy of the methods used, the methodology, the professional level of the thesis, the depth and quality of the elaboration of the topic, the contribution of the thesis, the possibility of using the results, the work with literature, the relevance of the sources used in relation to the topic and the aim of the thesis, the formal aspect of the thesis, the orthography and stylistics, and the originality. The referee assesses in particular the topicality and appropriateness of the topic of the thesis, the determination of the aim of the thesis and its fulfilment, the logical structure of the thesis, the continuity of the chapters, their proportionality, the relevance and appropriateness of the methods used, the methodology, the professional level of the thesis, the depth and quality of the treatment of the topic, the contribution of the thesis, the handling of the literature, the formal aspect of the thesis, the orthography and stylistics, and the originality. The State Examination Committee will assess the originality of the work, the contribution of the student's work to the solution of the research problem, the independence of the student, his/her ability to solve the research problem - from the search of literature sources, setting the objectives, the choice of research methodology, the choice of material, through the implementation of the research, his/her ability to evaluate the results, discuss the results, summarize the results, present their relevance to the educational process, etc. The ability to present the results is also evaluated, including answering questions related to the research process and the topic of the thesis, compliance with time limits,</p>	

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

**Results of education:**

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

**Brief syllabus:**

Defence of the thesis has the following course: 1. Presentation of the thesis to the students. 2. Presentation of the main points from the written opinions of the thesis supervisor and the opponent. 3. The student's answers to the thesis supervisor's and opponent's questions. 4. A professional discussion of the thesis with questions for the student. 1. Brief justification of the choice of the topic, its topicality, practical contribution. 2. Explanation of the objectives and methods used in the elaboration of the thesis. 3. The main content problems of the thesis. 4. Conclusions and practical recommendations reached by the author of the thesis. During the presentation, the student has at his/her disposal his/her own copy of the thesis or an electronic presentation. The speech is to be delivered independently, in the scope of 10 min. The student may use computer technology. The thesis is available to the committee before and during the defence.

**Literature:**

KATUŠČÁK, D. Ako písať vysokoškolské a kvalifikačné práce. Bratislava: Enigma, 2004. Aktuálna Smernica rektora o úprave, registrácii, sprístupnení a archivácii záverečných prác na Univerzite J. Selyeho – dostupné na [www.ujs.sk](http://www.ujs.sk)



<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 8					
A	B	C	D	E	FX
62.5	0.0	12.5	0.0	12.5	12.5
<b>Teacher:</b>					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PAE/22	<b>Name:</b> Pedagogical and psychological aspects of the educational process
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as handing in ongoing assignments during the semester and successful completion of written and oral examinations. During the semester, the student submits and presents two independently prepared seminar papers. During the evaluation of semester works are taken into account: the content and formal side of the papers, speech and communication of the student during the presentation, as well as the use of didactic means and aids and digital technology. A student can get a maximum of 20 points for each seminar paper, the condition for successful completion of the subject is the achievement of min. 10 points for each of the seminar papers. The written and oral exam focuses on the theoretical areas of the subject based on the topics listed. For the written exam, the student can receive max. 30 points, and achieving min. 15 points is a requirement for access to the oral exam. At the oral exam, the student can achieve max. 30 points. In order to successfully complete the course, the student must obtain min. 15 points. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 40 points for ongoing tasks (max. 20-20 points for each of the seminar papers) and max. 60 points per exam, of which max. 30 points for written and max. 30 points for the oral exam. The student can get a maximum of 100 points. Final assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. The FX rating is awarded if the student achieves less than 50% of the total number of points. Total student workload: 5 credits = 150 hours (39 hours: attendance at lectures, 40 hours: preparation of ongoing tasks during the semester, 31 hours: self-study and 40 hours: exam preparation).	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- Can identify the developmental and individual characteristics of the learner.</li> <li>- Can identify the psychological and social determinants of pupil learning.</li> <li>- Knows and can characterize the biological, psychological, and sociological aspects of development in young school-age children.</li> <li>- Knows and understands the concept of the institutional socialisation process in a broader social scientific context.</li> </ul>	

- 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

ĎURIC, 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 : Pedagogiai 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 : Pedagogiai 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 : Józseveg Műhely Kiadó, 2005. 324 s. ISBN963 7052 25 9  
 CSEPELI György: A szociálpszichológia vázлата. Budapest : Józseveg 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: 44

A	B	C	D	E	FX
68.18	18.18	2.27	0.0	0.0	11.36

**Teacher:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. Béla István Pukánszky, DSc., PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PEP/22	<b>Name:</b> Pedagogical tools
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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 sections of this document. Evaluation of the subject: passed 100-50%, failed 49-0%.	
<b>Results of education:</b> Oktatási kimenetek: Knowledge: <ul style="list-style-type: none"> <li>• The student is able to professionally evaluate and document lessons using the EduPage app.</li> <li>• The student can find his/her way around school documents.</li> <li>• The student is aware of the specific activities carried out by the teacher in the EduPage application related to the educational process.</li> </ul> Skills: <ul style="list-style-type: none"> <li>• Teacher's knowledge of the specific activities carried out in the EduPage application when teaching subjects in his/her field of specialisation.</li> <li>• Describes the student assessment process in the EduPage app.</li> <li>• The learner recognises his/her own level of competence.</li> <li>• 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).</li> </ul> Competencies: <ul style="list-style-type: none"> <li>• Takes a position on observed phenomena on the basis of previous theoretical knowledge.</li> <li>• The student will be able to independently plan activities that will enhance knowledge in the context of the teaching profession.</li> <li>• The student will be able to analyse pedagogical situations using the EduPage application.</li> <li>• The student will be able to manage the teaching-learning process through the EduPage application.</li> <li>• The student will be able to work with the e-learning interface.</li> </ul>	
<b>Brief syllabus:</b>	

<p>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</p>				
<p><b>Literature:</b>          Ako používať EduPage: <a href="https://help.edupage.org/?lang=sk">https://help.edupage.org/?lang=sk</a>          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. <a href="https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf">https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced2_spu_uprava.pdf</a>          Štátny vzdelávací program pre gymnázia v Slovenskej republike ISCED 3A – Vyššie sekundárne vzdelávanie. <a href="https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf">https://www.statpedu.sk/files/articles/dokumenty/statny-vzdelavaci-program/isced3_spu_uprava.pdf</a>          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).</p>				
<p><b>Language, knowledge of which is necessary to complete a course:</b>          Hungarian, Slovak</p>				
<p><b>Notes:</b></p>				
<p><b>Evaluation of subjects</b>          Total number of evaluated students: 40</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>100.0</td> <td>0.0</td> </tr> </tbody> </table>	a	n	100.0	0.0
a	n			
100.0	0.0			
<p><b>Teacher:</b> Mgr. Katarína Szarka, PhD., PaedDr. Tamás Török, PhD.</p>				
<p><b>Date of last update:</b> 28.05.2024</p>				
<p><b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.</p>				

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PGK8a/22	<b>Name:</b> Pedagogical communication and interaction
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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. Reflection reflects that the student has consciously thought about the effectiveness, causes and consequences of the classroom communication situation and has taken into account any problems that may have arisen. (50 points) - For the purposes of reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 pts) - The reflection includes references to analysis of the student's own work, lessons learned, and application of experience (40 pts). Assessment aspects of observing and documenting classroom interaction: - Presentation of the lesson analysed (link to lesson analysed, short instructional video to be saved on moodle) (20 points) - Choice of method to be used, justification (40 points) - Observation experience includes references to analysis of student's own work, learning from it and use of experience (40 points). Total student workload - distribution of work hours: 1 credit = 30 work hours: - Attendance at lectures and seminars: total for the semester (26 hours) - Research work related to the student's written work and its production (4 work hours). The maximum number of points is 100. The course is subject to a passing grade of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve 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.	
<b>Results of education:</b> Student: - learns verbal and non-verbal communication expressions characteristic for social communication, - gains experience in standard pedagogical situations (e.g. introducing a new pupil, praising a pupil, specifics of communication with parents, etc.). - Familiarizes 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.	
<b>Brief syllabus:</b>	



1.) Introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communicative abilities of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression. 2.) General characteristics of pedagogical communication. Characteristics and functions of pedagogical communication. Activity and interaction skills of the teacher in terms of the effectiveness of teaching and educational work. Communication style of the teacher. Effectiveness of teacher communication; characteristics of 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. 3.) 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. 4.) 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. 5.) Characteristics of communication between teachers and parents. 6.) Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features. 7.) Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by categories (Flanders and Bales interaction analysis), investigation of interpersonal behavior by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological characteristics of personality. Teacher interpersonal style.

#### **Literature:**

- V1 Tóth, Péter, Horváth, Kinga. Tanári interakció az osztályteremben [textový dokument (print)] . 1. vyd. Budapest: Budapesti Műszaki és Gazdaságtudományi Egyetem, 2022. Imre Sándor szakmai pedagógusképzés sorozat, 15. ISBN 978-963-421-882-1
- 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\\_scomr\\_12/index.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop425/0005_03_a_kommelmélet_alapjai_scomr_12/index.html)
- HORVÁTHOVÁ, K., SZÖKÖL, 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: 21

A	B	C	D	E	FX
66.67	23.81	9.52	0.0	0.0	0.0

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PGV2b/22	<b>Name:</b> Research methodology
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: - Active participation of the student in lectures and seminars, - participation of the student in the assignments, participation in the analysis and discussions during lectures and seminars, - preparation and submission of a term paper presenting a minor pedagogical research. Specific course requirements: Preparation and submission of a term paper in which the student presents his/her own, individually chosen pedagogical research/project, the paper must meet the criteria and rules of academic writing and should be 6-8 pages in length. The term paper is assessed in the following aspects: - Choice of topic, originality (10 points) - Correctness, appropriateness of the choice of research methodology (30 points) - Implementation of pedagogical research (30 points) - Content of the thesis (20 points) - Work with literature (10 points) Total student load: 4 credits = 120 hours - 26 hours for participation in lectures and seminars (contact hours); - 45 hours self-study; - 49 hours preparation of the term paper. In order to pass the course, it is necessary to achieve at least 50% percent of the maximum number of points, i.e. 100 points. Resulting grade for the course: - A = 90 - 100% (90 - 100 points) - B = 80 - 89% (80 - 89 points) - C = 70-79% (70-79 points) - D = 60 - 69% (60 - 69 points) - E = 50 - 59% (50 - 59 points) - FX = 0 - 49% (0 - 49 points)	
<b>Results of education:</b>	

The course provides an immersion into the methodology of educational research. Students will gain knowledge about methods, characteristics, specifics of pedagogical research.

Knowledge:

- The student knows the methodological context of empirical research in educational sciences.
- The student can name the main types of quantitative and qualitative research and knows their characteristics, rules.
- The student can choose the appropriate method for his/her own pedagogical research.
- The student can apply the rules of ethics of educational research.

Skills:

- The student is able to independently apply adequate methods of pedagogical research.
- The student is able to carry out his/her pedagogical research based on professional evaluation and analytical approaches.
- The student is able to formulate conclusions of his/her own pedagogical research.
- The student is able to carry out an investigation of pedagogical phenomena in an educational setting.

Competencies:

- The student has developed appropriate responsibility for the professional quality preparation, implementation, and interpretation of pedagogical research.
- The student is competent to carry out his/her pedagogical research work creatively and responsibly.
- The student has the necessary competence to adapt the results of his/her pedagogical research to educational practice.

### **Brief syllabus:**

The place and importance of research in educational sciences.

Methods of educational research.

The main types of quantitative research, their characteristics.

Main types of qualitative research, their characteristics.

Methodology and research practice of quantitative and qualitative research.

Selection, choice, determination of methods of pedagogical research.

Preparation of pedagogical research implementation, procedure, research plan schedule.

Determination and formulation of research objectives and hypotheses.

Definition of research questions.

Tools for obtaining input and output data, sample selection.

Implementation of pedagogical research - data collection, data processing in accordance with the planned and established stages of work.

Data analysis and evaluation, data processing, illustration.

Interpretation of results, conclusion, formulation of possible recommendations for practice.

### **Literature:**

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>

Csikos, 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
- 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 tartalomlemzés módszertanának alapjai. Budapest: Balassi Kiadó. ISBN 963 7873 80 5.
- Lengyelne Molnár, T. 2013. Kutatástervezés. Médiainformatikai kiadványok. Eger. <https://mek.oszk.hu/14400/14492/pdf/14492.pdf>
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- 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>
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- TÓTH, P. 2013. Empirikus kutatások a szakmai pedagógusképzésben. Budapest: DSGI. ISBN 978-963-89747-1-6.
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**Language, knowledge of which is necessary to complete a course:**

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PHR/22	<b>Name:</b> Assessment and development in education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 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%.	
<b>Results of education:</b> Students gain the following learning outcomes within the course <b>Knowledge</b> The student... <ul style="list-style-type: none"> <li>• knows the methodological foundations of the theory and practice of assessment, the forms and types of student assessment and their psychodidactic aspects,</li> <li>• knows the importance of assessment and feedback in learning,</li> <li>• can provide an overview of the current assessment trends in education,</li> <li>• knows the purpose and method of diagnostic, formative and summative assessment,</li> <li>• knows the role of educational assessment in development,</li> <li>• knows the methodological guidelines for the evaluation and grading of students,</li> </ul>	

- 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:**

CSAPÓ, B. et. al. (szerk.). A matematikai tudás online diagnosztikus értékelésének tartalmi keretei. Oktatókutató és Fejlesztő Intézet, Budapest. 2015. <http://pedagogus.edia.hu/?q=content/matematikai-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). A természettudományi tudás online diagnosztikus értékelésének tartalmi keretei. Oktatókutató és Fejlesztő Intézet, Budapest. 2015.

