

Course descriptions for ERASMUS students  
**Juhász Gyula Faculty of Education**

**Updated: 2021.05.21.**

**2021/2022**

## TABLE OF CONTENT

1.	Institute of Applied Health Sciences and Health Promotion.....	3
2.	Institute of Applied Humanities, Department of Modern Languages, Department of English ..	7
3.	Institute of Applied Humanities, Department of Modern Languages, Department of French.	13
4.	Institute of Applied Humanities, Department of Modern Languages, Department of Russian	14
5.	Institute of Applied Humanities, Department of Applied Linguistics.....	22
6.	Institute of Applied Social Sciences and Minority Politics.....	23
7.	Institute of Applied Sciences, Department of Applied Information Technology .....	26
8.	Institute of Applied Sciences, Department of Technology.....	30
9.	Institute of Art, Department of Music Education.....	31
10.	Institute of Art, Department of Art and Art History.....	39
11.	Institute of Minority Languages, Department of German .....	45
12.	Institute of Minority Languages, Department of Romanian .....	50
13.	Institute of Minority Languages, Department of Slovakian .....	52
14.	Institute of Applied Pedagogy, Department of Pre-School Teacher Training .....	53
15.	Institute of Applied Pedagogy, Department of Social Pedagogy .....	54
15.	Institute of Applied Pedagogy, Department of Primary School Teacher Training .....	55
16.	Institute of Physical Education and Sports Science.....	57
17.	Center for Vocational Training, Further Education and Distance Learning .....	62
18.	Institute of Cultural Studies.....	64

1. Institute of Applied Health Sciences and Health Promotion  
(Alkalmazott Egészségtudományi és Egészségfejlesztési Intézet)  
Erasmus coordinator: Dóra Prievara  
prievara.dora.katalin[at]szte.hu

<b>Course Code</b>	<b>XSE041-MinStudMultic</b>
<b>Module</b>	Minority studies, multiculturalism
<b>Title:</b>	<b>Minority studies, multiculturalism</b>
<b>Teacher:</b>	Klára Tarkó
<b>Contact:</b>	tarko.klara[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	to introduce students to the concept of minority studies and multicultural education, to examine international traditions and national realisations.
<b>Module Subject</b>	1. Possible ways of understanding the concept of minority. Social perception of minorities. 2. Prejudice. 3. The history of Hungarian national and ethnic minorities. 4. The state of Hungarian Gypsies. 5. Gender roles in society, the state of women in society. 6. History and concept of multicultural education. 7. Educational methods for preventing prejudice. Curriculum and teaching aids. Education of Hungarian minorities. 8. Biological minorities in Hungary - Homosexuality. 9. The state of the disabled, their social acceptance. 10. Minorities in the World – student presentations 11. Consultation
<b>Number of Credits</b>	4

<b>Code</b>	<b>XSE041-HealPromLife</b>
<b>Module</b>	Health promotion, lifestyle, deviance
<b>Title:</b>	<b>Health promotion, lifestyle, deviance</b>
<b>Teacher:</b>	Klara Tarko, PhD
<b>Contact:</b>	tarko.klara[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	To introduce students into the basic concepts of sociology and health promotion, the socio-demographical determinants of health will be discussed and the sociological foundations and explanations of lifestyle and deviances will be analysed.
<b>Module Subject</b>	1. The concept of social stratification and social structure. The systems of social stratification. The theories of social stratification. The stratification of the present Hungarian society 2. Social inequality, equal opportunities. Theories of inequality. 3. Poverty. Deprivation. Disadvantaged position. Methods of surveying poverty. Reasons of poverty. Poverty in Hungary. Poverty categories. 4. Definition, components and channels of social mobility. Mobility research. Migration. 5. Sociological theories of deviance 6. Deviances in Hungary (alcoholism, drug abuse, crime, suicide) 7. Health and health promotion. 8. Socio-demographic determinants of health (age, gender, education, place of living, occupation etc.)

	9. Geographical differences in health. 10. Health opportunities of minorities.
Number of Credits	4

<b>Code</b>	<b>XSE041-HealthMed</b>
Module	HealthMed
Title:	<b>Health and Media</b>
Teacher:	Dóra Katalin Prievara, PhD
Contact:	prievara.dora.katalin[at]szte.hu
Level	Bachelor and Master
Termin	Both semesters
<b>Module Aims</b>	This course introduces the students into the different effects the media exercises on their daily lives, physical & mental health and social relationships. The students will get to know the television- and internet use habits of the different generations. During the course the students will learn how to think critically when analysing media content.
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. The presence of the Media in our daily lives. Health through the prism of the Media.</li> <li>2. The importance of family models in the development of media use habits.</li> <li>3. Generation gap in Media use habits.</li> <li>4. The effects of the Media on our physical health.</li> <li>5. The connections between the Media and our body image.</li> <li>6. The relationship between the Media and aggressive behaviour</li> <li>7. (Media)Addictions</li> <li>8. Health education possibilities in the Media</li> </ol>
Number of Credits	4

<b>Course Code</b>	<b>XSE041-OrganDevelop</b>
Module	Organisation development
Title:	<b>Organisation development</b>
Teacher:	László Lippai, PhD
Contact:	lippai.laszlo[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	This course, "Organisation Development" is designed for students with little or no background in organisation development, health or health promotion. The purpose of the course is to provide an introduction into the organisational background of health promotion methods. The major objectives of the course are: 1. To provide an organizational context for health promotion in a multicultural learning environment. 2. To recognize important trends and changes in the concepts of health and health promotion these days. 3. To analyze project management techniques in health promotion in light of these trends, and identify their organisational background in real examples. 4. To assess the impact of health promotion projects on different kinds of organisations.

<b>Module Subject</b>	We will identify how individuals' lifestyle and health behavior depend on organisations which they are members of. Students will explore important factors which influence the functioning of organisations and analyze their health promotion consequences. It will help us to understand the theoretical background of project management in health promotion. The principle aim of health promotion projects is to initiate an organisational change influences the individuals' lifestyle towards health in a certain organization. This theoretical knowledge will be deepened by discussing case studies, which prepare the students to transfer their knowledge to practice. Main topics: 1. Basic principles of the concept of health promotion. 2. Definitions of organisation and institution. Formal and informal organizations. 3. Characteristics of organisations. Organisational strategy 4. Organisational models and their importance in health promotion. 5. Characteristics of organisational culture. The relationship between organisational culture and health. 6. Definitions and types of health promotion projects. The importance of the project management in health promotion. 7. Attributes of the efficient project organisations. 8. Circular target planning in health promotion projects. Development of Project Leadership The course is a combination of lectures, group works and case studies. The schedule of case studies is discussed at the first lecture.
<b>Number of Credits</b>	4

<b>Course Code</b>	XSE041-StilkommBeruf
<b>Module</b>	
<b>Title:</b>	<b>Stilkommunikation im Beruf</b>
<b>Teacher:</b>	Gabriella Nádudvari
<b>Contact:</b>	nadudvari.gabriella.erika@szte.hu
<b>Level</b>	Bachelor, Master, Postgraduate, PhD
<b>Termin</b>	1. & 2. Semester
<b>Module Aims</b>	Das Ziel des im kleineren Teil theoretischen, im größeren Teil praktischen Kurses ist die Förderung der souveränen Stilkommunikation der Studenten im Beruf, wobei die Studenten die Rolle der seelischen und physischen Schönheit, sowie die der Harmonisationskultur im Berufsleben eindeutig erkennen. Nach der Begriffsklärung der feinen Stilkommunikation bekommen die Studenten Einsicht in das Begriffssystem der auf Verstehen und Einsicht basierenden Verhaltenskultur, in die Welt des Business-Protokolls, sowie sie können sich die grundlegenden stiltheoretischen Begriffe aneignen. Im Laufe der Stilübungen verwenden sie die ungeschriebenen und geschriebenen Normen, sie erkennen die Vorteile des gepflegten und kompetenten äußeren Erscheinungsbildes. Im Sinne der seelischen und geistigen Harmonie versuchen sie ihren eigenen Stil zu bilden, ihre Gedanken und Gefühle anspruchsvoll auszudrücken, um sich später als Berufsanfänger stilsicher und dadurch auch selbstsicherer im Berufsleben bewegen zu können.
<b>Module Subject</b>	Themen: 1. Was ist Stil? Was ist Stilkommunikation? Vorteile der feinen Stilkommunikation im Berufsleben 2. Verhaltenskultur heute. Fingerspitzengefühl ist der Verstand des Herzens. Als Mensch und Fachmann auf dem Arbeitsmarkt. Business-Protokoll – Trends