<http://pedagogus.edia.hu/?q=content/term%C3%A9szettudom%C3%A1nyi-tud%C3%A1s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei>

CSAPÓ, B. et. al. (szerk.). Az olvasás-szövegértés online diagnosztikus értékelésének tartalmi keretei. Oktatókutató és Fejlesztő Intézet, Budapest. 2015. <http://pedagogus.edia.hu/?q=content/>



az-olvas%C3%A1s-sz%C3%B6veg%C3%A9rt%C3%A9s-online-diagnosztikus-%C3%A9rt%C3%A9kel%C3%A9s%C3%A9nek-tartalmi-keretei

CSAPÓ, B. & ZSOLNAI, A. (szerk.): Online diagnosztikus mérések az iskola kezdő szakaszában. Oktatókutató és Fejlesztő Intézet, Budapest. 2015. <http://pedagogus.edia.hu/?q=content/online-diagnosztikus-m%C3%A9rt%C3%A9sek-az-iskola-kezd%C5%91-szakasz%C3%A1ban>

GAVORA, P. Akí sú moji žiaci? - 3. vyd. - Nitra : Enigma, 2011. - 222 s. - ISBN 978-80-89132-91-1.

KÁROLY, K & HOMONNAY, Z. Diszciplínák tanítása – a tanítás diszciplínái 4. - A tanulás és tanítás értékelése. Budapest: ELTE Eötvös Kiadó, 2017. 356s. ISBN 978-963-284-909-6. Dostupné na internete: [http://www.eltereader.hu/media/2017/07/Diszciplinak\\_4\\_READER.pdf](http://www.eltereader.hu/media/2017/07/Diszciplinak_4_READER.pdf)

SLAVÍIK, J. Hodnocení v současné škole : Východiska a nové metodypro praxi. - 1. vyd. - Praha : Portál, 1999. - 190 s. - ISBN 80-7178-262-9

STARÝ, K. & LAUFKOVÁ, V. a kol. Formativní hodnocení ve výuce - 1. vyd. - Praha : Portál, 2016. - 175 s. - ISBN 978-80-262-1001-6.

SZARKA, K. Súčasný trendy školského hodnotenia: Konceptia rozvíjajúceho hodnotenia. 1. vyd. Komárom: Kompress, 2017. 147 s. ISBN 978-963-12-9692-1.

**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
35.0	15.0	15.0	30.0	5.0	0.0

**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:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PKU8b/22	<b>Name:</b> Teacher competencies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The student reflects on a communication or interaction situation in the classroom or conducts an observational analysis related to an individual treatment or learning problem for which he/she will earn a maximum of 100 points. 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 marks) - For the purposes of reflection, the student will use at least 5 literary sources to support his/her own opinion. (10 pts) - The reflection includes references to analysis of the student's own work, lessons learned, and application of experience (40 pts). Total student workload - distribution of work hours: 1 credit = 30 work hours: - Attendance at lectures and seminars: total for the semester (26 hours) - Research work related to the student's written work and its production (4 work hours). The maximum number of points is 100. The course is subject to a passing grade of at least 50 points, i.e. 50% of the total, with the condition that at least half of the points (50%) must be obtained in each assignment. To achieve 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.	
<b>Results of education:</b> 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.	
<b>Brief syllabus:</b> 1.) Introduction to communication as a science. Concept, types and dimensions of communication; theories of communication. Historical features of social communication. Man and communication; communicative abilities of the individual. Verbal communication; practice of verbal expressions. Non-verbal communication and its means of expression. 2.) General characteristics of pedagogical	

communication. Characteristics and functions of pedagogical communication. Activity and interaction skills of the teacher in terms of the effectiveness of teaching and educational work. Communication style of the teacher. Effectiveness of teacher communication; characteristics of 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. 3.) 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. 4.) 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. 5.) Characteristics of communication between teachers and parents. 6.) Written forms of pedagogical communication. Advantages and disadvantages of written communication; genres of scientific communication and their main features. 7.) Pedagogical interaction. Interpretation of the theory and psychology of communication. Pedagogical significance of interaction. Methods that can be used in interaction research: observation by categories (Flanders and Bales interaction analysis), investigation of interpersonal behavior by questionnaire (QTI). Wubbels' model of teacher-pupil interaction and typological characteristics of personality. Teacher interpersonal style. 8.) The development of the pupil's personality, the promotion of individual treatment, adequate methodological preparedness for the successful upbringing and education of a disadvantaged child with special educational needs or difficulties with integration, learning and behaviour together with other children and pupils. Ongoing assessment and analysis of pupils' personal development. 9.) Facilitating and developing the development of pupil groups and communities, creating opportunities, openness to diverse socio-cultural diversity, integrative activities. 10.) Promoting learning. Arousing and sustaining interest. Creating a confident atmosphere in the classroom. Recognizing and eliminating learning problems.

#### **Literature:**

- V1 Tóth, Péter, Horváth, Kinga. Tanári interakció az osztályteremben [textový dokument (print)] . 1. vyd. Budapest: Budapesti Műszaki és Gazdaságtudományi Egyetem, 2022. Imre Sándor szakmai pedagógusképzés sorozat, 15. ISBN 978-963-421-882-1
- 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](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.

VÁŇKO, 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: 0

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

**Teacher:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc., prof. Dr. Krisztián Józsa, DSc., prof. Dr. András Németh, DSc., prof. Dr. Péter Tóth, PhD., Katalin Kanczné Nagy, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PPU6b/22	<b>Name:</b> Supportive learning environment
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for taking the course: <ul style="list-style-type: none"> <li>- Active participation of the student in lectures and seminars,</li> <li>- Participation of the student in assignments and participation in analyses and discussions during lectures and seminars,</li> <li>- preparation of a didactic test,</li> <li>- written work oriented to the implementation of a survey by means of a questionnaire.</li> </ul> Specific requirements for the course: <ul style="list-style-type: none"> <li>- Passing a didactic test on the theory of the subject (50 points), where at least 50% of the possible points must be obtained,</li> <li>- using 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).</li> </ul> Successful completion of the course requires a minimum of 50% of the maximum course grade (100 points). Final course grade: <ul style="list-style-type: none"> <li>- A = 90 - 100% (100 - 90 points)</li> <li>- B = 80 - 89 % (89 - 80 points)</li> <li>- C = 70-79 % (79-70 points)</li> <li>- D = 60 - 69 % (69 - 60 points)</li> <li>- E = 50 - 59 % (59 - 50 points)</li> <li>- FX = 0 - 49 % (49 - 0 points)</li> </ul> Total student load: 4 credits = 120 hours <ul style="list-style-type: none"> <li>- 26 hours: participation in lectures and seminars (contact hours);</li> <li>- 24 hours: self-study, study of literature related to the content of the course,</li> <li>- 40 hours: preparation and implementation of a questionnaire,</li> <li>- 30 hours: preparation for the didactic test.</li> </ul>	
<b>Results of education:</b> Knowledge: Upon completion of the course, the student will know <ul style="list-style-type: none"> <li>- Concepts and theories related to cognitive functions and their disorders and metacognition</li> </ul>	

- 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 self and others
- based on the results, recommend learning methods, techniques to others

**Competencies:**

The student should be

- be competent to take into account the peculiarities of students' cognitive and learning styles
- be open to analyse different learning problems professionally, using theories of cognitive and learning styles, to formulate conclusions and solve problems
- to be responsible when learning difficulties and individual characteristics of pupils are encountered
- can independently plan learning techniques and methods and take into account the unique learning styles of pupils

**Brief syllabus:**

1. Cognitive functions and their development
2. Cognitive disorders and their neurological basis
3. First theories of metacognition
4. Metacognition, metacognitive strategies and styles
5. Self-regulated learning
6. Subject relations of self-regulated learning
7. Learning: ability and style
8. Foundations of learning style based on theories of personality
9. Neurological bases of learning style, hemispheric laterality
10. Learning styles and learning environments, Internet-based learning
11. Learning and emotions, motivation for learning
12. Learning methodology
13. The connection between teaching style and learning style

**Literature:**

- Tóth Péter: Egyéni különbségek szerepe a tanulásban : Tanulási stratégiák. 1. vyd. Budapest : DSGI, 2012. - 143 s. - ISBN 978-963-88946-7-0.
- Tóth Péter: Egyéni különbségek szerepe a tanulásban : A tanulási stílus. 1. vyd. Budapest : DSGI, 2011. - 222 s. ISBN 978-963-88946-5-6.
- Paul Roeders, Gefferth Éva: A hatékony tanulás titka: A hatékony tanítás és tanulás dinamikája. 1. vyd. : Trefort Kiadó, 2007. - 215 s. ISBN 978-963-446-453-2.
- Jeanine O'Neill-Blackwell: Engage: The Trainer's Guide to Learning Styles. 1. vyd. San Francisco: Pfeiffer, 2012. - 357 s. ISBN 978-1-118-02943-5.
- Barkóczy Ilona, Putnoky Jenő: Tanulás és motiváció. Budapest : Tankönyvkiadó, 1967. - 282 s. ISBN 0008081.
- Péter Oroszlány: A tanulás tanítása. Budapest : Független Pedagógiai Intézet, 2004. - 326 s. ISBN 9632100972.
- Robert Fisher: Hogyan tanítsuk gyermekeinket tanulni? 1. vyd. Budapest : Műszaki Kiadó, 2007. - 192 s. ISBN 978-963-16-2531-8.

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

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** prof. Dr. Péter Tóth, PhD., Dr. habil. Erika Kopp, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PPX5/22	<b>Name:</b> Pedagogical practice V
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice. Mandatory parts of the portfolio: <ul style="list-style-type: none"> <li>• A protocol certifying the completion of the pedagogical practice</li> <li>• Analysis of observed lessons and observation forms filled in</li> <li>• Analysis of observed activities</li> <li>• Lesson plans, evaluation and analysis of the lessons taught</li> <li>• Other documents and attachments related to the pedagogical practice.</li> </ul> Student's workload: 1 credit = 30 hours (20 hours of pedagogical practice: 10 hours of observation, 10 hours of analysis of lessons and activities observed, 10 hours of preparation for pedagogical practice and preparation of the portfolio and documentation).	
<b>Results of education:</b> Educational outputs: Knowledge: The student <ul style="list-style-type: none"> <li>• Is able to observe and analyse activities at the primary level of education (elementary school).</li> <li>• Is able to evaluate and analyse activities of students of primary level of education (elementary school).</li> <li>• Is able to document observed activities at the primary level of education (elementary school).</li> <li>• Is able to consult school documents.</li> <li>• Is familiar with the staffing structure and facilities of the school.</li> <li>• Is familiar with the specific activities of the teacher during the lessons.</li> <li>• Knows and understands the environment, culture and organisation of primary and secondary schools.</li> </ul> Skills: The student	



- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialization in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive learning materials and portals in the teaching of subjects of primary education.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognizes his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs.

**Competences:**

- Takes a position on observed phenomena based on previous theoretical knowledge.
- Understands the relationship between teaching principles and consequences - learning effectiveness.
- Reflects own pedagogical skills.
- The student will be able to independently plan activities that expand knowledge in connection with 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.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons at primary level of education.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

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

KOSOVÁ, B. – KASÁČOVÁ, B.: *Základné pojmy a vzťahy v edukácii*. Banská Bystrica: PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN978-80-8083-525-5.

Štátny vzdelávací program ISCED 1 – primárne vzdelávanie. 2008. Bratislava: Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny ŠVP)

Školský vzdelávací program konkrétnej ZŠ a ostatná dostupná pedagogická dokumentácia  
cvičnej ZŠ  
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.  
SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha: Portál,  
1999. 190 s. ISBN 80-7178-262-9.

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

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

a	n
100.0	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Yvette Orsovics, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PPX6/22	<b>Name:</b> Pedagogical practice VI
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 20s <b>Methods of study:</b> present	
<b>Number of credits:</b> 2	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice. Mandatory parts of the portfolio: <ul style="list-style-type: none"> <li>• A protocol certifying the completion of the pedagogical practice</li> <li>• Analysis of observed lessons and observation forms filled in</li> <li>• Lesson plans, evaluation and analysis of the lessons taught</li> <li>• Other documents and attachments related to the pedagogical practice.</li> </ul> Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 2 credits = 60 hours (20 hours of pedagogical practice: 5 hours of observation, 5 hours of analysis (of lessons observed), 5 hours of teaching, 5 hours of analysis (of lessons taught); 40 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation)	
<b>Results of education:</b> Educational outputs: Knowledge: The student <ul style="list-style-type: none"> <li>• Is able to observe and analyse activities at the primary level of education (elementary school).</li> <li>• Is able to evaluate and analyse activities of students of primary level of education (elementary school).</li> <li>• Is able to document observed activities at the primary level of education (elementary school).</li> <li>• Is able to consult school documents.</li> <li>• Is familiar with the staffing structure and facilities of the school.</li> <li>• Is familiar with the specific activities of the teacher during the lessons.</li> <li>• Knows and understands the environment, culture and organisation of primary and secondary schools.</li> </ul>	

## Skills:

### The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
- is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialization in primary and secondary schools.
- can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
- can identify various teaching methods used during the lesson.
- describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive learning materials and portals in the teaching of subjects of primary education.
- describes the processes of student assessment in the teaching process.
- identifies the teaching and communication style, as well as professional skills of the teacher.
- is able to process, evaluate and reflect on the results of observation in the context of educational theory.
- recognizes his/her own level of competence.
- is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
- is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs.
- is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualisation and alternativity).
- is able to consult the practice teacher on his/her own written preparation.
- is able to properly prepare, teach and evaluate a lesson.
- is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.

### Competences:

- Takes a position on observed phenomena based on prior theoretical knowledge.
- Gives feedback and evaluates students' learning outcomes in accordance with assessment principles for the appropriate level of teaching.
- Presents his own personal characteristics, communication style, values and professional skills responsibly.
- Provides feedback and evaluates the learning outcomes of students in accordance with the principles of evaluation at the relevant level of education.
- Supports interactions between students.
- Accepts the manifestations of the student's individuality in the context of a formal social group within the school class, the peculiarities of the students' learning, specific educational needs and applies elements of differentiation in teaching.
- He implements teaching in classrooms, while applying teaching methods, strategies, means and aids and information and communication technologies optimized by the branch-didactic theory of his specialization.
- Understands the relationship between teaching principles and consequences - learning effectiveness.
- Reflects own pedagogical skills.
- The student will be able to realize the targeted development of self-knowledge related to the teaching profession.

- The student will be able to independently plan activities that expand knowledge regarding 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.
- Optimizes the atmosphere in the learning group (school class) and creates a stimulating and non-threatening environment for teaching and learning of pupils, by applying techniques of compliance with rules and safe working conditions and methods of motivating and activating students.

### **Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons at primary level of education.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

### **Literature:**

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

KOSOVÁ, B. – KASÁČOVÁ, B.: Základné pojmy a vzťahy v edukácii. Banská Bystrica: PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN978-80-8083-525-5.

Štátny vzdelávací program ISCED 1 – primárne vzdelávanie. 2008. Bratislava: Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny ŠVP)

Školský vzdelávací program konkrétnej ZŠ a ostatná dostupná pedagogická dokumentácia cvičnej ZŠ

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.

SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha: Portál, 1999. 190 s. ISBN 80-7178-262-9.

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

Hungarian, Slovak

<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 19					
A	B	C	D	E	FX
57.89	31.58	5.26	5.26	0.0	0.0
<b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Yvette Orsovics, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PPX7/22	<b>Name:</b> Pedagogical practice VII
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 60s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 6.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The final assessment is a portfolio based on the teaching aids developed during the pedagogical practice. The conditions for the completion of the course are regulated by the Dean's Regulation entitled "The Basic Principles of Pedagogical Practice at the J. Selye University Faculty of Education". The student is obliged to follow the sections of this document concerning active pedagogical practice. Mandatory parts of the portfolio: <ul style="list-style-type: none"> <li>• A protocol certifying the completion of the pedagogical practice</li> <li>• Analysis of observed lessons and observation forms filled in</li> <li>• Lesson plans, evaluation and analysis of the lessons taught</li> <li>• Other documents and attachments related to the pedagogical practice.</li> </ul> Assessment of the subject: A 100-90%, B 89-80%, C 79-70%, D 69-60%, E 59-50%. An Fx grade may be given if the student achieves less than 50% of the total score. Student's workload: 4 credits = 120 hours (60 hours of pedagogical practice: 10 hours of observation, 10 hours of analysis (of lessons observed), 20 hours of teaching, 20 hours of analysis (of lessons taught); 60 hours of preparation: preparation for pedagogical practice - consultation with the practice teacher, preparation for the lesson observation, preparation for the lessons to be taught, preparation of the portfolio and documentation).	
<b>Results of education:</b> <b>Knowledge:</b> The student <ul style="list-style-type: none"> <li>• Is able to observe and analyse activities at the primary level of education (elementary school).</li> <li>• Is able to evaluate and analyse activities of students of primary level of education (elementary school).</li> <li>• Is able to document observed activities at the primary level of education (elementary school).</li> <li>• Is able to consult school documents.</li> <li>• Is familiar with the staffing structure and facilities of the school.</li> <li>• Is familiar with the specific activities of the teacher during the lessons.</li> <li>• Knows and understands the environment, culture and organisation of primary and secondary schools.</li> </ul> <b>Skills:</b>	

### The student

- is able to identify different manifestations of the structural elements of personality, the psychological processes of the learner in the process of studies and in social interactions.
  - is familiar with specific activities of the teacher throughout the day, in the classroom and while teaching subjects related to his/her field of specialization in primary and secondary schools.
  - can identify the teaching objectives set by the teacher, the procedures used to achieve them and the extent to which they are achieved.
  - can identify various teaching methods used during the lesson.
  - describes the didactic aids, communication technologies and tools used in the teaching process, as well as the possibilities of using computers, interactive whiteboards, the Internet, special educational programs and software, dynamic systems, interactive learning materials and portals in the teaching of subjects of primary education.
  - describes the processes of student assessment in the teaching process.
  - identifies the teaching and communication style, as well as professional skills of the teacher.
  - is able to process, evaluate and reflect on the results of observation in the context of educational theory.
  - recognizes his/her own level of competence.
  - is able to identify common professional problems and to search for, formulate and solve them from a theoretical and practical background (using various practical procedures in practice).
  - is able to identify gifted learners, learners with difficulties or special educational needs, disadvantaged learners, learners with multiple disadvantages, as well as learners with special needs.
  - is able to prepare a didactically correct written lesson (including all necessary components such as creativity, autonomy, individualization and alternativity).
  - is able to consult the practice teacher on his/her own written preparation.
  - is able to properly prepare, teach and evaluate a lesson.
  - is able to document the results, as well as to professionally write reflections and self-reflections on the lesson planned, prepared, implemented and evaluated.
  - The student is able to apply his own psychodidactic and professional didactic teaching concepts in the real conditions of the school classroom.
  - The student can independently carry out teaching in classes, apply teaching methods, strategies, means and aids optimized by the disciplinary-didactic theory of his specialization.
  - The student is able to plan and implement the teaching process in a continuous sequence of lessons and other forms of teaching based on the target orientation of the subject, thematic units and teaching topics.
  - Apply pedagogical strategies to recognize the diverse needs of students in the school classroom and independently deal with various manifestations of students' behavior in school resulting from their diversity (specificities of the developmental period, social and cultural environment, gender, learning style, special educational needs, etc.).
  - The student can independently create positive socialization effects and manage discipline in the school classroom, manifestations of undisciplined behavior and class reactions to such manifestations.
- Competences:
- Takes a position on observed phenomena based on previous theoretical knowledge.
  - Performs self-reflection and receives feedback on one's own output from students, peers and the practice teacher.
  - Presents own personal characteristics, communication style, values and professional skills responsibly.



- Provides feedback and evaluates the learning results of students in accordance with the evaluation principles at the relevant level of education.
- Appropriately motivates students for learning activities and supports interactions between students.
- Accepts the manifestations of the student's individuality in the context of a formal social group within the school class, the peculiarities of the students' learning, specific educational needs and applies elements of differentiation in teaching.
- He implements teaching in classes, while applying teaching methods, strategies, means and aids and information and communication technologies optimized by the branch-didactic theory of his specialization.
- The student can develop professional interests and acquire the required characteristics of behavior in the position of a teacher.
- Implements pedagogical and didactic theory in the educational process.
- Implements interdisciplinary links and interdisciplinary knowledge in the presentation of taught topics.
- Understands the relationship between teaching principles and consequences - learning effectiveness.
- Reflects teaching experience and has an objective self-image about the level of own professional skills.
- The student will be able to implement targeted development of self-knowledge related to the teaching profession.
- The student will be able to independently plan activities that expand knowledge in connection with 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.
- Optimizes the atmosphere in the learning group (school class) and creates a stimulating and non-threatening environment for teaching and learning of students, by applying techniques of compliance with rules and safe working conditions and methods of external motivation and activation of students.

**Brief syllabus:**

Observation and evaluation of the external and internal environment of a primary and secondary school in practice.

Learning about and working with the pedagogical documentation of the class and the school.

Observation of the creation of conditions, implementation and evaluation of lessons at primary level of education.

Carrying out a professional analysis of the lessons observed in collaboration with the practice teacher.

Documenting the process and results of each lesson observed.

Didactical procedures for the preparation of the written preparation (with all its components), consultation with the practice teacher.

Preparation of the necessary conditions for the lesson.

Implementation of the planned and prepared lesson, by using innovative strategies, as well as appropriate teaching tools from primary and secondary schools.

Evaluating the lesson, using planned and selected methods and evaluation tools from the point of view of the teacher, the students (and elements of self-evaluation).

Professional analysis done together with the student's practice teacher: preparation, documentation and evaluation of the preparation and its use, as well as other components of the lesson.

Preparation of a portfolio of the lessons observed, with all its components, based on criteria predefined by the practice teacher, using autonomy and alternativity, based on current trends in didactics.

**Literature:**

HORVÁTHOVÁ, K. Oktatásmenedzsment. Komárno: UJS, 2015. ISBN 978-80-8122-136-1.  
KOSOVIÁ, B. – KASÁČOVÁ, B.: Základné pojmy a vzťahy v edukácii. Banská Bystrica: PF Univerzita Mateja Bela v Banskej Bystrici, 2007. - 160 s. - ISBN978-80-8083-525-5.  
Štátny vzdelávací program ISCED 1 – primárne vzdelávanie. 2008. Bratislava: Ministerstvo školstva SR, 2008. 180 s. ISBN 978-80-969407-5-2 (respektíve aktuálny ŠVP)  
Školský vzdelávací program konkrétnej ZŠ a ostatná dostupná pedagogická dokumentácia cvičnej ZŠ  
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.  
SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha: Portál, 1999. 190 s. ISBN 80-7178-262-9.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 13

A	B	C	D	E	FX
76.92	7.69	15.38	0.0	0.0	0.0

**Teacher:** Dr. habil. PaedDr. Kinga Horváth, PhD., Mgr. Anita Tóth-Bakos, PhD., Mgr. Yvette Orsovics, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PRP1a/22	<b>Name:</b> Basics of science in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s / 0s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for successful completion of the course is: - active participation in lectures and seminars, - submission of interim assignments during the semester, - successful completion of the final examination. Specific conditions for passing the course: Lecture - the condition is more than 50% success on the final written examination of the lecture topics and selected literature. Seminar - the prerequisite is the completion of all assignments during the semester and their submission on time. The final grade includes a grade on the final written review and seminar assignments as follows: $((1 \times \% \text{ of the written review}) + (2 \times \% \text{ of the assignment grade})) / 3$ Total student load: 4 credits = 120 hours - 39 hours for participation in lectures, seminars (contact hours), - 21 hours studying literature related to the course content, - 30 hours preparation of assignments, - 30 hours preparation for the final examination. The prerequisite for successful completion of the course is the achievement of at least 50% of the total number of points. Final grade: A grade of "A" requires a score of 90-100%; a grade of "B" requires a score of 80-89%; a grade of "C" requires a score of 70-79%; a grade of "D" requires a score of 60-69%; and a grade of "E" requires a score of 50-59% of the total points. An FX rating is less than 50% of the points achieved.	
<b>Results of education:</b> After completing the course the student will acquire <b>Knowledge:</b> knows the quantities and units of the International System of Units (SI) know how to characterise the motion of the planets of the solar system, knows the phases of the Moon, knows the concept of gravity and its effects on bodies	

know how bodies or fields interact with each other,  
knows the concept of force, can characterise gravitational, magnetic and electrostatic forces,  
knows the concept of motion, can characterise the different types of motion, knows the quantities that characterise motion  
knows the concept of work and energy, can characterise the different types of energy,  
knows the structure and main features of the universe and the solar system,  
knows the concept of chemical substance and its particle structure,  
characterize the cycle of selected chemical substances and their importance on Earth,  
know the spheres, components and structure of the Earth and the processes that take place in the spheres,  
characterise global air problems and explain the causes of existing problems,  
know the important physical and chemical properties of water,  
can characterise the importance and problems of fresh water,  
know the processes of water purification,  
know the processes occurring in forest, field and aquatic ecosystems of Central Europe, the importance of biosphere protection.  
can characterise the global and local problems of the Anthropocene, human interventions in the environment and their consequences.

**Skills:**

be able to convert SI units of magnitude  
is able to carry out measurements related to the topics of the Natural Science subject,  
is able to see the solar system as a whole, is able to model the relative positions of the Sun, the Earth and the Moon,  
is able to model different interactions, is able to model the action of different forces on bodies,  
is able to model the motion of bodies,  
is able to model different energy transformations,  
is able to see the processes and interactions taking place in the Earth's spheres as a system,  
is able to see chemical matter and its structure in a systematic context in relation to life on Earth.  
Is able to see globally the problems and impacts of the atmosphere on civilization as a whole,  
is able to model water purification,  
is able to independently collect and process information, interpret graphs and tables, and analyze their data in the subject area of Natural Science.