3. Stilübungen: Zusammenleben (Die Grenzen der Rücksichtnahme. Entschuldigen – aber richtig. „Nein“ sagen, ohne andere zu verletzen. Sympathie gewinnen und behalten. Auf Du und Du? Oder per Sie?)
4. Stilübungen: Öffentlichkeit (Begrüßungsformen: Grüßen, Begrüßen, Visitenkarte). Dienstleistungen. Verbale Kommunikation. Telefonieren. Korrespondenz (private und offizielle Korrespondenz, E-Mail-Etikette). NetSein oder Kommunikation in Social Media
5. Stilübungen: Nonverbale Kommunikation, Bewegungskultur
6. Stilübungen: Essen (Gedeck, Besteck-Sprache, Unterhaltung bei Tisch, Sitzordnung, richtiges Benehmen bei Tisch, im Restaurant). Die Bedeutung der Feste (offizielle Einladung, Begrüßung der Gäste, das passende Geschenk)
7. Stilübungen: Souveräner und wertbewusster Auftritt am Arbeitsplatz (Präsentation, Bewerbung, Motivationsgespräch. Das richtige Benehmen mit den Vorgesetzten.) Feine verbale Kommunikation im Berufsleben und in den Medien. Die Bedeutung des gepflegten Erscheinungsbildes
8. Wertesystem und Mittel der kompetenten Herrenbekleidung. Der Hintergrund der Herausbildung der wertsystemorientierten Bekleidung. Allgemeine Bestandteile der Herrengarderobe und das Harmonie-System der klassischen Bekleidung
9. Stilübungen: Das Hierarchie-System der Business-Bekleidung für Herren (Richtlinien für die positionsgerechte Bekleidung. Dress Code. Die Möglichkeiten der Weitertradierung
10. Wertesystem und Mittel der Damenbekleidung. Die kompetente Business-Erscheinung der Frau
11. Stilübungen: Business Casuel, informelle Ereignisse, formelle Ereignisse. Rolle der Traditionen und der Mode bei der Damenbekleidung
12. Einheit von Körper und Seele

Number of Credits

4

2. Institute of Applied Humanities, Department of Modern Languages,  
 Department of English  
 (Alkalmazott Humántudományi Intézet, Modern Nyelvek és Kultúrák Tanszék, Angol  
 Szakcsoport)  
 Erasmus coordinator: Mária Bakti  
 bakti.maria[at].szte.hu

<b>Course Code</b>	<b>XSE041-CLIL-I</b>
Module	Education, Teacher training
Title:	<b>CLIL I.</b>
Teacher:	Dr. Mária Bakti
Contact:	bakti.maria[at].szte.hu
Level	Bachelor
Termin	1 <sup>st</sup>
<b>Module Aims</b>	The aim of the course is to familiarize students with the basic concepts and approaches of CLIL (Content and Language Integrated Learning) methodology for lower primary classes.
<b>Module Subject</b>	Topics: An Introduction to CLIL, CLIL in primary education, CLIL: advantages and disadvantages, CLIL and vocabulary development, CLIL methodology, CLIL lesson planning
Number of Credits	4

<b>Code</b>	<b>XSE041-EU English</b>
Module	Languages
Title:	<b>EU English</b>
Teacher:	Dr. Mária Bakti
Contact:	bakti.maria[at].szte.hu
Level	Bachelor
Termin	both
<b>Module Aims</b>	The aim of this course is to familiarize students with the language used in EU contexts. The course involves reading, listening, writing, and speaking skills development, together with vocabulary development related to EU.
<b>Module Subject</b>	EU history, EU institutions, Decision-making in the EU, the EU Budget, Common Policies, the EMU, Globalization and the EU
Number of Credits	4

<b>Code</b>	<b>XSE041-UseOfEng</b>
Module	Languages
Title:	<b>Use of English</b>
Teacher:	Júlia Szarvas
	szarvas.julia.judit[at]szte.hu
Level	Bachelor
Termin	both
<b>Module Aims</b>	The aim of the course is to provide practice in various fields of language, with special focus given to Use of English. Various activities are used to increase vocabulary, to practise grammar, to promote participation during class and to enhance the students' overall knowledge of the English language.
<b>Module Subject</b>	The students' knowledge of the English language will be improved during this seminar. Various activities are introduced to increase vocabulary (with special attention paid to word formation, collocations, phrasal verbs, proverbs and idioms) and to practise various elements of grammar (sentence transformation exercises, error correction, cloze tests).
Number of Credits	4

<b>Course Code</b>	<b>XSE041-orphres-1</b>
Module	
Title:	<b>English for Oral Presentations – Talks, reports, lectures, speeches</b>
Teacher:	Julia Szarvas
Contact:	szarvas.julia.judit[at]szte.hu
Level	bachelor
Termin	both
<b>Module Aims</b>	The course aims at providing language training in oral presentation skills in English, thus helping the participants to deliver their messages and reach the intended effect of their communication more easily. The classes set out to offer practice opportunities for the participants to gain confidence in speaking in front of others. Another goal is to improve the students' speaking techniques and their accurate language usage.
<b>Module Subject</b>	The course focuses on various types (or genres) of oral presentations. The students become familiar with the general structure, purpose and mode of delivery of various oral presentations. Useful language structures are introduced and practiced, and the importance of accurate language usage is addressed. However, more emphasis is laid on achieving the goal of communication and getting across the intended message. Effective delivery through improved presentation techniques is discussed in theory and ample opportunity is provided for giving actual presentations in class.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-langpron-1</b>
Module	
Title:	<b>English Language Pronunciation for Successful Communication</b>



Teacher:	Julia Szarvas
Contact:	szarvas.julia.judit[at]szte.hu
Level	bachelor
Termin	both
<b>Module Aims</b>	The course aims at providing language training in English pronunciation. As the most common cause of language-related communication breakdown in international settings is poor pronunciation, the main objective is to raise students' awareness to the importance of consciously improving their own English pronunciation. The classes of the first half of the term aim at improving how students produce the sounds of English and the rhythm of words, while the second half of the term is devoted to connected speech.
<b>Module Subject</b>	The course starts with identifying pronunciation difficulties for speakers with different first language backgrounds and evaluation the students' individual strengths and weaknesses. After having discussed the basics of the human articulatory system and the physiology of speech production, we are to discover in practice how the individual sounds are produced. Clear and easy-to-follow instructions are provided on the manner and place of articulation and voicing is practiced in case of individual difficulties. Following the discussion and practice of sounds, the concept of syllables is introduced with explanations on the features of strong and weak syllables and how they create the rhythm of the English language. The characteristics of word stress in English are contrasted with the main stress patterns and rules of the first languages of the participating students. Characteristics of connected speech are introduced through short stories told in monologue and everyday conversations. Special attention is given to linking and to the natural rhythm of spoken English.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-SoRhPoKG</b>
Module	0
Title:	<b>Songs and Rhymes in the Kindergarten</b>
Teacher:	Andra Orosz
Level	
Termin	both
<b>Module Aims</b>	The aim of the course is to familiarise students with the practice of early foreign language development through songs, rhymes and stories. Students learn and analyse children's rhymes and songs and read children's stories, then prepare teaching materials which they present to the class in the form of microteaching session.
<b>Module Subject</b>	Characteristics of early foreign language development: revision and consolidation; Areas of early development in kindergarten in relation to English as a foreign language; Designing a thematic plan for foreign language development in relation to the annual development plan.; Storytelling: the teacher as language model 1 – pronunciation and intonation; Storytelling: the teacher as language model 2 – presentation techniques; Storytelling: the kindergarten teacher as language teacher 1 – preparatory activities; Storytelling: the kindergarten teacher as language teacher 2 – interactional story telling with modified language; Songs and rhymes to supplement stories 1 – songs and rhymes with numbers and counting; Songs and rhymes to supplement

	stories 2 – songs and rhymes with animals and body parts; Songs and rhymes to supplement stories 3 – rounds and interactional songs and rhymes; Songs and rhymes to supplement stories 4 – lullabies, marches, seasonal and special events songs; Tracking and evaluation of foreign language development
Number of Credits	4

<b>Course Code</b>	<b>XSE041-MethEng1</b>
Module	0
Title:	<b>Methodology of ELT in Lower Primary 1</b>
Teacher:	Julia Szarvas
Contact:	szarvas.julia.judit[at]szte.hu
Level	
Termin	1 <sup>st</sup>
<b>Module Aims</b>	<p><i>ELT Methodology 1</i> is a course for lower primary teacher education students that is designed to introduce you into the world of foreign language teaching. The classes cover topics that will provide a general understanding of teaching English as a foreign language to lower primary schoolchildren, and make you think about your own attitudes, beliefs and understanding in connection with teaching and learning a foreign language.</p> <p>By the end of the course, you will have gained a general understanding of foreign language teaching and an insight into working with the 5-12-year-old age group in English as a foreign language (EFL) classes. The first part of the term aims at giving you an overview of the issues of foreign language teaching to children below 12, the role of the teacher, and the expectations they have to face, and the nature of language learning.</p>
<b>Module Subject</b>	<p>Issues of early foreign language development. Early bilingualism. The Critical Period Hypothesis (CPH) – definitions, interpretation; Characteristics of the 6-12 age group; Principles of early foreign language development. Active learning. Social learning; The role of the teacher: learner-centeredness. The reflective teacher.; Language learning methods. Historical overview and today’s “best practices”; The primary EFL classroom. Issues of classroom management.; Conducting EFL lessons in English. Teacher competences.; Developing oral skills: listening comprehension.; Developing oral skills: speaking. Teaching pronunciation.; Vocabulary development; The role of grammar; Introducing literacy: EFL reading and writing.; Lesson planning</p>
Number of Credits	4

<b>Course Code</b>	<b>XSE041-IntrHunCul</b>
Module	
Title:	<b>Introduction to Hungarian Culture</b>
Teacher:	Andra Orosz
Level	
Termin	both