**Competencies:**

with his/her knowledge in the field of nature conservation and environmental protection, he/she is able to form responsible behaviour in the performance of his/her educational tasks,  
has a positive attitude towards the knowledge and protection of the living and non-living environment of the Earth,  
demonstrates a positive approach in developing knowledge, skills and attitudes of children and young people in relation to nature.

**Brief syllabus:**

Quantities, SI units of measurement.

Our cosmic environment, astronomical knowledge, the solar system, the shape and motions of the Earth. Phases of the moon, seasons, gravity.

Interaction of bodies and fields (gravitational, magnetic, electric, light, sound), their influence on bodies.

Force (gravitational, magnetic, electrostatic), motion of bodies.

Energy (work, mechanical energy, thermal energy, electrical energy, etc.), energy transformations, energy exchange, energy propagation, effects on bodies.

Periodic table of elements and life cycle of stars. Chemicals on Earth, substances and their particles, chemical and physical properties of substances, physical and chemical changes.  
The cycling of important chemicals on Earth.  
Parts and structure of the atmosphere. Global atmospheric problems.  
Characterisation of water as a chemical substance. Geography of the hydrosphere: surface water and groundwater. Importance and problems of fresh water.  
Cartographic knowledge, orientation on the globe and map. Earth as a rocky planet. Minerals and rocks. Structure of the Earth. Basics of plate tectonics. Internal and external forces. Global problems of the Earth's crust. Fundamentals of pedology. Soil conservation.  
History of the Earth.  
Atmospheric geography: parts and structure of the atmosphere, atmospheric warming, atmospheric pressure and wind, wind systems, precipitation, atmospheric phenomena and observations. Global atmospheric problems.  
Physical geography of Slovakia.  
Forest as an ecosystem. Life in the forest.  
Plants and animals in fields and arable land.  
Plants and animals of waters and shores. Conservation of aquatic habitats.  
Nature conservation, environmental protection. Challenges of the Anthropocene.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 43

A	B	C	D	E	FX
16.28	37.21	23.26	13.95	0.0	9.3

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Mgr. Katarína Szarka, PhD., RNDr. Eva Tóthová Tarová, PhD., Mgr. Ladislav Jaruska, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PRV1b/22	<b>Name:</b> Science
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar / Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s / 0s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for successful completion of the course is: - active participation in lectures and seminars, - submission of interim assignments during the semester, - successful completion of the final examination. Specific conditions for passing the course: Lecture - the condition is more than 50% success on the final written examination of the lecture topics and selected literature. Seminar - the prerequisite is the completion of all assignments during the semester and their submission on time. The final grade includes a grade on the final written review and seminar assignments as follows: $((1 \times \% \text{ of the written review}) + (2 \times \% \text{ of the assignment grade})) / 3$ Total student load: 4 credits = 120 hours - 39 hours for participation in lectures and seminars (contact hours), - 21 hours studying literature related to the course content, - 30 hours preparation of assignments, - 30 hours preparation for the final examination. The condition for successful completion of the course is the achievement of at least 50% of the total number of points. Final grade: A grade of "A" requires a score of 90-100%; a grade of "B" requires a score of 80-89%; a grade of "C" requires a score of 70-79%; a grade of "D" requires a score of 60-69%; and a grade of "E" requires a score of 50-59% of the total points. An FX rating is less than 50% of the points achieved.	
<b>Results of education:</b> After completing the course the student will acquire <b>Knowledge:</b> knows the quantities and units of the International System of Units (SI) know how to characterise the motion of the planets of the solar system, knows the phases of the Moon, knows the concept of gravity and its effects on bodies	

know how bodies or fields interact with each other,  
knows the concept of force, can characterise gravitational, magnetic and electrostatic forces,  
knows the concept of motion, can characterise the different types of motion, knows the quantities that characterise motion  
knows the concept of work and energy, can characterise the different types of energy,  
knows the structure and main features of the universe and the solar system,  
knows the concept and particle structure of chemical substances,  
characterise the cycle of selected chemical substances and their importance on Earth,  
know the spheres, components and structure of the Earth and the processes that take place in the spheres,  
can characterise global air problems and explain the causes of existing problems,  
know the important physical and chemical properties of water,  
can characterise the importance and problems of fresh water,  
know the processes of water purification,  
know the processes occurring in forest, field and aquatic ecosystems of Central Europe, the importance of biosphere protection.  
can characterise the global and local problems of the Anthropocene, human interventions in the environment and their consequences.

**Skills:**

be able to convert SI units of magnitude  
is able to carry out measurements related to the topics of the Natural Science subject,  
is able to see the solar system as a whole, is able to model the relative positions of the Sun, the Earth and the Moon,  
is able to model different interactions, is able to model the action of different forces on bodies,  
is able to model the motion of bodies,  
is able to model different energy transformations,  
is able to see the processes and interactions taking place in the Earth's spheres as a system,  
is able to see a chemical substance and its structure in a systematic context in relation to life on Earth.  
Able to see globally the problems and impacts of the atmosphere on civilization as a whole,  
is able to model water purification,  
is able to independently collect and process information, interpret graphs and tables, and analyze their data in the subject area of Natural Science.

**Competencies:**

with his/her knowledge in the field of nature conservation and environmental protection, he/she is able to form responsible behaviour in the performance of his/her educational tasks,  
has a positive attitude towards the knowledge and protection of the living and non-living environment of the Earth,  
demonstrates a positive approach in developing knowledge, skills and attitudes of children and young people in relation to nature.

**Brief syllabus:**

Our cosmic environment, astronomical knowledge, the solar system, the shape and movements of the Earth. The phases of the moon, the seasons, gravity.  
Earth as a rocky planet. Minerals and rocks. Structure of the Earth. Basics of plate tectonics. Internal and external forces. Global problems of the Earth's crust.  
Periodic table of elements and life cycle of stars. Chemistry of the Earth, substances and their particles, chemical and physical properties of substances, physical and chemical changes.  
The cycling of important chemicals on Earth.  
Parts and structure of the atmosphere. Global atmospheric problems.



Geography of the atmosphere: parts and structure of the atmosphere, atmospheric warming, atmospheric pressure and wind, wind systems, precipitation, atmospheric phenomena and observations. Global atmospheric problems.

Characterisation of water as a chemical substance. Geography of the hydrosphere: surface water and groundwater. Importance and problems of fresh water.

Plants and animals of waters and shores. Conservation of aquatic habitats.

Fundamentals of pedology. Soil conservation.

History of the earth.

Quantities, SI units of measurement.

Interaction of bodies and fields (gravitational, magnetic, electric, light, sound), their influence on bodies.

Force (gravitational, magnetic, electrostatic), motion of bodies.

Energy (work, mechanical energy, thermal energy, electrical energy, etc.), energy transformations, energy exchange, energy propagation, effects on bodies.

Physical geography of Slovakia.

Cartographic knowledge, orientation on the globe and map.

Forest as an ecosystem. Life in the forest.

Plants and animals in fields and arable land.

Nature conservation, environmental protection. Challenges of the Anthropocene.

#### **Literature:**

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

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

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FARKAS, A. et al. Digitális pedagógiai módszertani ajánlások gyűjteménye. Budapest: Oktatási Hivatal. 2021. (dostupné na internete: [https://www.oktatas.hu/pub\\_bin/dload/kozoktatasi/tavoktatasi/Modszertani\\_gyujtemeny\\_01\\_08\\_compressed.pdf](https://www.oktatas.hu/pub_bin/dload/kozoktatasi/tavoktatasi/Modszertani_gyujtemeny_01_08_compressed.pdf))

JÓZSA, K., et al. FOCUS teszt: új, számítógépalapú vizsgálati eszköz 3–8 éves gyermekek számára. Gyermeknevelés, 2019. (7)2–3, 111–124. (dostupné na internete: [https://www.researchgate.net/publication/338986310\\_FOCUS\\_teszt\\_uj\\_szamitogep-alapu\\_vizsgalati\\_eszkoz\\_3-8\\_eves\\_gyermekek\\_szamara](https://www.researchgate.net/publication/338986310_FOCUS_teszt_uj_szamitogep-alapu_vizsgalati_eszkoz_3-8_eves_gyermekek_szamara))

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

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

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

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TÓTH-MÓZER, SZ. – MISLEY, H. Digitális eszközök integrálása az oktatásba Jó gyakorlatokkal, tantárgyi példákkal, modern eszközzel. Budapest: Eötvös Loránd Tudományegyetem. 2019. ISBN 978-963-489-129-1. (dostupné na internete: [http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba\\_INTERA.pdf](http://mindenkiiskolaja.elte.hu/wp-content/uploads/2019/09/Digit%C3%A1lis-eszk%C3%B6z%C3%B6k-integr%C3%A1l%C3%A1sa-az-oktat%C3%A1sba_INTERA.pdf))

SZARKA, K. Inovácie v pregraduálnej príprave učiteľov s využitím webových aplikácií. 1. vyd. Komárom: KOMPRESS Nyomdaipari Kft., 2018. 154 s. [11,21AH]. ISBN 978-615-00-2597-1.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** Dr. habil. Sarolta Zsuzsanna Mészárosné Darvay, PhD., Mgr. Katarína Szarka, PhD., Mgr. Ladislav Jaruska, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ PUP/22	<b>Name:</b> Progressive educational aids in teaching the Slovak language
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 3.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: - Active participation of the student in seminars, - participation of the student in creative individual and group activities, - creation of classical and electronic teaching aids, - presentation of the created aids with a lesson plan for their use. Specific requirements for the course 1.) creation of teaching aids and lesson plan in the form of individual work, 2.) presentation of the created teaching aids. 1.) Creation of teaching aids, which is worth a maximum of 50 points and is assessed as follows: Classical teaching aid (25 points): - Aesthetic appearance of the teaching aid, - originality, - didactic usability. Electronic teaching aid (25 points): - Content, - didactic usability, - structure and form, - originality. 2.) Presentation of a lesson plan using the presented teaching aids with the intention to: - setting the specific objectives of the lesson - the methodological procedure of the lesson - the feasibility of the lesson plan The presentation is worth a maximum of 50 points and is assessed by: - content, - structure and logical continuity, - originality and technical execution, - communication skills and professional preparedness of the student in the form of prompt answers to questions on the presented topic. Final course evaluation:	

A minimum of 50% of the maximum number of points is required to pass the course, with a maximum of 100 points.

For the final assessment of the course, the following points must be obtained on the basis of the specified conditions:

Number of points Assessment

100-90 A

89-80 B

79-70 C

69-60 D

59-50 E

49 or less FX

Total student load: 1 credit = 30 hours

- 13 hours for participation in seminars (contact hours),
- 7 hours studying literature, collecting materials to create teaching aids,
- 10 hours preparation and creation of teaching aids.

### **Results of education:**

Knowledge:

- The student knows the concept, function and classification of teaching aids
- The student knows the requirements for teaching aids
- Knows the criteria for selecting appropriate teaching aids
- The student can plan a lesson using a teaching aid
- Knows progressive teaching aids and knows how to apply them correctly in Slovak language and Slovak literature lessons
- The student knows the aids suitable for obtaining feedback from pupils
- The student knows the educational programmes and multimedia resources applicable in Slovak language and Slovak literature lessons at the 1st level of primary school with VJM

Skills:

- The student is able to select appropriate teaching aids for selected communication topics.
- The student has basic practical experience in planning and organising the activities of individuals and groups of pupils in Slovak language and Slovak literature lessons at primary school level 1 with VJM.
- Has basic practical experience in defining and formulating specific objectives of Slovak language and Slovak literature lessons.
- The student will be able to work independently with specialist literature, will be able to collect and evaluate specialist information.
- The student will be able to apply the acquired theoretical knowledge in pedagogical practice.
- The student will be able to apply the acquired theoretical knowledge in specific educational situations in Slovak language and Slovak literature classes at the 1st level of primary school with VJM.

Competences:

- The student will develop the right attitudes to work in the classroom in Slovak language and Slovak literature lessons at the 1st level of primary school with VJM.
- The student selects teaching aids in such a way as to positively influence the learning process.
- The student is characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issues of teaching Slovak language and Slovak literature at the 1st level of primary school with VJM.

### **Brief syllabus:**

1. Theoretical knowledge about teaching aids (concept, classification of teaching aids, requirements for teaching aids)
2. Possibilities of using teaching aids in Slovak language and Slovak literature (SJSJL) lessons at the 1st level of primary school with VJM
3. Selection and application of teaching aids
4. Lesson planning using teaching aids
5. Modern foreign language textbooks
6. Pupils' workbooks and worksheets
7. Situational pictures, picture cards, word cards
8. Didactic games
9. Concept and idea maps
10. Formative assessment tools
11. Internet resources useful in SJSJL teaching; Programs for creating electronic teaching aids
12. Multimedia resources and educational programs usable in teaching SJSJL
13. Presentation of created teaching aids

**Literature:**

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Online: [https://archiv.mpcedu.sk/sites/default/files/publikacie/tvorba\\_a\\_aplikacia\\_dh\\_a\\_up.pdf](https://archiv.mpcedu.sk/sites/default/files/publikacie/tvorba_a_aplikacia_dh_a_up.pdf)

TUREK, I. 2005. Inovácie v didaktike. Bratislava: Metodicko-pedagogické centrum, 2005. ISBN 80-8052-230-8.