<b>Module Aims</b>	Course is aimed at familiarising incoming ERASMUS students with a variety of topics of Hungarian history and culture. It also allows them to compare aspects of Hungarian culture and lifestyle with those in their own respective countries.
<b>Module Subject</b>	Topics: 1. Hungary Quiz. 2. Emblems and symbols. 3. Geography of Hungary. 4. History of Hungary. 5. Education system. 6. Inventions and inventors in Hungary. 7. Holidays in Hungary. 8. Hungarian cuisine. 9. Hungarian architecture. 10. Hungarian art and museums I. 11. Hungarian art and museums II. 12. Hungarian music. 13. Hungarian literature. 14. Course evaluation.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-EngBritAmCul</b>
Module	0
Title:	<b>English for British and American Culture</b>
Teacher:	Balog Erika
Contact:	baloger[at]jgypk.szte.hu
Level	
Termin	both
<b>Module Aims</b>	The aim of the course is to acquaint the students with the lexical and grammatical characteristics of special English language for culture, its vocabulary and use. The material to be processed presents the geography, history, political and cultural life, social habits of the United Kingdom and the USA. The course develops special language skills needed to study culture.
<b>Module Subject</b>	Topics: The country called Britain; A democratic monarchy; Life and society; Typically British. U.S. Geography; U.S. Government; U.S. Way of life; U.S. Culture
Number of Credits	4

<b>Course Code</b>	<b>XSE041-EngArtHist</b>
Module	0
Title:	<b>English for Art History</b>
Teacher:	Balog Erika
Contact:	baloger[at]jgypk.szte.hu
Level	
Termin	both
<b>Module Aims</b>	The aim of the course is to master the lexical and grammatical characteristics of special English language for art, its vocabulary and use. The material to be processed increases students' knowledge of art and improves their skills of understanding the visual culture and contemporary art. The exercises lead students through detailed analyses of artworks and teach them to examine works of art from several angles: formal analysis, media, history and themes. The course develops special language skills needed to study art.
<b>Module Subject</b>	Topics: 1. Fine art and graphic art. The visual world. Art and creativity. The power and value of art. 2. Line, shape, and the principle of contrast. Form, volume, mass, and texture. Implied depth: value and space. Colour. Time and motion. Unity, variety and balance. Scale and proportion. Emphasis and focal point. Pattern and rhythm. Content and analysis. 3.

	Media and Process: Drawing. Painting. Printmaking. Sculpture. Photography. 4. History and Context
Number of Credits	4

<b>Course Code</b>	<b>XSE041-EngCommSpecNeedEdu</b>
Module	0
Title:	<b>English Communication and ESP for Special Needs Education I.</b>
Teacher:	Dr. András Bernáth, PhD
Contact:	bernath[at]jgypk.szte.hu
Level	
Termin	both
<b>Module Aims</b>	This course aims to provide an introduction to special education and to learn and practise the special language of special needs education, mainly by reading and discussing texts of special education in English.
<b>Module Subject</b>	1. The purpose and promise of special education 2. Planning and providing special education services 3. Featured teachers 4. Current issues 5. Teaching and learning 6. Collaborating with parents and families 7. Intellectual disabilities
Number of Credits	4
Number of Credits	4

<b>Course Code</b>	<b>XSE041-ChildrLit-II</b>
Module	0
Title:	<b>Children's Literature II.</b>
Teacher:	Dr. András Bernáth, PhD
Contact:	bernath[at]jgypk.szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	This course offers an introduction to children's literature, its historical developments and its main genres. The most important representatives of the various genres will be discussed through some of the most famous works. In the analysis we are also going to consider the possible use of the works in and outside school instruction.
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. Children's literature. Definition and Characteristics.</li> <li>2. Nursery Rhymes. Definition, Classification and Examples.</li> <li>3. Beast fables: Aesop. The Hare and the Tortoise, The Dog and His Reflection.</li> <li>4. Historical tales I. (Britain). The Legend of the Sons of the Conqueror.</li> <li>5. Historical tales II. (US) The Princess Pocahontas.</li> <li>6. Folk tales: The Great Big Enormous Turnip. The Adventures of the Little Field Mouse.</li> <li>7. Fairy tales I. Andersen: The Emperor's New Clothes.</li> <li>8. Fairy tales II. Andersen: The Ugly Duckling.</li> <li>9. Fairy tales III. Brothers Grimm: The Sleeping Beauty</li> <li>10. Modern Picture Books and Girlie Books. Jane O'Connor: Fancy Nancy.</li> </ol>
Number of Credits	4

3. Institute of Applied Humanities, Department of Modern Languages,  
 Department of French  
 (Alkalmazott Humántudományi Intézet, Modern Nyelvek és Kultúrák Tanszék, Francia  
 Szakcsoport)  
 Erasmus coordinator: Monika Burján  
 bmonika[at]jgypk.szte.hu

<b>Course Code</b>	<b>XSE031-CommFr-A2</b>
Module	
<b>Title:</b>	<b>Communication française pour étudiants Erasmus niveau A2</b>
<b>Teacher:</b>	Burján Monika
<b>Contact:</b>	Burján Monika
<b>Level</b>	Tous niveaux
<b>Termin</b>	1er, second semestre
<b>Module Aims</b>	Initiation à la langue française 2
<b>Module Subject</b>	Apprentissage du français, niveau débutant
<b>Number of Credits</b>	3

<b>Course Code</b>	<b>XSE031-CommFr-B1</b>
Module	
<b>Title:</b>	<b>Communication française pour étudiants Erasmus niveau B1</b>
<b>Teacher:</b>	Burján Monika
<b>Contact:</b>	Burján Monika
<b>Level</b>	Tous niveaux
<b>Termin</b>	1er, second semestre
<b>Module Aims</b>	Approfondissement des connaissances de la langue française B1
<b>Module Subject</b>	Apprentissage du français, niveau avancé
<b>Number of Credits</b>	3

<b>Course Code</b>	<b>XSE031- CommFr-B2</b>
Module	
<b>Title:</b>	<b>Communication française pour étudiants Erasmus niveau B2</b>
<b>Teacher:</b>	Burján Monika
<b>Contact:</b>	Burján Monika
<b>Level</b>	Tous niveaux
<b>Termin</b>	1er, second semestre
<b>Module Aims</b>	
<b>Module Subject</b>	
<b>Number of Credits</b>	3

4. Institute of Applied Humanities, Department of Modern Languages,  
 Department of Russian  
 (Alkalmazott Humántudományi Intézet, Modern Nyelvek és Kultúrák Tanszék, Orosz  
 Szakcsoport)  
 Erasmus coordinator: Edit Balog  
 baloged[at]jgypk.szte.hu

<b>Code</b>	XSE041-RusMirSoc
<b>Module</b>	Страноведение на русском языке Country Studies. In Russian
<b>Title:</b>	Россия в зеркале её общественной, политической и экономической истории. Страноведение на русском языке (B2); Russia in the Mirror of its Sociological, Political and Economical History – Country Studies. In Russian (B2)
<b>Teacher:</b>	Balog Edit, PhD
<b>Contact:</b>	<a href="mailto:balog.edit@szte.hu">balog.edit@szte.hu</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	<b>Цель курса:</b> Лекция по обществоведению дает студентам полезные знания, позволяющие рассматривать явления современной российской действительности в их социальном и культурно-историческом контексте. Увидеть и понять стоящие в основе всемирно известных стереотипов о русских - таких как «загадочная русская душа», «легендарный русский патриотизм», «русско буйство и отсталость», «коллективный дух», «уважение к самодержавию», «великая культура», «имперские устремления», - мировоззрение и исторические традиции, конструктивные или деструктивные политические тенденции.
<b>Module Subject</b>	<b>Программа курса:</b> 1. Лекции начинаются с изучения дохристианской истории Евразии, указывают на развитие и установление имперского подхода, основанного на глубоко укоренившихся и чрезвычайно богатых духовно-нравственных традициях в регионе. 2. За введением в доисторическую эпоху с особенностями её духовности мифологически-бытовой традиции следует блок социальной и политической истории региона, который вращается вокруг 10 известных исторических мифов: <i>Русская отсталость,</i> <i>Нормандская теория образования русского государства,</i> <i>Казачество,</i> <i>Тысячелетняя православная культура,</i> <i>Монголо-татарское иго,</i> <i>Иго крепостного права,</i> <i>Иван Грозный,</i> <i>Единодержавие,</i> <i>Князь Кутузов славный и величественный,</i> <i>Сталин.</i> 3. Во второй половине курса в. Студенты знакомятся с социальной историей XX-XXI века: <i>С национальными символами России,</i>

	<i>С политическими вопросами власти, С падением царской, а затем советской империи, Со сменой режима в "лихие 90-ые", С государственным устройством Российской Федерации, С социально-экономическим положением Российской Федерации, с ее восхождением к сверхдержаве.</i>
Number of Credits	4

<b>Code</b>	XSE041-RussStor-Ea
<b>Module</b>	Страноведение на русском языке Country Studies. In Russian
<b>Title:</b>	<b>Венгерская культура. Философия сказки на русском языке. Лекция</b> <b>Russian and Hungarian Culture. Stories for Thinking – in Russian. Lecture</b>
<b>Teacher:</b>	Balog Edit, PhD
<b>Contact:</b>	<a href="mailto:balog.edit@szte.hu">balog.edit@szte.hu</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	<b>Цель курса</b> - повысить уровень самосознания участников через специальные занятия народными сказками. Курс философии сказки на русском языке знакомит студентов с местом и значением сказок – в частности венгерских народных сказок, удивительно многочисленных и разнообразных – в культурном наследии человечества.
<b>Module Subject</b>	<b>В ходе лекций по философии сказки даётся</b> обзор истории сбора и приёмов интерпретации народных сказок. Сопоставляются аспекты немецкого психоаналитического, русского структурного и венгерского органического подходов. Подробно излагается ход восприятия текста сказки с помощью методов структурного филологического и органического духовного анализа. В завершении рассматривается знаковая система произведений народного творчества, указывается образное единство визуальной, текстуальной, аудитивной и танцевой отраслей народного творчества. Подчёркиваются параллели между текстовыми/структурными, душевными и духовными уровнями. <b>Тематика лекций</b> История сбора и классификация народных сказок; Космические и общечеловеческие символы в народных сказках; Истина в народных сказках – сакральный смысл сказки; Сказка, как основа работы терапевта; Сказкотерапия на практике – герои и их функции; Жизненные ситуации – решение конфликтов с помощью сказочных испытаний; История исследования сказок, подходы и методы толкования – позитивистическая, структуралистическая, семантическая, психологическая и органическая школы; Пространственно-временные рамки народных сказок; Композиционные принципы и приёмы органического восприятия смысла сказки; Значение астрально-мифических (общечеловеческих и христианских) рамок; Образное единство отраслей народного творчества - визуальной, танцевой, аудитивной и текстуальной.
<b>Number of Credits</b>	4

<b>Code</b>	XSE041-RussStor-Gyak
<b>Module</b>	Страноведение на русском языке Country Studies. In Russian
<b>Title:</b>	<b>Венгерская культура. Философия сказки на русском языке. Семинар Russian and Hungarian Culture. Stories for Thinking – in Russian. Practice</b>
<b>Teacher:</b>	Balog Edit, PhD
<b>Contact:</b>	<a href="mailto:balog.edit@szte.hu">balog.edit@szte.hu</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a> ,
<b>Level</b>	BA, Bsc, Ma, Msc - with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	<b>Цель курса</b> - повысить уровень самосознания участников через специальные занятия народными сказками. Курс философии сказки на русском языке знакомит студентов с местом и значением сказок – в частности венгерских народных сказок, удивительно многочисленных и разнообразных – в культурном наследии человечества.
<b>Module Subject</b>	<p><b>Тематика семинаров</b></p> <p>1. Космические и общечеловеческие символы в народных сказках. а) «Забытая песня» - отрывок из мультипликационного фильма М. Янковича по венгерской народной сказке «Сын белого коня» б) Африканская сказка с открытой концовкой – «Секретное сердце деревьев». Студенты разрешают конфликт и завершают действие сказки. (Известны сотни индивидуальных концовок этой сказки, собранные сказкотерапевтами, группированные по возрастам читателей.) в) Работа с развязками: - рассматриваем взаимоотношение статичных / динамичных мотивов - указываем на параллели между двумя сказками.</p> <p>2. Истина в народных сказках – сказки, как основа работы терапевта -) Сказкотерапия - метод венгерского терапевта Ильдико Болдижар «Преображения» (Презентация) - определение понятия сказкотерапии - подбор сказки - отклики читателя / творческая обработка сказки – работа с символами - создание контактов с мирами / развитие способности к действию / восстановление равновесия Творческие задания для студентов – индивидуальные и групповые.</p> <p>3. Сказкотерапия на практике – герои и их функции (Презентация) - «Отправился в поисках счастья» - недостаток или потеря - «Одна жизнь – одна смерть» - испытание героев - «Что угодно, спроси – я выполню всё» - волшебные помощники - «От добра и ожидай добра» - животные и сверхъестественные существа - Помощник в терапии – это сказка / Внутренний помощник – это нужные человеку качества - «Драка или меч» - борьба в сказках - «В семь раз краше стал...» - переход / второе рождение - «Я – твой, ты – моя!» - мужчина и женщина в сказке Творческие задания для студентов – индивидуальные и групповые.</p>



4.  
 Жизненные ситуации – решение конфликтов  
 с помощью сказочных испытаний  
 а) Презентация казусов  
 б) Разница в подходах и решениях европейских и восточных сказок  
 Творческие задания для студентов – индивидуальные и групповые.

5.  
 История исследования сказок, подходы и методы (Презентация)  
 а) Позитивистический (циклический) – братья Гримм  
 б) Структуралистический – Пропп, В. Я.  
 в) Психологический – юнгианцы (von Franz, M.-L.)  
 г) Семантический – Bettelheim, Bruno  
 д) Органический – венгерская мифологическая школа  
 (Arany L., Benedek E., Berze-Nagy J.,  
 Magyar A., Lükő G., Pap G.)

6.  
 Возникновение органического подхода  
 а) Школа юнгианцев – В. Пропп - венгры (Г. Пап, М. Янкович)  
 б) Знакомимся с венгерскими сказками – народная традиция и общечеловеческие  
 символы  
 Творческие задания для студентов – индивидуальные и групповые.

7.  
 Образное единство визуальной, аудитивной, танцевой и текстуальной отраслей  
 народного творчества  
 Пап Г. искусствовед, драматург; Сидоров Г.А биолог, геолог, психолог и историк

8.  
 Возникновение множества из единства  
 Образная иллюстрация организующего принципа качества (монады)

9.  
 Временно-пространственные рамки нар. сказок  
 Космические циклы,  
 как основа единого и высоконравственного миропорядка  
 в народных сказках  
 сказочная среда – герои – поступки,  
 как олицетворения астрально-мифических взаимоотношений

10.  
 Композиционные принципы и приёмы органического восприятия  
 а) Общие принципы знаковых систем народного творчества  
 Равноценность явных и скрытых форм  
 б) смысловые уровни изображённого  
 - бытовой  
 - центральный (расширенный)  
 - символический (уровень рисуночного письма)  
 в) процесс искажения мотивов / о порче (коррупции) текстов  
 г) значение астрально-мифических (общечеловеческих и христианских) рамок  
 д) восприятие текста сказки с помощью методов органического подхода

Number of Credits

4

<b>Code</b>	XSE041-MarkinRus-pr
<b>Module</b>	<b>Маркетинг на русском языке</b> <b>Marketing In Russian</b>
<b>Title:</b>	<b>Маркетинг на русском языке (B2)</b> <b>Marketing In Russian (B2)</b>
<b>Teacher:</b>	Daróczy Tamás
<b>Contact:</b>	<a href="mailto:darotom@gmail.com">darotom@gmail.com</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	<b>Цель курса:</b> Студенты узнают основы маркетинга, основные понятия и его место в решении задач компании. Научатся - использовать маркетинговые инструменты - использовать дизайн-мышление в создании продуктов - сегментировать рынок - проводить маркетинговые исследования, ит.д.
<b>Module Subject</b>	Основные темы / программа курса: - Социальные основы маркетинга:удовлетворение человеческих потребностей - Процесс управления маркетингом - Системы маркетинговых исследований и маркетинговой информации - Маркетинговая среда - Потребительские рынки и покупательское поведение потребителей - Сегментирование рынка, выбор целевых сегментов и позиционирование товара - Разработка товаров: товары, товарные марки, упаковка, услуги, новые товары и проблемы жизненного цикла - Установление цен на товары: задачи и политика ценообразования - Методы распространения товаров: каналы распределения и товародвижение, розничная и оптовая торговля - Продвижение товаров: реклама, стимулирование сбыта, личная продажа - Международный маркетинг.
<b>Number of Credits</b>	4

<b>Code</b>	XSE041-MarkinRus-lec
<b>Module</b>	<b>Маркетинг на русском языке</b> <b>Marketing In Russian</b>
<b>Title:</b>	<b>Маркетинг на русском языке (B2)</b> <b>Marketing In Russian (B2)</b>
<b>Teacher:</b>	Daróczy Tamás
<b>Contact:</b>	<a href="mailto:darotom@gmail.com">darotom@gmail.com</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021

<b>Module Aims</b>	<b>Цель курса:</b> Студенты узнают основы маркетинга, основные понятия и его место в решении задач компании.
<b>Module Subject</b>	Основные темы / программа курса: <ul style="list-style-type: none"> <li>- Социальные основы маркетинга:удовлетворение человеческих потребностей</li> <li>- Процесс управления маркетингом</li> <li>- Системы маркетинговых исследований и маркетинговой информации</li> <li>- Маркетинговая среда</li> <li>- Потребительские рынки и покупательское поведение потребителей</li> <li>- Сегментирование рынка, выбор целевых сегментов и позиционирование товара</li> <li>- Разработка товаров: товары, товарные марки, упаковка, услуги, новые товары и проблемы жизненного цикла</li> <li>- Установление цен на товары: задачи и политика ценообразования</li> <li>- Методы распространения товаров: каналы распределения и товародвижение, розничная и оптовая торговля</li> <li>- Продвижение товаров: реклама, стимулирование сбыта, личная продажа</li> <li>- Международный маркетинг.</li> </ul>
<b>Number of Credits</b>	4