TUREK, I. 2014. Didaktika. Bratislava. Wolters Kluwer, 2014. ISBN 9788081680045

Aktuálne učebnice, pracovné zošity, dostupné učebné pomôcky k vyučovaniu slovenského jazyka a slovenskej literatúry (1. st. ZŠ s VJM)

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 0

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

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ RAK/22	<b>Name:</b> Development of English language competences
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 4.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for successful completion of the course is: <ul style="list-style-type: none"> <li>- active participation in seminars;</li> <li>- completion of the assignments during the semester;</li> <li>- submission of a written assignment with didactic intent.</li> </ul> Specific conditions for passing the course: <ul style="list-style-type: none"> <li>- During the semester, the student will submit one lesson plan for an elementary school English 1 lesson for which 50 points may be earned.</li> </ul> Students will plan a 45-minute lesson. They can choose according to: age level, topic, materials. The lesson should focus on developing students' reading, speaking, listening, and literacy skills, and the lesson plan should be based on one of the topics covered during the semester. The lesson plan can be written in English. <p>The lesson plan will be evaluated based on the following criteria: 1. Do students give precise and clear objectives and instructions? (10 points), 2. Is their lesson plan divided into all necessary stages? E.g. "warm-up", review, practice, relaxation (10 points), 3. Time management: do they provide enough time to think and work on each activity? (10 points), 4. Do the reading, speaking, listening, and literacy activities meet students' needs and age level? (10 points), 5 Creativity: materials, activities (10 points).</p> Total student load: 1 credit = 30 hours 13 hours: participation in seminars; 7 hours: self-study; 10 hours: preparation of an AJ lesson plan for Primary 1. <p>In order to pass the course, it is necessary to obtain at least 50% of the maximum number of points (50).</p> The final grade for the course is at least 45 points for an A grade, 40 points for a B grade, 35 points for a C grade, 30 points for a D grade and 25 points for an E grade. Credit will not be awarded to a student who scores less than 25 points.	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student knows the process and criteria of English lesson planning in terms of content and methodology.</li> </ul>	

- The student will be able to identify the social, cognitive, and emotional needs of students in Primary 1 and select appropriate teaching methods accordingly to develop reading, speaking, listening, and literacy skills in English.

- The student will define and name word games, types of games, and dramatic techniques to develop reading, speaking, listening, and literacy skills used in each English grammar lesson.  
Skills:

- The student is able to plan an English language arts lesson according to the social, cognitive, and emotional needs of elementary school students.

- The student can select appropriate games and dramatic techniques to meet the needs of students according to their language proficiency in reading, speaking, listening, and literacy skills.

Competencies:

- The student knows the specifics of the methodological procedure for preparing and conducting an English language arts lesson designed to develop the reading, speaking, listening, and literacy skills of elementary 1st grade students.

### **Brief syllabus:**

The following areas will be covered during the course:

1. Introduction to the course
2. Warm-up activities - speech, literacy, listening and reading exercises
3. Family - speech and language exercises
4. My body - listening exercises
5. Nature and animals - reading exercises
6. Seasons - literacy exercises
7. Means of transport - literacy exercises
8. Vegetables and fruits - speech exercises
9. Holidays - reading exercises
10. Leisure time - listening exercises
11. Work - literacy exercises
12. Culture - speech exercises
13. Writing a lesson plan (exercises)

### **Literature:**

Maley, A.–Duff, A. Drama Techniques: A resource book of communication activities for language teachers. Cambridge: CUP, 2005.

Wajnryb, Ruth. Classroom Observation tasks: Resource book for language teachers and trainers. New York: CUP, 2003.

Puskás, A. Assessing Young Learners in the English Language Classroom. Szeged: Belvedere Meridionale, 2017.

Puskás, A. Teaching Young Learners: A textbook for EFL teacher trainees. Žihárec: Tomáš Katona - bymoon, 2018.

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

Hungarian, Slovak

### **Notes:**

### **Evaluation of subjects**

Total number of evaluated students: 19

A	B	C	D	E	FX
36.84	5.26	52.63	0.0	5.26	0.0

**Teacher:** Mgr. Klaudia Pauliková, PhD., PaedDr. Cyntia Kálmánová, Mgr. Nikolas Katona

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ RMT/22	<b>Name:</b> Mathematical talent development in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for completing the subject: Active participation in classes is a prerequisite for completing the subject. To successfully complete the subject, a written final exam is required at the end of the semester. In the written exam, at least 50% of the obtainable points must be achieved in order to successfully complete the subject. A student who does not obtain at least 50% of the marks must take a remedial written exam and obtain at least 50% of the marks. The student is entitled to two supplementary exams. The student's total workload (1 credit = 30 hours): - participation in exercises (13 hours), - preparation for the written exam (17 hours). At least 90% of the points that can be obtained for the A grade, at least 80% of the points for the B grade, at least 70% of the points for the C grade, at least 60% of the points for the D grade, and at least 60% of the points for the E grade at least 50% must be obtained. The subject ends with an exam.	
<b>Results of education:</b> Educational results: Knowledge The student: <ul style="list-style-type: none"> <li>• knows the basic principles of developing mathematical thinking, can apply set operations, the basic principles of logic, ordering and systematization when solving problems;</li> <li>• knows the concepts of function, function representation and series, and knows the special types of series;</li> <li>• can explain the principles of operational algorithms; knows the strategies for solving mathematical problems;</li> <li>• has broad scientific knowledge in the educational fields or specialized fields that serve as the profile of his activity;</li> <li>• knows the current national curricula;</li> <li>• knows the broad theoretical connections of educational content and didactics; knows the different methods of introducing and developing logical thinking in the lower grades of elementary school;</li> </ul>	

- knows the basic math competitions in the lower grades of elementary school.

#### Skills

The student:

- shows a high degree of independence when solving geometric problems and projects;
- is able to plan and manage lessons in such a way that the discovery, introduction and development of mathematical concepts and procedures are constructivist and develop students' ability to solve real-world problems using mathematical methods;
- has basic practical experience in planning and organizing the activities of individuals and student groups during the educational process;
- is able to apply theoretical knowledge in practice when solving mathematical problems;
- is able to carry out talent management activities and develop talented students in mathematics.
- has the skills and abilities to apply basic mathematical knowledge in the preparation of mathematics lessons and in the creation of the mathematics talent development course.

#### Competencies

The student:

- has a positive attitude towards the teaching of mathematics and is prepared for his profession;
- is able to carry out active pedagogical activities, is able to incorporate his own theoretical and didactic knowledge into the pedagogical practice of mathematics teaching and talent management;
- is able to present, explain and justify in detail the educational strategies that he consciously chose and applied during the pedagogical planning;
- is able to work effectively both independently and in a team;
- is aware of the usefulness and practical application of mathematical knowledge;
- is aware of the responsibility of being responsible for the fundamental formation of knowledge and understanding of mathematics.
- develops a positive attitude towards the teaching of mathematics and the development of the mathematical talent of its students
- makes you aware of the usefulness of mathematical knowledge and its application in practical life.

#### **Brief syllabus:**

Structure of the subject:

- Methods and possibilities of mathematical talent management in the lower grades of elementary school,
- Mathematical competitions in the lower grades of elementary school - Pythagoriada, International Kangaroo,
- Basic principles of logic and set theory, logical sieve, box principle, decomposition of sets, set operations
- Mapping as assignment and as function, definition, notation, basic concepts
- Definition of mapping: formula, table, graph, arrow diagram, machine.
- Methods of developing functional thinking.
- Series, its definition, notation, graph. Series in elementary mathematics, arithmetic and geometry series,
- Sum of members of an arithmetic series, recursive series, Fibonacci series.
- Graphs, series in elementary mathematics.
- Sorting and selection methods.
- Typical methods of solving mathematical competition problems.

#### **Literature:**

- SZENDREI, J.: Gondolod, hogy egyre megy?, Typotex Kiadó, Budapest, 2005

- KISS, T.: A gyermek matematikai gondolkodásának megalapozása és fejlesztése, Új ped. Szemle, 1994/12
- DIENES, Z.: Építsük fel a matematikát!
- Úlohy Pitagoriády: <https://www.iuventa.sk/olympiady-1/pytagoriada/>
- RÓKA, S.: 2000 feladat az elemi matematika köréből, Typotex Kiadó, 2010
- RÓKA, S.: Gondolkodtató, Tóth Könyvkereskedés és Kiadó Kft.

**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
93.75	3.13	3.13	0.0	0.0	0.0

**Teacher:** prof. Dr. Krisztián Józsa, DSc., Mgr. Ladislav Jaruska, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ SDL4b/22	<b>Name:</b> Slovak children's literature
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> 1. Active participation in seminars Evaluation criteria: - Active participation, responsible approach and fulfillment of assignments, participation in discussions - Active solution of exercises, tasks and quizzes according to the content syllabus 2. Passing two written examinations / tests (50-50 points): Evaluation criteria: - Content, quality, formulation of answers, level of knowledge in relation to the content of the subject and the issues addressed Total student workload: 4 credits = 120 hours • 26 hours for participation in lectures and seminars (contact hours), • 34 hours of study of professional literature in connection with the content of the subject, • 30 hours portfolio preparation / for continuous tests – from an individually selected topic, • 30 hours preparation for the final test. Final rating: The condition for successful completion of the course is to obtain at least 50% of the maximum possible evaluation of the course (100 points). Summary evaluation: A - 100 - 91%, B - 90 - 81%, C - 80 - 71%, D - 70 - 61%, E - 60 - 50%. Credits will not be awarded to a student who does not reach 50%.	
<b>Results of education:</b> The graduate of the course masters the periodization and basic developmental impulses of Slovak literature for children and youth, the intentional work of its most important representatives and knows emblem works - with a specific focus on post-war development. He is able to work with a specific literary text on an interpretive basis in the background of his own reading experience. Knowledge: • The student will gain an overview of the diachronic and synchronous development of Slovak literature for children and youth with a special focus on post-war development (until now). • The student will gain an overview of selected authors and works that are fully usable in the teaching of Slovak language and Slovak literature at the 1st level in schools with Hungarian as the language of instruction.	

- The student will be able to independently collect information on the issue, be familiar with the available readings, workbooks, manuals, dictionaries, encyclopedias and lexicons.
- The student will be able to analyze the acquired information, evaluate it overall and present it publicly.
- The student will be able to correctly apply the acquired knowledge in specific outputs (lessons, lectures, presentations, modeled lessons, etc.).
- The student will be able to plan the various stages of preparation for the processing and concretization of the task of interpreting the work of Slovak literature for children and youth.
- The student will be able to recognize the level of their own competencies and judgments in selecting the amount of information obtained.
- The student will be able to identify common professional problems, research and formulate the theoretical and practical starting points needed to solve them at an appropriate professional level – in the background of the problems of intentional Slovak literature for children and youth.

Skills:

- The student will be able to motivate their students to master the subject, as well as to awaken their overall interest in the process of education for culture, aesthetics and literary taste in the field of Slovak literature for children and youth.
- The student will be able to independently acquire additional knowledge in the field of Slovak literature for children and youth.
- The student will be able to apply the acquired theoretical knowledge and will be able to identify the content of specific creative tasks in the implementation of acquired knowledge.
- The student will be able to get acquainted with new trends in the established field of Slovak literature with special regard to the field of Slovak literature for children and youth, usable at the 1st level of primary school with Hungarian as the language of instruction.
- The student will be able to understand the overall social function and importance of Slovak literature as a certain component of cultural development (also in comparison with a similar component of Hungarian literature).
- The student will be able to identify the content of specific creative tasks in the implementation of the presented knowledge into the daily practice of the teacher.

Competences:

- The student will be able to apply the system of knowledge and skills important for the needs of teaching related subjects at the 1st level of primary school with Hungarian as the language of instruction. He will be able to use them in his own creative practice in a particular school.
- The student will be characterized by independent, critical and analytical thinking, which can be flexibly applied in the conditions of the educational process.
- The student will be able to implement a targeted development of knowledge related to the topic and will be able to independently plan selected creative activities that expand theoretical and practical knowledge.
- The student will be able to manage the style of work of others in the school environment.

**Brief syllabus:**

1. Periodization of the development of Slovak literature for children and youth
2. Slovak literature for children and youth in the years 1945 - 1948
3. Childhood without poetry, poetry without childhood. Slovak literature for children and youth in the years 1949 - 1960
4. Returns and starting points. The most important authors of Slovak literature for children and youth in the period 1949 - 1960 and their intentional literary work
5. Prologue to take off. A brief recapitulation of the situation in the second half of the 1950s
6. Building the institutional and magazine base of literature for children and youth at the turn of the 50s and 60s of the 20th century

7. The beginning and development of the poetics of the children's aspect in literary work for children and youth of the 1960s
8. Slovak literature for children and youth in the normalization 70s
9. Slovak literature for children and youth in the post-normalization 80s
10. Thought and shape vicissitudes of literary work for children and youth after 1989
11. Coordinates of contemporary Slovak literature for children and youth (institutions, literary criticism, possibilities, challenges ...)
12. Interpretation of selected works of intentional Slovak literature for children and youth
13. Interpretation of selected works of intentional Slovak literature for children and youth

**Literature:**

- KOPÁL, J. – TARCALOVÁ, Ž.: Literatúra pre deti a didaktika literárnej výchovy na 1. stupni ZŠ. Bratislava: SPN, 1985. 228 s. bez ISBN
- OBERT, V.: Práca s literárnym textom pre deti a mládež. Bratislava: SPN, 1985. 132 s. bez ISBN
- SEDLÁK, J.: Epické žánre v literatúre pre mládež. Bratislava: Slovenské pedagogické nakladateľstvo, 1981. 355 s. bez ISBN
- SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež do roku 1960. Bratislava: Literárne informačné centrum, 2007. 272 s. ISBN 978-80-89222-32-2
- SLIACKY, O.: Dejiny slovenskej literatúry pre deti a mládež roku 1945. Bratislava: Slovenské pedagogické nakladateľstvo, 1990. 276 s. ISBN 80 – 06 – 00150 – 2
- SLIACKY, O.: Slovník slovenských spisovateľov pre deti a mládež. Bratislava: Literárne informačné centrum, 2005. 486 s. ISBN 978-80-89222-64-3
- STANISLAVOVÁ, Z.: Dejiny slovenskej literatúry pre deti a mládež po roku 1960. Bratislava: Literárne informačné centrum, 2010. 318 s. ISBN 978-80-8119-026-1
- TUČNÁ, E.: Marginálie o literatúre pre mládež. Nitra: Filozofická fakulta Univerzity Konštantína Filozofa v Nitre, 2000. 194 s. ISBN 978-80-8050-300-0

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 39

A	B	C	D	E	FX
5.13	33.33	33.33	20.51	7.69	0.0

**Teacher:** doc. PaedDr. Patrik Šenkár, PhD., PaedDr. Jaroslav Vlnka, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ SMS/22	<b>Name:</b> Special management of small schools
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Prerequisites: - Active participation of the student in seminars, - participation of the student in creative individual and group activities, - preparation and elaboration of a thesis/project, - presentation of the project. Specific requirements for completion of the course: 1.) elaboration of a project in relation to the course content in the form of pair or group work, 2.) presentation of the project. The project is worth a maximum of 50 points and is assessed by: - Content, - didactic applicability, - structure and form, - originality of the project solution. The presentation is worth a maximum of 50 points and is evaluated on: - Content, - structure and logical continuity, - originality and technical execution, - communication skills and professional preparedness of the student in the form of prompt answers to questions related to the presented topic. Final course evaluation: A minimum of 50% of the maximum number of points is required to pass the course, with a maximum of 100 points. For the final assessment of the course, the following points must be obtained on the basis of the specified conditions: Number of points Assessment 100-90 A 89-80 B 79-70 C 69-60 D 59-50 E	

49 or less FX

Total student load: 1 credit = 30 hours

- 13 hours for participation in seminars (contact hours),
- 7 hours studying literature, collecting materials for the project,
- 10 hours preparation and processing of thesis/project.

### **Results of education:**

Knowledge:

- The graduate is familiar with current state educational programs.
- Knows the perspectives of unorganized elementary schools
- Knows the specifics of lesson plan development
- Knows the appropriate concepts for the organisation of teaching in classes with combined grades
- Knows the phases of teaching in the combined classroom
- Knows the methods of teaching in the combined classroom.
- Knows 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.

Skills:

- The graduate has a broad knowledge of the practical context of educational content and didactics or didactics and methodology in the profile educational areas and specialisations of his/her field of activity.
- He/she has basic practical experience in planning and organising the activities of individuals and groups of pupils in the educational process.
- Has basic practical experience of defining and formulating teaching objectives.
- Has basic practical experience in didactical analysis of the curriculum - can break down the content of the curriculum into its basic elements (facts, concepts, relationships, procedures).
- Has basic practical experience of identifying the individual characteristics of primary pupils.
- Can work independently with specialist literature, will be able to collect and evaluate specialist information.
- Can apply the acquired theoretical knowledge in pedagogical practice.
- He/she will be able to apply the acquired theoretical knowledge in specific educational situations in primary school conditions, especially in a classroom with combined grades.

Competences:

- Develops the right attitudes to work in a classroom with combined grades.
- Solves educational problems professionally and empathetically.
- Shapes the learning environment to positively influence the learning process.
- The graduate is characterised by creative thinking, independence in planning his/her own education, autonomy and responsibility in decision-making in relation to the issue of teaching in the mother tongue in a classroom with combined grades.

### **Brief syllabus:**

1. Perspective of unorganised primary schools
2. Organisation of an unorganised primary school with classes with combined grades merging grades into classes
3. Specifics of timetable development
4. Teaching lessons in a class with combined grades
5. Direct work of the teacher with pupils and independent work of pupils



6. Types and functions of independent work
7. Appropriate approaches to the organisation of teaching in mixed year groups
8. Co-operative teaching in the combined classroom
9. Project-based learning in the combined classroom
10. Problem-based learning in a classroom with linked year groups
11. Integrated thematic teaching in a classroom with linked year groups
12. Open classroom teaching in a classroom with linked year groups
13. Programmed teaching in a classroom with linked year groups

**Literature:**

- BOROŠ, J. 2001. Základy sociálnej psychológie. Bratislava: Vydavateľstvo IRIs, 2001. ISBN 80-8901-820-3.
- KALHOUS, Z., OBst, O. 2002. Školní didaktika. Praha: Nakladatelství Portál, 2002. ISBN 80-7178-253-X.
- REHÁKOVÁ, T., VAJDA, B., SZARKA, L. Sztereotípiák és a valóság. Oktatási-nevelési módszerek a szlovákiai magyar tannyelvű kisiskolákban / . Komárno: Univerzita J. Selyeho, 2020. - 69 s., Vydané s: Adatok és gondolatok a kis- és központi iskola dilemmájáról. - XXVI/6 : Lilium Aurum, s.r.o. ISSN 1335-6445.
- PETLÁK, E. Inovácie v edukácii . - 1. vyd. - Bratislava: Wolters Kluwer, 2020. - 196 s. - ISBN 978-80-571-0267-0
- PETLÁK, E., FENYVESIOVÁ, L. Interakcia vo vyučovaní . Bratislava: Iris, 2009. ISBN 978-80-89256-31-0
- PETLÁK, E. Pedagogicko-didaktická práca učiteľa. Bratislava: IRIS, 2000. - 118 s. - ISBN 80-89018-05-X
- ZELINA, M. Teórie výchovy alebo hľadanie dobra. Bratislava: SPN, 2004. - 232 s. - ISBN 8010004561
- ZELINA, M. Alternatívne školstvo : alternatívne školy, alternatívna pedagogika, alternatívne pedagogické koncepcie a smery . Bratislava: IRIS, 2000. - 257 s. - ISBN 80-88778-98-0
- ZELINA, M. Stratégie a metódy rozvoja osobnosti: Metódy výchovy. - 3. vyd. - Bratislava : Iris, 2011. - 241 s. - ISBN 978-80-89256-60-0
- TUREK, I. 2005. Inovácie v didaktike. Bratislava: Metodicko-pedagogické centrum, 2005. ISBN 80-8052-230-8.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 15

A	B	C	D	E	FX
73.33	6.67	20.0	0.0	0.0	0.0

**Teacher:** PaedDr. Diana Borbélyová, PhD., Dr. habil. PaedDr. Kinga Horváth, PhD.

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ SPZ/22	<b>Name:</b> Foreign studies
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The prerequisite for taking the course is a long-term stay abroad at a foreign university/partner institution.	
<b>Results of education:</b> Graduates of the course are eligible for a long-term study stay at a foreign university/partner institution.	
<b>Brief syllabus:</b>	
<b>Literature:</b>	
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak	
<b>Notes:</b> Credits are awarded to the student only after the contract has been signed. They are awarded in the semester(s) for which to which the student has contractually committed.	
<b>Evaluation of subjects</b> Total number of evaluated students: 0	
a	n
0.0	0.0
<b>Teacher:</b> PD Dr. phil. habil. Attila Mészáros	
<b>Date of last update:</b> 28.05.2024	
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.	

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ STZ/22	<b>Name:</b> Professional training
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 25s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b> 2.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The conditions of pedagogical internship 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 internship 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 School Internship (STZ). <b>Prerequisites:</b> <ul style="list-style-type: none"> <li>- Active participation of the student in the school placement for 20 hours in accordance with the Directive,</li> <li>- submission of a completed and certified School Placement Protocol (SPT),</li> <li>- submission of a portfolio from the school placement, consisting of completed observation sheets, analyses and evaluation of the student (max. 50 points).</li> </ul> <b>Total student workload:</b> 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 20 hours participation in the internship (contact hours); 10 hours analysis and preparation of the portfolio.</li> </ul> <b>Prerequisite for successful completion of the course:</b> 1.) submission of a completed and certified School Internship Completion Report, 2.) obtaining at least 50% of the maximum course grade (50 points). <b>Overall course pass mark:</b> <ul style="list-style-type: none"> <li>- Pass = 50 - 100% (25 - 50 points)</li> <li>- Fail = 49 - 0% (0 - 24 points)</li> </ul>	
<b>Results of education:</b> A school placement is a stay of students in a primary school, secondary school and in a school educational institution such as a school children's club, leisure centre, in order to get involved not only in the educational process, but also in the day-to-day work of teachers/educators. <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student possesses basic theoretical knowledge in the field of education and training of pupils of younger school age,</li> <li>- the student is familiar with the educational activities of teachers and educators in school educational institutions,</li> </ul>	

- the student is familiar with other work activities of teachers and educators in schools in educational establishments,
- the student knows the course and sequence of work activities of teachers and educators in schools in educational establishments 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 teachers, educators, , supervisors, non-teaching staff, parents, possibly economic and administrative staff of the school, and other institutions.

**Skills:**

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

**Competencies:**

- 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 activities, interest activities and other activities.

**Brief syllabus:**

Within the school internship of 20 hours, the student, in addition to the educational process, will also be involved in activities such as administrative tasks, working with parents, attending meetings, planning and implementation of extracurricular activities, after-school activities, interest groups, preparing pupils for competitions, organising competitions, organising exhibitions and outdoor schools, preparing projects, preparing teaching materials for working with interactive whiteboards and smartphones, working with children in the countryside, participating in excursions and trips, swimming courses . During the internship, 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 internship.

Organisational requirements of the internship.

Material, technical, hygiene and safety requirements of the traineeship.

Planning and designing the work, preparation for the activity.

Pedagogical reflection. Evaluation. Self-evaluation.

Pedagogical documentation.

**Literature:**

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

FRÝDKOVÁ, Eva. Metódy a formy spolupráce rodiny a školy. In Manažment školy v praxi: odborný mesačník pre manažment škôl, školských a predškolských zariadení. Bratislava: IURA EDITION, 2010, (12), 21-27. ISSN 1336-9849. [online]. Dostupné na internete: [https://sekarl.euba.sk/arl-eu/sk/detail-eu\\_un\\_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/](https://sekarl.euba.sk/arl-eu/sk/detail-eu_un_cat-0124951-Metody-a-formy-spoluprace-rodiny-a-skoly/)

<p>FÜLE, S. 2004. Napközi otthoni neveléstan. Budapest : OKKER Kft, 2004. 147 s. ISBN 963-9228-85-0.</p> <p>ORSOVICS, Y. a kol. 2018. A személyiségfejlesztés új kihívásai a nemzetiségi óvodákban és iskolákban. Komárno : UJS, 2018. 161 s. ISBN 978-80-8122-282-5.</p> <p>SIROTOVÁ, M. 2015. Pedagogická prax v pregraduálnej príprave učiteľov. Trnava : UCM, 2015. 127 s. ISBN 978-80-8105-648-2.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 22/2022 Z. z. o školských výchovno-vzdelávacích zariadeniach. [online]. Dostupné na internete: &lt;<a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/22/</a>&gt;.</p> <p>Vyhláška Ministerstva školstva, vedy, výskumu a športu Slovenskej republiky č. 21/2022 Z. z. o pedagogickej dokumentácii a ďalšej dokumentácii. [online]. Dostupné na internete: <a href="https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/">https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2022/21/</a></p> <p>Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p> <p>Ostatné dokumenty: 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><b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak</p>					
<p><b>Notes:</b></p>					
<p><b>Evaluation of subjects</b> Total number of evaluated students: 0</p> <table border="1"> <thead> <tr> <th>a</th> <th>n</th> </tr> </thead> <tbody> <tr> <td>0.0</td> <td>0.0</td> </tr> </tbody> </table>		a	n	0.0	0.0
a	n				
0.0	0.0				
<p><b>Teacher:</b> Mgr. Anita Tóth-Bakos, PhD., PaedDr. Alexandra Nagyová, PhD., Mgr. Yvette Orsovics, PhD.</p>					
<p><b>Date of last update:</b> 28.05.2024</p>					
<p><b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.</p>					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ TPP/22	<b>Name:</b> The theory of elementary education
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 3	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> Conditions for admission to the state examination: a) completion of all compulsory courses (75 credits) b) obtaining a minimum of 27 credits for compulsory elective courses of the programme c) obtaining a minimum of 4 credits for elective courses d) obtaining 106 credits in the prescribed composition (the student obtains 14 credits for completing the state examination courses). In the oral state examination, the student demonstrates knowledge of the pedagogical-psychological-biological components of education and training. The colloquial examination in the field of theoretical knowledge of the field of study of pedagogical disciplines is evaluated by the State Final Examination Committee. Resulting grades: A - 90-100%, B - 80-89%, C - 70-79%, D - 60-69%, E - 50-59%.	
<b>Results of education:</b> Knowledge: - The student knows the biological, psychological, and sociological aspects of child and adolescent development, - the student is oriented in the methodological basis of knowledge of pupils, school class - the student knows and understands the concept of the institutional socialisation process in a broader social scientific context - the student is familiar with the issue of multiculturalism in relation to the pupil - the student knows the laws of psychological development and the specific features of the pupil of a given age period - the student knows the methods and tools for identifying the developmental and individual characteristics of the pupil - the student is familiar with pupils' learning styles, methods of diagnosing them and factors influencing them - the student identifies the characteristics of the pupil resulting from his/her socio-cultural environment - the student knows his/her personal dispositions, values, strengths and weaknesses and is able to use them in pedagogical work - the student knows the trends in the development of society and trends in the field of education and training - the student is familiar with the career development system for teaching staff and career development opportunities - the student knows the methods of self-education - the student knows the methods of research and development in the field of pedagogical practice - the student knows the organisational characteristics of the school system as well as the institutional rules of the school - the student is familiar with the basic theories of the teaching profession - the student knows the basic structure of the profession and the professional background of the field Skills: - The student has basic practical experience in identifying the individual characteristics of primary education students - the student has basic practical experience in identifying the special educational needs	

of pupils in a socio-cultural context - the student accepts the diversity of pupils in a socio-cultural context  
 Competencies: - The student has basic practical experience in identifying the psychological and social factors of pupil learning - the student has basic practical experience of communicating pedagogical and disciplinary knowledge to the wider lay and professional community - the student sets goals for his/her professional development - the student uses research and development methods - the student identifies with the need for lifelong learning - the student reflects on and improves the effectiveness of his/her own teaching activity - the student identifies with his/her own profession - the student will be empathetic, socially engaged.