<b>Code</b>	XSE041-BusDocinRus
<b>Module</b>	<b>Деловые документы на русском языке</b> <b>Business Documents. Proof reading and Editing in Russian</b>
<b>Title:</b>	<b>Деловые документы на русском языке</b> <b>Business Documents. Proof reading and Editing in Russian</b>
<b>Teacher:</b>	Daróczy Tamás
<b>Contact:</b>	<a href="mailto:darotom@gmail.com">darotom@gmail.com</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	Студенты узнают процесс внешней торговли и документы, которые необходимо знать каждому специалисту в деловой жизни.
<b>Module Subject</b>	Программа курса: Резюме Сопроводительное / мотивационное письмо к резюме Трудовой кодекс Российской Федерации Трудовой договор Подготовка веншнеторговой сделки: <ul style="list-style-type: none"> <li>- базисные условия поставки (INCOTERMS)</li> <li>- запрос, предложение, заказ, подтверждение заказа</li> <li>- международные перевозки и транспортные документы</li> </ul> Контракт/Договор/Соглашение
<b>Number of Credits</b>	4

<b>Code</b>	XSE041-BasEcon-pr
<b>Module</b>	<b>Основы экономики на русском языке (B2)</b> <b>Basic of Economics in Russian (B2)</b>
<b>Title:</b>	<b>Основы экономики на русском языке (B2)</b> <b>Basic of Economics in Russian (B2)</b>
<b>Teacher:</b>	Daróczy Tamás
<b>Contact:</b>	<a href="mailto:darotom@gmail.com">darotom@gmail.com</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	Главная цель курса - заложить у студентов основы экономической грамотности, "экономического образа мышления" и показать, как экономические знания могут применяться в реальной жизни.
<b>Module Subject</b>	Курс включает важнейшие и наиболее связанные с повседневной жизнью темы из двух разделов экономической теории, микроэкономики и макроэкономики. Микроэкономика изучает поведение отдельных элементов экономической системы страны - прежде всего, потребителей и производителей - то, как они делают свой выбор (что купить/произвести) и как взаимодействуют друг с другом. Ключевые категории микроэкономического анализа: спрос и предложение; производство, издержки и прибыль; рыночные структуры (такие, как совершенная конкуренция, монополия и олигополия). Макроэкономика изучает экономическую систему страны как единое целое и проблемы, общие для всей экономики. Ключевые категории макроэкономического анализа: ВВП, инфляция и безработица; экономический рост и деловой цикл; государственная макроэкономическая политика.
<b>Number of Credits</b>	4

<b>Code</b>	XSE041-EcRelRus-Szem
<b>Module</b>	<b>Венгерско-российские экономические отношения</b> <b>Hungarian-Russian Economical relations</b>
<b>Title:</b>	<b>Венгерско-российские экономические отношения</b> <b>Hungarian-Russian Economical relations</b>
<b>Teacher:</b>	Daróczy Tamás
<b>Contact:</b>	<a href="mailto:darotom@gmail.com">darotom@gmail.com</a> , <a href="mailto:russian.jgypk@szte.hu">russian.jgypk@szte.hu</a>
<b>Level</b>	BA, Bsc, Ma, Msc – with B2 Russian
<b>Termin</b>	Осень 2021 г. Autumn 2021
<b>Module Aims</b>	<b>Цель курса:</b> Студенты узнают, как изменилось российско-венгерское экономическое отношение с 1945 до наших дней.
<b>Module Subject</b>	Основные темы курса: <ul style="list-style-type: none"> <li>- Советско-венгерские экономические отношения с 1945 до распада СССР</li> <li>- СЭВ, СНГ</li> <li>- Смена системы в Венгрии</li> </ul>

	<ul style="list-style-type: none"><li>- Финансово-экономический кризис в России</li><li>- Российско-венгерское экономическое отношение с начала 2000 годов до наших дней</li><li>- Статистика внешней торговли между Россией и Венгрией</li><li>- Венгерские инвесторы в России</li><li>- Российские инвестиции в Венгрии</li></ul>
Number of Credits	4

5. Institute of Applied Humanities, Department of Applied Linguistics  
 (Alkalmazott Humántudományi Intézet, Magyar és Alkalmazott Nyelvészeti Tanszék)  
 Erasmus coordinator: Tamás Erdei  
 zgaal[at]jgypk.szte.hu

<b>Code</b>	<b>XSE041-EngLangDevGames</b>
<b>Module</b>	Erasmus_JGYPK
<b>Title:</b>	<b>English language development with games and exercises</b>
<b>Teacher:</b>	Juhász Valéria
<b>Contact:</b>	juhasz.valeria@szte.hu
<b>Level</b>	Bachelor, Master
<b>Termin</b>	Both
<b>Module Aims</b>	<p>Communication plays a major role in achieving all of our goals. The course of English language development with games and exercises aims to give methodological help in foreign language learning and teaching through games. In this seminar students get to know several communication games that can be used in foreign language development, particularly in speech development. Students meet a lot of types of communication tasks and challenges in the seminar. These exercises increase not only language awareness and competencies, literacy, grammatical and pragmatical knowledge in a second language, but memory, listening, concentration, strategic thinking, team work and social skills as well.</p> <p>The communication activities in the seminar are designed to help students become more prepared how to deal effectively with the many types of communications challenges in every day life. Each activity is designed to help participants better understand some facet of communications and gain expertise in that communication skill or competency. Every student has to teach at least three communication games during the seminar to the members of the seminar group.</p>
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. Organizing the tasks and exercises of the semester</li> <li>2. Introduction games</li> <li>3. Learning about one another</li> <li>4. Speech perception games</li> <li>5. Games with vocals and sounds</li> <li>6. Games with letters</li> <li>7. Concentration games</li> <li>8. Memory games with words and pictures</li> <li>9. Nonverbal-verbal transition games</li> <li>10. Activating mental vocabulary</li> <li>11. Activities with the communication channels</li> <li>12. Situation games</li> <li>13. Acting out a self-written story</li> <li>14. Evaluating the semester</li> </ol>
<b>Number of Credits</b>	4

6. Institute of Applied Social Sciences and Minority Politics  
 (Alkalmazott Társadalomismereti és Kisebbségpolitikai Intézet)  
 Erasmus coordinator: Lajos Rác  
 racz.lajos@szte.hu

<b>Course Code</b>	<b>XSE031-EnvirProblHistPers</b>
<b>Module</b>	0
<b>Title:</b>	<b>Environmental Problems in Historical Perspective</b>
<b>Teacher:</b>	Lajos Rác
<b>Contact:</b>	racz.lajos@szte.hu
<b>Level</b>	
<b>Termin</b>	1st
<b>Module Aims</b>	The main aims of the course are to achieve a thorough understanding and to provide a critical evaluation of the key concepts and theoretical approaches that have developed and are developing in the field of environmental history; to gain a comprehensive understanding of the fundamental themes in the environmental history of the region, subjected to a critical and comparative analysis; and to place Central, South-Eastern and Eastern Europe in a European and global context.
<b>Module Subject</b>	<p>Environmental history is an interdiscipline that analyzes interactions between human beings, societies and their physical environment. Environmental history was born in the 1960's, when ecological thinking appeared in the context of historical research.</p> <p>In the first thematic unit of this course the conceptual and theoretical framework of environmental history is defined, followed by the introduction of the special research techniques of this interdiscipline. One of the key notions of environmental history is the concept historical ecosystem, which can be defined as a subsistence system which exists in one locality, but the spatial dimension of an ecosystem is very flexible, and may range from a pond to the whole universe. In addition to the concept of an ecosystem, the concepts biological, social and cultural evolution, ecological crisis and transformation are also defined.</p> <p>In the second thematic unit the great crises and transformations of historical ecosystems during the traditional and modern times are analyzed. A series of case-studies will be discussed from the period starting with the formation of traditional societies to the invention of agriculture. Classical examples of traditional ecosystems include the early civilizations of Mesopotamia, Egypt, China and the Indus civilization. After laying the foundations, more than half of the course time will be devoted to the discussion of the environmental history of the last two thousand years. We analyze the historical ecosystems of Europe, Asia and the American civilizations during the Middle Ages. The great civilizations of the world became connected after the geographical discoveries of the 15th century. This interconnectedness and the formation of a world system fundamentally reformed the economic and ecological power relations of the world. Civilizations began to use their plants, weeds and animals and unified their landscapes according to European standards. The next focal point of the course is the development, process and the consequences of the Industrial Revolution. The Industrial Revolution re-defined the role of mankind in the process of evolution. In the 20th century human activity reached the dimension of geological forces such as volcanoes, earthquakes and cyclones. The global scale of environmental changes, pollution and global warming has fundamentally influenced the evolutionary perspective of humankind.</p> <p>During the course we discuss topics in a synthetic manner and from a comparative historical point of view and special attention is devoted to the environmental and ecological problems of Central, South-Eastern and Eastern Europe.</p>