**Brief syllabus:**

**Literature:**

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

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 8

A	B	C	D	E	FX
25.0	37.5	12.5	12.5	0.0	12.5

**Teacher:**

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ TPV/22	<b>Name:</b> Theory and practice of education in elementary school
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 10s <b>Methods of study:</b> present	
<b>Number of credits:</b> 5	
<b>Recommended semester/trimester of study:</b> 1.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> General conditions for passing the course: - active participation of the student in lectures and seminars, - participation of the student in the assigned tasks and involvement in the analysis and discussion during lectures and seminars, - preparation of a portfolio consisting of analyses of teaching lessons, o evaluation of the success of the portfolio (30 points): content 15 points, formal 15 points, - preparation of a short-term preparation of the teacher for a teaching lesson, o evaluation of the success of the teacher's preparation for a teaching lesson (10 points): correctness of setting the objectives of the lesson 4 points, correctness of setting the teaching methods 3 points, correctness of setting the organisational forms 3 points, - elaboration of the term paper - Innovations in primary education taking into account the specifics of national education (20 points), - successful completion of the final examination (40 points). Total student load: 5 credits = 150 hours - 39 hours of participation in lectures and seminars (contact hours); 46 hours of self-study; 40 hours of portfolio preparation, 10 hours of short-term teacher preparation; 15 hours of term paper preparation The condition for successful completion of the course is obtaining at least 50% of the maximum course grade (100 points). 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)	
<b>Results of education:</b> <b>Knowledge:</b> <ul style="list-style-type: none"> <li>- The student has basic knowledge in the field of primary education and didactics of primary education,</li> <li>- the student knows the objectives and functions of primary education,</li> <li>- the student knows the curriculum of primary education,</li> <li>- the student knows the teaching methods, organisational forms, didactic means applied in primary education,</li> <li>- the student knows the theoretical line of the educational process of primary education,</li> <li>- the student knows the methods of designing, analysis and evaluation of the educational process in primary education,</li> <li>- the student knows the structure and content of school legislative documents - 245/2008 School Act, Innovated State Educational Programme for the 1st grade of primary school,</li> </ul>	



- the student knows the pedagogical documentation related to the organization, course and management of primary education - preparation for the lesson, school rules, school educational programme, thematic-educational-educational plan,
- the student knows the basis of pedagogical and didactic analysis of the lesson.

**Skills:**

- The student can independently search, compare and work with relevant literary sources,
- the student is able to navigate in school legislative documents and to search for relevant information in them,
- the student can independently prepare for a lesson,
- the student can observe, record and analyse phenomena of pedagogical reality.

**Competences:**

- The student is able to imply theoretical knowledge into his/her own pedagogical practice in the field of designing, analysis and evaluation of the educational process of primary education,
- the student is able to work with the educational standards of individual teaching subjects as a starting document, setting the objectives of primary education,
- the student is able to conceive the preparation for a lesson, in relation to the stated objective of the lesson,
- the student is able to independently analyse the educational process in terms of its didactic, content and procedural aspects.

**Brief syllabus:**

A basic framework of primary education issues. Terminology. The position of primary education in the school system.

Objectives and functions of primary education.

Primary education curriculum. The revised national curriculum for primary education 1st grade of primary school. Designing primary education in school conditions. Preparation for teaching. Thematic educational plan.

Educational standards.

Educational objectives and their function in the teaching process.

Teaching methods and organisational forms of primary education.

Subjects of primary education.

Competence profile of the primary education pupil.

Observation and documentation of phenomena of pedagogical reality of primary education.

**Literature:**

EUROPEAN COMMISSION, 2019. Key competences for lifelong learning. [online].

Luxembourg : Publications Office of the European union, 2019. 20 p. Dostupné na internete: <<https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1/language-en>. ISBN 978-92-7600476-9>.

FALUS, I., et al. 2001. A pedagógusok pedagógiája. Budapest : Nemzeti Tankönyvkiadó, 2001. 355 o. ISBN 963-19-180-5-x.

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

KOLLÁROVÁ, D., HEGAROVÁ, E., NAGYOVÁ, A. 2021. Educational construct of natural and social realities in the 2nd grade of elementary school with emphasis on environmental education: a comparison of the Slovak and Czech model. In Ad alta: Journal of Interdisciplinary Research. ISSN 1804-7890, 2021, roč. 11, č. 2, s. 138-144. Elérhetőség: <[http://www.magnanimitas.cz/ADALTA/1101/papers/A\\_kollarova.pdf](http://www.magnanimitas.cz/ADALTA/1101/papers/A_kollarova.pdf)>.

OBDRŽÁLEK, Z. 2003. Didaktika pre študentov učiteľstva základnej školy. Bratislava : UK, 2003. 180s. USBN 80-223-1772-1.

<p>PRŮCHA, J. Moderní pedagogika. Praha Portál, 2009. 481 s. ISBN 978-80-7367-503-5.  SLAVÍK, J. Hodnocení v současné škole: Východiská a nové metody pro praxi. Praha : Portál, 1999. 190 s. ISBN 80-7178-262-9.  ŠTÁTNY PEDAGOGICKÝ ÚSTAV, 2015. Inovovaný štátny vzdelávací program pre 1. stupeň ZŠ. [online]. Bratislava: ŠPÚ, 2015. 27 s. Dostupné na internete:  &lt;<a href="http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/">http://www.statpedu.sk/sk/svp/inovovany-statny-vzdelavaci-program/inovovany-svp-1.stupen-zs/</a>&gt;.  TÓTH, P. – HORVÁTH, K. Didaktika. Bevezetés az oktatás elméletébe. Komárno : Selye János Egyetem, 2021, 342 p. ISBN 978-80-8122-403-4.  TUREK, I. 2014. Didaktika. Bratislava: Wolters Kluwer, s. r. o., 2014. 618 s. ISBN 978-80-8168-004-5.  Zákon č. 245/2008 z 22. mája 2008 o výchove a vzdelávaní (školský zákon) a o zmene a doplnení niektorých zákonov.</p>						
<p><b>Language, knowledge of which is necessary to complete a course:</b>  Hungarian, Slovak</p>						
<p><b>Notes:</b></p>						
<p><b>Evaluation of subjects</b>  Total number of evaluated students: 44</p>						
A	B	C	D	E	FX	
11.36	11.36	29.55	18.18	18.18	11.36	
<p><b>Teacher:</b> Dr. habil. PaedDr. Kinga Horváth, PhD., PaedDr. Alexandra Nagyová, PhD.</p>						
<p><b>Date of last update:</b> 28.05.2024</p>						
<p><b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.</p>						

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ VPU6a/22	<b>Name:</b> Learning disabilities
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Lecture / Seminar <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s / 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 4	
<b>Recommended semester/trimester of study:</b> 5.	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The condition for successful completion of the course is active participation in lectures and seminars, as well as handing in ongoing assignments during the semester and successful completion of written examinations. During the semester, the student submits and presents one independently prepared seminar paper. During the evaluation of semester work are taken into account: the content and formal side of the papers, speech and communication of the student during the presentation, as well as the use of didactic means and aids and digital technology. A student can get a maximum of 40 points for the seminar paper, the condition for successful completion of the subject is the achievement of min. 20 points for each of the seminar papers. The written examinations focus on the theoretical areas of the subject based on the topics listed. For the written exams, the student can receive max. 60 points (max. 30-30 points), and achieving min. 30 points (min. 15-15 points) is a requirement for access to the examinations. The resulting evaluation consists of points obtained for fulfilling the conditions in the form of: max. 40 points for the seminar paper and max. 60 points per examinations (30-30 points). 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: 4 credits = 120 hours (26 hours: attendance at lectures, 47 hours: preparation of ongoing tasks during the semester, 41 hours: self-study and examination preparation).	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>• Can differentiate specific developmental disorders and indications for inclusion.</li> <li>• Knows how to navigate the basic terminology of the given issue, knows various theoretical directions, stimulation programs, basics of correction.</li> <li>• Acquires professional knowledge, masters pedagogical guidelines for the school population.</li> <li>• Can transform theory into practice, apply the social function and importance of education of pupils with SEN, and become familiar with progressive trends in the field of pedagogy and psychology.</li> <li>• Become familiar with methodological approaches, structure and aspects of job descriptions.</li> </ul>	

Skills:

- 
- He is able to draw up an individual educational plan for students and, if he will be a class teacher, draw up an individual educational program and apply the principles of differentiation.
- Is able to orientate himself in stimulation programs, get an overview of professional literature.
- Can demonstrate and apply techniques of correction, relaxation, stimulation.
- Is able to plan a consultation process for an individual or a group, recognize the level of his own competences
- Can investigate and formulate the theoretical and practical approaches necessary to solve the problems encountered.
- Can cooperate and consult with other experts, work in a team.

Competences:

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

**Brief syllabus:**

Developmental learning disorders and forms of occurrence

Characteristics of partial weakening of performance

Dyslexia, dysgraphia, dysorthography

Dyscalculia, dyspraxia, dyspinxia, dysmusia

ADD, ADHD

Conners scale of hyperactivity - screening

Methodological guidelines for inclusion and indications, forms of integration

Development of an individual educational plan

Classification and assessment of pupils with SEN

Correction, re-education - an overview of incentive programs

The role of a special school teacher, school psychologist, assistant teacher

Cooperation with other helping institutions

**Literature:**

F. FÖLDI Rita. Hiperaktivitás és tanulási zavarok. Pécs: Comenius Bt. 2004. ISBN 9638643277

PORKOLÁBNÉ Balogh Katalin. Készségfejlesztő eljárások tanulási zavarral küzdő kisiskolásoknak. 3. vyd. Budapest : ELTE, 2005. 45s.

STRÉDL Terézia. Inkluzív pedagógia avagy a gyógypedagógiáról másképp. 1. vyd. Komárno: Univerzita J. Selyeho, 2013. 148 s. ISBN 9788081220890

VAŠEK Štefan: Špeciálno pedagogická diagnostika. 4. vyd.: Sapiaientia s.r.o, 2004. 168 s. ISBN 8096911201

ZELINKOVÁ Oľga: Poruchy učení: dyslexie, dysgrafie, dysortografie, dyskalkulie, dyspraxie, ADHD. 1. vyd. Praha : Portál, 2009. 263 s. ISBN 9788073675141

www.statpedu.sk.

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

STRÉDL, Terézia. 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.

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

Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b>					
Total number of evaluated students: 13					
A	B	C	D	E	FX
23.08	53.85	15.38	7.69	0.0	0.0
<b>Teacher:</b> PaedDr. Terézia Strédl, PhD., Mgr. Anita Tóth-Bakos, PhD., Dr. habil. Aranka Híves-Varga, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ ZBS10/22	<b>Name:</b> Choral singing 10
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general conditions for successful completion of the course are: <ul style="list-style-type: none"> <li>- Active participation in choir exercises/rehearsals,</li> <li>- Rehearsal and mastery of the choral pieces of the currently practiced repertoire;</li> <li>- Active participation and representation of the academic choir in various cultural and social events, concerts, competitions, festivals in regional, national or international scale.</li> </ul> The final evaluation consists of points obtained for fulfilling the following conditions: <ul style="list-style-type: none"> <li>- maximum 50 points for active participation, for completion of intermediate tasks and for successful rehearsal of the assigned choral compositions,</li> <li>- a maximum of 50 points for active representation of the choir, i.e. participation in various performances and concerts.</li> </ul> A student may receive a maximum of 100 points in total. The following percentages and points must be earned for the 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, i.e. 49 points or less. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 13 hours of participation in exercises,</li> <li>- self-study, rehearsal of individual parts of choral compositions 7 hours,</li> <li>- participation in concerts, performances 10 hours.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student has knowledge of working in a choir.</li> <li>- The student has knowledge of the role of the choir director.</li> <li>- The student has a thorough understanding of vocal expression in the choral ensemble.</li> <li>- The student can identify choral literature and repertoire appropriate to age and performance difficulty, level.</li> </ul>	

- The student knows the gems of choral music from each style period.