<b>Number of Credits</b>	4
--------------------------	---

<b>Course Code</b>	<b>XSE031-BirthWorldEcoModSoci</b>
<b>Module</b>	
<b>Title:</b>	The birth of the world economy and the formation of modern societies: from 12th through 19th centuries
<b>Teacher:</b>	Lajos RÁCZ
<b>Contact:</b>	racz.lajos@szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	The main goals of course are a thorough understanding and critical evaluation of key concepts and theoretical approaches that have developed and are developing in the social and economic history; a comprehensive understanding of fundamental themes in the social and economic history of the region, subjected to critical and comparative analysis; the placing of Central, South-eastern and Eastern Europe in European and global perspectives.
<b>Module Subject</b>	<p>In the course we examine the origin and development of the world economy system and modern society. The roots of the world economy can be traced back until the 12th century, when the European economy began to emerge. By the late Middle Ages the first European economic integration took shape around Venice. For a period, Antwerp played a leading role in European economy, followed by Genoa, Amsterdam and London. The regions around these cities became centres of the European economy and were surrounded by extended half peripheries and peripheries. The European economy initiated economic integration in global scale according to its own norms, as a result of the great geographical discoveries and colonisation. The leading city states were replaced by nation states, which were able to mobilize more resources. Amsterdam, the United Provinces, London and Great Britain became border(-land) regions.</p> <p>The roots of modern European societies can be traced back until the late Middle Ages. The transformation of European societies was attached to the establishment and development of economic integration and disintegration. The necessity for economic and political integration emerged from the multilayer crisis of the 14th century. It is necessary to define all of institutions of European society during early modern times, together with the place and function of social groups.</p> <p>The main aims of the course are to achieve a thorough understanding and to provide a critical evaluation of the key concepts and theoretical approaches in social and economic history; to gain a comprehensive understanding of the fundamental themes in the social and economic history of the region, subjected to critical and comparative analysis; to place Central, Southeastern and Eastern Europe into a European and global context.</p> <p>During the course students will develop the ability to formulate, investigate and discuss historically informed questions from a comparative and interdisciplinary perspective. Students will be able to identify and work with primary secondary sources of historical study. Students will have the opportunity to become familiar with the design and use of historical research strategies and techniques in a critical and reflexive manner.</p> <p>Special attention will be paid to develop students' ability to employ higher order-thinking skills such as analysis, synthesis and evaluation. Students will be able to locate, synthesize and critically evaluate literature relevant to the research topic, and to efficiently integrate theories, primary and secondary data. Students will have the opportunity to learn how to synthesize information in order</p>



	to determine a focal point, to formulate a research question and thesis statement. Students will have the opportunity to constructively and collaboratively participate in discussions and debates.
Number of Credits	3

7. Institute of Applied Sciences, Department of Applied Information Technology

(Alkalmazott Természettudományi Intézet, Informatika Alkalmazásai Tanszék)

Erasmus coordinator: József Békési

bekesi[at]inf.u-szeged.hu

<b>Course Code</b>	<b>XSE041-IntrAlgoDStruct-1-Gy; XSE041-IntrAlgoDStruct-1-K</b>
Module	
<b>Title:</b>	<b>Introduction to Algorithms and Data Structures 1</b>
<b>Teacher:</b>	András Erik Csallner
<b>Contact:</b>	csallner.andras.erik@szte.hu
Level	
<b>Termin</b>	1st
<b>Module Aims</b>	The aim of the course is to make students familiar with the basic notions, principles, notation and tools of algorithm theory, and enable them to program basic algorithms using a high level programming language.
<b>Module Subject</b>	<ul style="list-style-type: none"> <li>• Structured programming and algorithm description methods: flow diagrams, pseudocode</li> <li>• Type algorithms and special algorithms (recurrences and backtracking algorithms)</li> <li>• Analysis and complexity of algorithms</li> <li>• The asymptotic notation</li> <li>• Formulating time complexity</li> <li>• Basic data structures, stacks, queues, linked lists, pointers and rooted trees</li> <li>• Binary search trees, operation over BSTs, and binary search</li> <li>• Sorting, insertion sort and merge sort</li> <li>• Heaps and priority queues; heapsort and quicksort</li> <li>• Greedy algorithms (Huffman codes)</li> <li>• Representation of graphs; elementary graph algorithms</li> <li>• Single-source shortest path methods</li> </ul>
<b>Number of Credits</b>	4; 4

<b>Course Code</b>	<b>XSE041-IntrGraphThPracApp-K</b>
Module	
<b>Title:</b>	<b>Introduction to graph theory</b>
<b>Teacher:</b>	Gábor Galambos
<b>Contact:</b>	galambos[at]jgypk.szte.hu
Level	
<b>Termin</b>	1st
<b>Module Aims</b>	This course introduces the students to the basic knowledge of graph theory. Beside the theoretical backgrounds we show some practical problems where the theoretical results can help to solve these problems.
<b>Module Subject</b>	Introduction Fundamentals and Elementary Results: In this section we introduce those of definitions which one needs to understand the most important basic connections in the graph theory. The Structure of Graphs Connectivity Hamiltonian Graphs Euler Graphs Planar Graphs Electrical networks Matching Graph colouring
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-IntAssLangProg</b>
Module	
<b>Title:</b>	<b>Introduction to Assembly Language Programming</b>

Teacher:	András Kelemen
Contact:	kelemen[at]jgypk.szte.hu
Level	
Termin	Both
<b>Module Aims</b>	The aim of the course is to make students familiar with the Intel microprocessor architecture and its programming with assembly language.
<b>Module Subject</b>	Level of programming languages The register set of Intel microprocessors Real-mode and protected mode memory architecture The structure of assembly code. Compiling and linking. Prepare the minimal development environment. Instruction formats, add and subtract numbers Memory addressing modes Multiply and divide Logical instructions (and, or, not xor, ...) ,shifting, rotating Compare, labels, condition and unconditioned jumps, loops Stack handling, Procedures, functions, Parameter passing Real-mode programming exercise. Protected- mode programming exercise
Number of Credits	4

<b>Course Code</b>	<b>XSE041-IntrDigSigPro</b>
Module	
Title:	<b>Introduction to Digital Signal Processing</b>
Teacher:	András Kelemen
Contact:	kelemen[at]jgypk.szte.hu
Level	
Termin	Both
<b>Module Aims</b>	The aim of the course is to make students familiar with the theory and applications of digital signal processing especially the practical approaches of noise filtering and signal convoluting
<b>Module Subject</b>	Definition and classification of signals. Characteristics of signals Signal Arithmetic Sampling and digitalization Practical AD and DA conversion Time and frequency domains. Fourier transformation Algorithm of Fast Fourier Transformation Convolution Noise. Noise reduction by moving average Digital filtering in time domain Digital filtering in frequency domain Convolution in image processing (smoothing, edge detection) Examples from biological signal processing
Number of Credits	4

<b>Course Code</b>	<b>XSE041-IntDatMinKnowPrac; XSE041-IntDatMinKnowLec</b>
Module	0
Title:	<b>Introduction to Data Mining and Knowledge Discovery</b>
Teacher:	Miklós Krész
Contact:	kresz[at]jgypk.szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	Data mining is a broad area that integrates techniques from several fields including machine learning, statistics, artificial intelligence, and database systems, for the analysis of large volumes of data. This interdisciplinary course gives a wide exposition of these techniques. The

	course is recommended for students in Informatics, Engineering, Natural sciences or Economics.
<b>Module Subject</b>	1. Introduction to Data Mining 2. Machine Learning and Classification 3. Input: Concepts, instances, attributes 4. Output: Knowledge Representation 5. Classification: Basic methods and decision trees 6. Evaluation and Credibility 7. Data Preparation for Knowledge Discovery 8. Clustering 9. Associations 10. Visualization 11. Graph mining and social network analysis 12. Mining Object, Spatial, Multimedia, Text and Web Data 13. Applications and Trends in Data Mining 14. Data Mining Software Tools
Number of Credits	4; 4

<b>Course Code</b>	<b>XSE041-IntPHPProgPrac/ XSE041-IntPHPProgLec</b>
Module	
<b>Title:</b>	<b>Introduction to PHP programming</b>
<b>Teacher:</b>	József Békési
<b>Contact:</b>	bekesi[at]inf.u-szeged.hu
Level	
<b>Termin</b>	1st
<b>Module Aims</b>	The aim of this module is to help students to 1. The aim of this module is to help students to 2. 1. understand how computer programs and algorithms work; 3. 2. be able to create complex webpages using PHP; 4. 3. be able to use the computer much more effectively in their learning and (later) working process.
<b>Module Subject</b>	1.Beginning with ""Hello World!"" 2.Commenting and Style 3.Arrays 4.Control structures (The if Structure, The switch Structure, The while Loop, The do while Loop, The for Loop, The foreach Loop) 5.Functions 6.Files 7.Mailing 8.Cookies 9.Sessions 10.Databases (MySQL) 11.Databases (PHP Data Objects) 12.Integration Methods (HTML) 13.Integration Methods (Forms, etc.) 14. Object Oriented Programming (OOP in PHP:Classes, Special Methods, Class Extensions (Inheritance))
Number of Credits	4; 4