**Skills:**

- The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives.

- The student is able to practice singing from the page and reading choral scores.

- The student is capable of cultivated vocal expression within choral singing.

- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.

- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.

- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.

- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future pedagogical practice.

- Through choral singing, the student has built a positive attitude towards artistic activities and is also motivated to develop emotional intelligence in the context of self-education.

- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.

- The student is sufficiently prepared to motivate children and youth in musical and artistic activities.

- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

**Brief syllabus:**

- Acquiring good singing habits.

- Practicing different models of vocal warm-ups.

- Developing vocal culture and vocal expression in the choral body.

- Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

- Rehearsal of technical exercises, folk songs and artificial compositions.

- Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

- Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

- Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

- Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on various anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

- Mastering the interpretation of polyphonic, polyphonic choral compositions.

- Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

**Literature:**

- Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.

- Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.
- The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

**Notes:**

**Evaluation of subjects**

Total number of evaluated students: 1

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

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

**Date of last update:** 28.05.2024

**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.



## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ ZBS7/22	<b>Name:</b> Choral singing 7
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general conditions for successful completion of the course are: <ul style="list-style-type: none"> <li>- Active participation in choir exercises/rehearsals,</li> <li>- Rehearsal and mastery of the choral compositions of the currently practiced repertoire;</li> <li>- Active participation and performance of the University in various cultural and social events, concerts, competitions, festivals on a regional, national or international scale.</li> </ul> The final evaluation consists of points obtained for fulfilling the following conditions: <ul style="list-style-type: none"> <li>- maximum 40 points for active participation,</li> <li>- max. 30 points for the completion of intermediate tasks and for the successful rehearsal of the assigned choral compositions,</li> <li>- max. 30 points for active representation of the choir, i.e. participation in various performances and concerts.</li> </ul> A student may receive a maximum of 100 points in total. The following percentages and points must be earned for the 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, i.e. 49 points or less. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 13 hours of participation in exercises,</li> <li>- self-study, rehearsal of individual parts of choral compositions 7 hours,</li> <li>- participation in concerts, performances 10 hours.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student has basic information and knowledge of choral singing.</li> <li>- The student has knowledge of working in a choir.</li> <li>- The student has a brief overview of vocal expression in a choral ensemble.</li> <li>- The student has an understanding of choral music and literature.</li> </ul>	

- The student can identify and perform basic techniques and gestures of the choral director.

**Skills:**

- The student is able to practice singing from the page and reading choral scores.
- The student is capable of cultivated vocal expression within choral singing.
- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.
- The student is able to orient himself/herself to issues related to choral singing from the artistic, performance, and music-educational perspectives.

**Competencies:**

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.
- The student is sufficiently prepared as a member of an academic choir to represent the department, faculty and university at various cultural and social events, competitions, festivals on a regional, national and international scale.
- Through choral singing, the student has built a positive relationship with artistic activities and is also motivated to develop emotional intelligence in self-education.
- Through choral singing, the student is motivated to participate in artistic activities and to work collectively.
- The student is sufficiently armed with knowledge and skills to implement the competences in his/her future educational practice.

**Brief syllabus:**

- Assignment of choral singers to individual voices.
- Mastering the basic elements of choral singing, such as:
  - proper breathing,
  - tone production,
  - articulation,
  - transposition of motives and simple melodies.
- Practicing different models of vocal warm-ups.
- Acquiring correct singing habits.
- Developing vocal culture and vocal expression in the choral body.
- Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.
- Rehearsal of technical exercises, folk songs and artificial compositions.
- Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.
- Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.
- Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.
- Presentation and confrontation of the performance skills of the choir through public performances, festivals, competitions.

**Literature:**

- Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.
- Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.

<ul style="list-style-type: none"> <li>- Choice of repertoire from a wide range of choral works from the Renaissance period to contemporary works is adapted and updated appropriately:</li> <li>- the composition of the choir and the individual abilities and gifts of its members,</li> <li>- planned performance activities, performances at various cultural and social events, festivals, competitions in a given academic year,</li> <li>- current anniversaries and anniversaries of important musical/artistic personalities.</li> </ul>					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 4					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ ZBS8/22	<b>Name:</b> Choral singing 8
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period:</b> 5s <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general conditions for successful completion of the course are: <ul style="list-style-type: none"> <li>- Active participation in choir exercises/rehearsals,</li> <li>- Rehearsal and mastery of the choral pieces of the currently practiced repertoire;</li> <li>- Active participation and representation of the academic choir in various cultural and social events, concerts, competitions, festivals in regional, national or international scale.</li> </ul> The final evaluation consists of points obtained for fulfilling the following conditions: <ul style="list-style-type: none"> <li>- maximum 40 points for active participation,</li> <li>- max. 30 points for the completion of intermediate tasks and for the successful rehearsal of the assigned choral compositions,</li> <li>- max. 30 points for active representation of the academic choir, i.e. participation in various performances and concerts.</li> </ul> A student may receive a maximum of 100 points in total. The following percentages and points must be earned for the 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, i.e. 49 points or less. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 13 hours of participation in exercises,</li> <li>- self-study, rehearsal of individual parts of choral compositions 7 hours,</li> <li>- participation in concerts, performances 10 hours.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student has basic information and knowledge of choral singing.</li> <li>- The student has knowledge of working in a choir.</li> <li>- The student has a brief overview of vocal expression in a choral ensemble.</li> <li>- The student has knowledge of working with the voice in a choral ensemble.</li> </ul>	

- The student can follow the basic techniques and gestures of the choral director.
- The student knows the basics of singing from the page and reading choral scores.
- The student knows how to navigate choral music and literature.

**Skills:**

- The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives.
- The student is capable of cultivated vocal expression within choral singing.
- The student is able to navigate the full range of choral literature from the Renaissance period to the present.
- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.
- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.

**Competencies:**

- The student, through choral singing, is adequately prepared for working in a team and for collaborative artistic expression.
- The student is sufficiently prepared to represent the department and the university in choral singing at various cultural and social events, competitions, festivals on a regional, national and international scale.
- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future teaching practice.
- Through choral singing, the student has built a positive relationship to artistic activities and is also motivated to develop emotional intelligence in self-education.
- Through choral singing, the student is motivated to engage in shared artistic activities and to work collectively.

**Brief syllabus:**

- Mastering the basic elements of choral singing, such as:
  - proper breathing,
  - tone production,
  - articulation,
  - transposition of motifs and simple melodies.
- Practicing different models of vocal warm-ups.
- Acquiring correct singing habits.
- Developing vocal culture and vocal expression in the choral body.
- Practicing technical exercises, folk songs and artificial compositions.
- Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.
- Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.
- Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.
- Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on various anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of various programmes.
- Mastering the interpretation of polyphonic, polyphonic choral compositions.
- Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

**Literature:**

- Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.
- Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.
- The choice of repertoire is adapted and updated in accordance with the composition of the choir, the individual abilities and characteristics of its members, and also with the planned performance activities at various cultural and social events, festivals, competitions in a given academic year.

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

Hungarian, Slovak

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

Total number of evaluated students: 4

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

**Teacher:** doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.**Date of last update:** 28.05.2024**Approved by:** prof. Dr. Attila Józsefné Katalin Ambrus, DSc.

## INFORMATION SHEET

<b>Name of the university:</b> J. Selye University	
<b>Name of the faculty:</b> Faculty of Education	
<b>Code:</b> KPP/UPVe/ ZBS9/22	<b>Name:</b> Choral singing 9
<b>Types, range and methods of educational activities:</b> <b>Form of study:</b> Practical <b>Recommended extent of course ( in hours ):</b> <b>Per week: For the study period: 5s</b> <b>Methods of study:</b> present	
<b>Number of credits:</b> 1	
<b>Recommended semester/trimester of study:</b>	
<b>Level of study:</b> II.	
<b>Prerequisites:</b>	
<b>Conditions for passing the subject:</b> The general conditions for successful completion of the course are: <ul style="list-style-type: none"> <li>- Active participation in choir exercises/rehearsals,</li> <li>- Rehearsal of choral compositions and current repertoire;</li> <li>- Active participation and representation of the academic choir in various cultural and social events, concerts, competitions, festivals on a regional, national or international scale.</li> </ul> The final evaluation consists of points obtained for fulfilling the following conditions: <ul style="list-style-type: none"> <li>- maximum 40 points for participation,</li> <li>- max. 30 points for the completion of intermediate tasks and for the successful rehearsal of the assigned choral compositions,</li> <li>- max. 30 points for active representation of the choir, i.e. participation in various performances and concerts.</li> </ul> A student may receive a maximum of 100 points in total. The following percentages and points must be earned for the 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, i.e. 49 points or less. Total student workload: 1 credit = 30 hours <ul style="list-style-type: none"> <li>- 13 hours of participation in exercises,</li> <li>- self-study, rehearsal of individual parts of choral compositions 7 hours,</li> <li>- participation in concerts, performances 10 hours.</li> </ul>	
<b>Results of education:</b> Knowledge: <ul style="list-style-type: none"> <li>- The student has knowledge of working in a choir.</li> <li>- The student has knowledge of the role of the choir director.</li> <li>- The student has a thorough understanding of vocal expression in the choral ensemble.</li> <li>- The student knows the gems of choral music from each style period.</li> </ul>	

- The student can identify choral literature and repertoire appropriate to age and performance difficulty, level.

- The student can identify and meet basic techniques and gestures of the chorister.

Skills:

- The student is able to navigate issues related to choral singing from artistic, performance, and music education perspectives.

- The student is able to practice singing from the page and reading choral scores.

- The student is capable of cultivated vocal expression within choral singing.

- The student is familiar with children's and folk songs and their choral arrangements appropriate to each age group.

- The student is able to identify and interpret pieces of choral literature by a variety of composers from different stylistic periods.

- The student is able to reflect on his/her acquired knowledge and experience in the field of choral singing from both performance and music education perspectives.

Competencies:

- Through choral singing, the student is sufficiently prepared to work in a team and to express himself/herself artistically together.

- The student has sufficient knowledge of children's and folk songs and their choral arrangements appropriate to individual age categories, with their possible use in his/her future pedagogical practice.

- Through choral singing, the student has built a positive attitude towards artistic activities and is also motivated to develop emotional intelligence in the context of self-education.

- The student is sufficiently prepared to cultivate a positive relationship with choral singing in pupils and young people.

- The student is sufficiently prepared to motivate children and youth in musical and artistic activities.

- The student is sufficiently equipped with the knowledge and skills to implement the competencies in his/her future educational practice.

### **Brief syllabus:**

- Acquiring good singing habits.

- Practicing different models of vocal warm-ups.

- Developing vocal culture and vocal expression in the choral body.

- Elimination of intonation, technical and expressive deficiencies of vocal expression in choral singing.

- Rehearsal of technical exercises, folk songs and artificial compositions.

- Improvement of technical elements, breathing technique, relaxation of the phonatory apparatus, vocal dispositions and their application in choral compositions.

- Mastering the interpretation of choral compositions of different character, with practice and deepening of musical expressive means.

- Mastering the interpretation of choral compositions by composers from different stylistic periods, both technically and in terms of performance.

- Work of the choirmaster from the cultural and social point of view, planning performances with emphasis on various anniversaries, anniversaries of authors and personalities, conceiving the repertoire, compiling the dramaturgy of the programme.

- Mastering the interpretation of polyphonic, polyphonic choral compositions.

- Presentation and confrontation of the choir's interpretive abilities through public performances, festivals, competitions.

### **Literature:**



<ul style="list-style-type: none"> <li>- Arrangements of children's and folk songs for choral singing from domestic and foreign provenance.</li> <li>- Selection of choral works from different stylistic periods, with the intention of mastering the technical, polyphonic and performance specifics of individual compositions.</li> <li>- Choice of repertoire from a wide range of choral works from the Renaissance period to contemporary works is adapted and updated appropriately:</li> <li>- the composition of the choir and the individual abilities and gifts of its members,</li> <li>- planned performance activities, performances at various cultural and social events, festivals, competitions in a given academic year,</li> <li>- current anniversaries and anniversaries of important musical/artistic personalities.</li> </ul>					
<b>Language, knowledge of which is necessary to complete a course:</b> Hungarian, Slovak					
<b>Notes:</b>					
<b>Evaluation of subjects</b> Total number of evaluated students: 1					
A	B	C	D	E	FX
100.0	0.0	0.0	0.0	0.0	0.0
<b>Teacher:</b> doc. dr. univ. Agáta Csehiová, PhD., Mgr. Yvette Orsovics, PhD.					
<b>Date of last update:</b> 28.05.2024					
<b>Approved by:</b> prof. Dr. Attila Józsefné Katalin Ambrus, DSc.					