<b>Course Code</b>	<b>XSE041-ObjOrLec; XSE041-ObjOrPrac</b>
<b>Module</b>	
<b>Title:</b>	<b>Object-oriented programming in JAVA programming language</b>
<b>Teacher:</b>	József Békési
<b>Contact:</b>	bekesi[at]inf.u-szeged.hu
<b>Level</b>	
<b>Termin</b>	Ist
<b>Module Aims</b>	<p>The aim of this module is to help students to</p> <ol style="list-style-type: none"> <li>1. understand how computer programs and algorithms work;</li> <li>2. be able to create simple object oriented computer programs and algorithms;</li> <li>3. understand the structure of high level programming languages (through JAVA programming environment);</li> <li>4. be able to use the computer much more effectively in their learning and (later) working process.</li> </ol>
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. Classes, the Object class, using of objects (reference type, creation of objects, declaration)</li> <li>2. The life of an object, the String class</li> <li>3. Definition of classes, class structure</li> <li>4. Identifiers, default values, this object reference, constructor, initializers. 5. Inheritance, type conversions, method overloading, constructor chains</li> <li>6. Polimorphism, abstract methods, abstract class, visibility, interfaces</li> <li>7. Exception handling, errors, throw</li> <li>8. try catch structure</li> <li>9. File handling(java.io package, File class)</li> <li>10. File operations, file dialog</li> <li>11. Streams (byte stream, character stream)</li> <li>12. Streams (data stream, object stream)</li> <li>13. Container operations, Vector class</li> <li>14. Interfaces, List, Comparable, Collections class</li> <li>15. Useful classes, Date, Locale, Timezone, GregorianCalendar, DateFormat, NumberFormat</li> <li>16. Useful classes, Cloneable, System, Runtime</li> <li>17. Collection framework, Collection interface, Set, HashSet, Iterator, Map, HashMap</li> </ol>
<b>Number of Credits</b>	4;4

8. Institute of Applied Sciences, Department of Technology  
 (Alkalmazott Természettudományi Intézet, Technika Tanszék)  
 Erasmus coordinator: Zsolt Benkő  
 benko.zsolt.istvan@szte.hu

<b>Course Code</b>	XSE041-Infcomnav
Module	
<b>Title:</b>	<b>Information, communication and navigation</b>
<b>Teacher:</b>	Dr. Benkő Zsolt István
<b>Contact:</b>	<a href="mailto:bzs@jgypk.szte.hu">bzs@jgypk.szte.hu</a> , benko.zsolt.istvan@szte.hu
<b>Level</b>	Bachelor or Master
<b>Termin</b>	2nd semester (Spring)
<b>Module Aims</b>	Making the students acquire the basic knowledge about significant contemporary information, communication and navigation solutions and systems. The main goal is to show a glimpse of the communication network around us.
<b>Module Subject</b>	Information society. Hierarchy and basic components of the Internet. Distributed systems. Neural networks, DNA-computing, quantum computer, holographic memory. Robots. Cybernetic models. Calendars. Measuring time. Contemporary system of the precise time. Navigation tools and systems. Public Switched Telephone Network (PSTN). Radiocommunication solutions. digital cellular phone system (GSM). Cable TV. Space communication.
<b>Number of Credits</b>	4
<b>Course Code</b>	XSE041-Várostöm
Module	
<b>Title:</b>	<b>Městka společenska doprava / Városi tömegközlekedés</b>
<b>Teacher:</b>	Dr. Dózsa Gábor
<b>Contact:</b>	<a href="mailto:dozsag@jgypk.szte.hu">dozsag@jgypk.szte.hu</a>
<b>Level</b>	Bachelor or Master
<b>Termin</b>	1st semester (autumn)
<b>Module Aims</b>	Prohloubytznaloststudentů v historiedopravy. V oblastiinfrastruktura, dopravní technika, pravidla a vědomosti. Poukázat na to, želidskýspolecnostmůžemítkvalitnýživot jen techdy, kdyždokáževytvořit, dopravu, kterápodstatněménézatěžuježivotníprostředí.
<b>Module Subject</b>	Hisoriedopravy v oblastiinfrastuktury, dopravnítechnikyy a dopravnipřavidly. Rozvojinfrastruktúry v posledních 150 let. Rozvojdopravnítechniky v posledních 150 let. Rozvojdopravnívědy v posledních 150 let. Zakladyspolečenskédopravy. Dráždnídoprava-ekologickádoprava. Mestkáhromadnáodoprava. Modernídopravaníprostředky pro městskoudopravu. Moderniainteligenčníinfrastrukturaměstskédopravy.č
<b>Number of Credits</b>	4

9. Institute of Art, Department of Music Education  
(Művészeti Intézet, Ének-zene Tanszék)  
Erasmus coordinator: Noémi Maczelka Prof. Dr. DLA  
maczelka.noemi[at]szte.hu

<b>Code</b>	<b>XSE041-NatInMusic</b>
<b>Module</b>	Music
<b>Title:</b>	<b>Nature in the Music</b>
<b>Teacher:</b>	Józsefné Dr. Dombi
<b>Contact:</b>	dombi [underscore]5[at]hotmail.com
<b>Level</b>	BA, MA
<b>Termin</b>	Both
<b>Module Aims</b>	The aim of this course is to get students familiar with songs related to nature. Students sing the songs by ear with the help of electronic material and try to perform them. They listen to suggested listening material related to the topic, which will enhance the enrichment of their emotional experience. The discussion of the pieces helps them become familiar with the various musical periods. They are expected. They to observe the characteristic features of the pieces and explain what musical tools are used in them to reflect nature and its influence on people. They do individual research to collect other listening pieces related to the topics and compare the different performances.
<b>Module Subject</b>	1. Natural phenomena in music 2. Times of day, months and seasons 3. Landscapes (rivers, lakes, caves) 4. Landscapes (forests and fields) 5. Plants and flowers 6. Animals: forests and fields 7. Animals: amphibians, fish, domestic animals 8. Animals: insects 9. Animals: birds 10. The universe
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-HIST</b>
<b>Module</b>	Music
<b>Title:</b>	<b>Music History</b>
<b>Teacher:</b>	Józsefné Dr. Dombi
<b>Contact:</b>	dombi [underscore]5[at]hotmail.com
<b>Level</b>	BA, MA. Hungarian language with English summary
<b>Termin</b>	Both
<b>Module Aims</b>	The module aims to provide a broad understanding of music history between 1750 and 1850 and aims to develop intellectual and emotional abilities of students and to form and enrich their musical taste. The module explores how history, literature and other art forms influenced the development of the music.
<b>Module Subject</b>	The course covers the life and works of great composers from about 1750 to 1850. Among others, the module discusses Haydn, Mozart, Beethoven, Schubert, Schumann, Mendelssohn. Importance is given to instrumental music sonata, trio, string quartet, symphony, concerto, serenade and divertimento. The course focuses on operas from Haydn/Esterházy court through Mozart's Da Ponte operas and Die Zauberflöte to Beethoven's Fidelio. The meaning of German Lied by Schubert, Schumann, Mendelssohn is also discussed. Schumann's piano music plays

	important role in this module. During the semester each student has to make a ten minutes long oral presentation. Two tests are required to written and at the end of the semester students have to pass an oral examination.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-PIAN</b>
Module	Music
Title:	<b>Piano</b>
Teacher:	Noémi Dr. Maczelka
Contact:	maczelka.noemi[at]szte.hu
Level	BA, MA. Previous musical experience is required, if the student does not an Erasmus - student of the JGYPK Music Education Department.
Termin	both
<b>Module Aims</b>	The aims of the piano-lessons are: to improve the piano-playing of the students technically and musically as well. To learn different works in different styles, focusing in the works of hungarian composers. Preparing to competitions, concerts and exams. Playing chamber-music and accompanying singers. The students can get a 30 minutes individually piano-lesson every week. On this lesson he/she show the works he/she have practiced, and the teacher correct it. The student play prima vista as well some lessons, and also pieces for 4handig.
<b>Module Subject</b>	Pianoworks of Béla Bartók, Zoltán Kodály, Ferenc Liszt and Hungarian contemporary composers. Works of different epochs of the world-musical literature.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-KOD</b>
Module	Music
Title:	<b>Art and methodology of Zoltán Kodály</b>
Teacher:	Andrea Asztalos PhD
Contact:	asztalos.andrea[at]szte.hu
Level	BA, MA
Termin	both
<b>Module Aims</b>	The course introduces the life and work of Zoltán Kodály, a famous Hungarian composer of the 20th century. In particular we will discuss the important events of his life, talk about the folk songs collected by him and also , the course will cover his compositions and their musical genres and background. Furthermore, his approach the music education principles in practice, methodology.
<b>Module Subject</b>	Themes 1-2. The life of Zoltán Kodály, and Chamber music 3. Methodology of Kodály in the school, The 333 Reading exercises 4. Psalmus Hungaricus and singing practice 5. The Role of Singing and Folk-Song 6-7 Children's Choruses and singing practice 8-9. Mixed Choruses and singing practice 10-11. Piano pieces by Kodály 12-13. Stage works by Kodály 14. Hány János Suite
Number of Credits	4



<b>Course Code</b>	<b>XSE041-COND</b>
Module	Music
Title:	<b>Choral conducting</b>
Teacher:	Gyula Dr. Varjasi
Contact:	varjasi.jozsef.gyula[at]szte.hu
Level	BA, MA. Hungarian language with English summary. Previous musical experience is required, if the student does not an Erasmus-student of the JGYPK Music Education Department.
Termin	Both
<b>Module Aims</b>	The aim of the course is to teach would-be conductors and teachers the necessary theoretical issues and practical skills which are essential in conducting a school community (group, class, choir) in a professional way. Students have to be familiar with the pieces of national and international composers written for children's choirs, and the methods of teaching, the technical requirements of conducting and the traditions of performing them. Participation in conferences and courses of the national and international professional associations. Changing experience with conducting teachers of other colleges, and international partner institutes. Inviting internationally renowned conductors for courses.
<b>Module Subject</b>	Hungarian children's and youth choir pieces, following the difficulty of conducting techniques. Erkel Ferenc–Kölcsey Ferenc: Himnusz and Egressy Béni–Vörösmarty Mihály: Szózat. Extracts from the European choir pieces corresponding to the difficulty of pieces present in elementary school textbooks. The backbone of the course is common singing, learning and practicing technical elements necessary for musical exercises and typical situations of music making. The course also deals with different choir conducting methodological elements, score reading and with different tools that help would-be teachers in learning and teaching choir pieces.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-HAR</b>
Module	Music
Title:	<b>Harmony</b>
Teacher:	Gyula Dr. Varjasi
Contact:	varjasi.jozsef.gyula[at]szte.hu
Level	BA, MA. Hungarian language with English summary. Previous musical experience is required, if the student does not an Erasmus-student of the JGYPK Music Education Department.
Termin	Both
<b>Module Aims</b>	Features of different styles and eras of European music – familiarization with those features through examining music generally and examining specific pieces of music, complemented with practical exercises. Learning skills to analyze music necessary for pedagogical purposes, with regards to different pieces of music from different eras.
<b>Module Subject</b>	Physical attributes and components of the musical sound. Overtone system. Scales and keynotes. Sound systems. Quints. Authentic and plagal steps and functions. Chords. Elements and definitions of rhythm. Characteristics of beats. Problems of contemporary notations. Elements and definitions of tune. Types of figuration. Aspects of analysing final chords. Definition of everyday musical terminology. Main genres of early Christian and Gregorian music. Gregorian keynotes. The hexachord-system and tonic solva according to Guido of

	<p>Arezzo. Gregorian notation, and sheet reading guidelines. Early forms and theoretical definitions of medieval polyphony. Rules of organum construction. The characteristic genres and techniques of the Notre Dame school and Ars Antiqua. The music and composition techniques of Ars Nova and trecento. Characteristics, organizing theories and consonance of the renaissance vocal polyphony. Baroque music theory. Stylistic and genre novelties of the Baroque, the beginning of Baroque. Instrumental and vocal Baroque genres and forms (chorals, variations, preludes, fugues, inventions, suites, sonatas, rondeaus, oratorios, concertos, passions, etc). Late Baroque and early Classic genres and masterpieces (eg: D. Scarlatti, C. Ph. E. Bach). Consonance and form in the music of J. Haydn, W.A. Mozart, L.v. Beethoven (sonatas, variations, symphonies, concertos, etc.) Enlargement of consonance elements of the Baroque and Vienna Classic music in the 19th century (minor subdominants, Naples phenomena, chords, romantic sequences, etc). New consonance and tunes in Romanticism, folkloric effects, neomodality, specific scales, minore-maggiore, distance-governed modulations, enharmonic variations, chromatic scales, polar connections, function mixing, quint and quart building with a special regard on Liszt's music. Dissolution of tonality at the turn of the century. New melodies and harmonies at the beginning of the century. Beginning of atonality. 20th century composition techniques from a theoretical perspective. Analysis is mainly targeted at internationally recognized composers, with a special regard to Bartók's pieces.</p>
Number of Credits	4

<b>Course Code</b>	<b>XSE041-MUS</b>
Module	Music
Title:	<b>Musical theory</b>
Teacher:	Andrea Asztalos
Contact:	asztalos.andrea[at]szte.hu
Level	BA, MA. Hungarian language with English summary. Previous musical experience is required, if the student does not an Erasmus - student of the JGYPK Music Education Department.
Termin	Both
<b>Module Aims</b>	Features of different styles and eras of European music – familiarization with those features through examining music generally and examining specific pieces of music, complemented with practical exercises. Learning skills to analyze music necessary for pedagogical purposes, with regards to different pieces of music from different eras.
<b>Module Subject</b>	Physical attributes and components of the musical sound. Overtone system. Scales and keynotes. Sound systems. Quints. Authentic and plagal steps and functions. Chords. Elements and definitions of rhythm. Characteristics of beats. Problems of contemporary notations. Elements and definitions of tune. Types of figuration. Aspects of analysing final chords. Definition of everyday musical terminology. Main genres of early Christian and Gregorian music. Gregorian keynotes. The hexachord-system and tonic solva according to Guido of Arezzo. Gregorian notation, and sheet reading guidelines. Early forms and theoretical definitions of medieval polyphony. Rules of organum construction. The characteristic genres and techniques of the Notre Dame school and Ars Antiqua. The music and composition techniques of Ars Nova and trecento. Characteristics, organizing theories and consonance of the renaissance vocal polyphony. Baroque music theory. Stylistic and genre novelties of the Baroque, the beginning of Baroque. Instrumental and vocal Baroque genres and forms (chorals, variations, preludes, fugues, inventions, suites, sonatas, rondeaus, oratorios, concertos, passions, etc). Late Baroque and early Classic genres and masterpieces (eg: D. Scarlatti, C. Ph. E. Bach). Consonance and form in the music of J. Haydn, W.A. Mozart, L.v. Beethoven (sonatas,

	variations, symphonies, concertos, etc.) Enlargement of consonance elements of the Baroque and Vienna Classic music in the 19th century (minor subdominants, Naples phenomena, chords, romantic sequences, etc). New consonance and tunes in Romanticism, folkloric effects, neomodality, specific scales, minore-maggiore, distance-governed modulations, enharmonic variations, chromatic scales, polar connections, function mixing, quint and quart building with a special regard on Liszt's music. Dissolution of tonality at the turn of the century. New melodies and harmonies at the beginning of the century. Beginning of atonality. 20th century composition techniques from a theoretical perspective. Analysis is mainly targeted at internationally recognized composers, with a special regard to Bartók's pieces.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-CHAM</b>
Module	Music
Title:	<b>Chamber music</b>
Teacher:	Noémi Dr. Maczelka
Contact:	maczelka.noemi[at]szte.hu
Level	BA, MA. Previous musical experience and at least 2 students are required.
Termin	Both
<b>Module Aims</b>	The basic aim of the module is to use students' instrumental skills in music literature other than their solo repertoire as chamber music requires a number of skills not normally required for the performance of solo music. The module focuses on group work as a basic element of music productions.
<b>Module Subject</b>	Teamwork means cooperating, especially playing in instrumental groups like orchestra or other chamber music formations. It is a part of our everyday life in both of teaching and performing. The module will be focusing on chamber music aspects offered by various range of compositions. To give the priority to important sections with staying secondary by others is the goal of chamber music approach. Chamber music is not restricted only to concert hall and opera stages but also has to be presented in the field of education.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-VOIC</b>
Module	Music
Title:	<b>Voice Training</b>
Teacher:	Tamás Dr. Altorjay
Contact:	altorjay.tamas.jozsef[at]szte.hu
Level	BA, MA. Previous musical experience is required, if the student does not an Erasmus - student of the JGYPK Music Education Department.
Termin	both
<b>Module Aims</b>	The aims of the voice training-lessons are to improve the voice of the students technically and musically as well. To learn different works in different styles, focusing in the works of hungarian composers. Preparing to competitions, concerts and exams. The students can get a 30 minutes individually lesson every week. On this lesson he/she show the works he/she have practiced, and the teacher correct it. The student sings prima vista as well some lessons.

<b>Module Subject</b>	Works of Béla Bartók, Zoltán Kodály, Ferenc Liszt and Hungarian contemporary composers. Works of different epochs of the world-musical literature.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-KNOW</b>
<b>Module</b>	Music
<b>Title:</b>	<b>Knowing of musical works, visiting concerts, operas</b>
<b>Teacher:</b>	Noémi Dr. Maczelka
<b>Contact:</b>	maczelka.noemi[at]szte.hu
<b>Level</b>	BA, MA.
<b>Termin</b>	both
<b>Module Aims</b>	The aim of the course is to familiarize students with the Hungarian composers e.g. Béla Bartók. Students will acquaint themselves with their most important works. They have to visit concerts, recitals and opera performances and write reports what about they have seen and listen to. At least 10 different events, included the concert evenings of our department.
<b>Module Subject</b>	Works of Béla Bartók, Zoltán Kodály, Ferenc Liszt and Hungarian contemporary composers. Works of different epochs of the world-musical literature.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-CHOR</b>
<b>Module</b>	Music
<b>Title:</b>	<b>Chorus</b>
<b>Teacher:</b>	Gyula Dr. Varjasi
<b>Contact:</b>	varjasi.jozsef.gyula[at]szte.hu
<b>Level</b>	BA, MA. Hungarian language with English summary
<b>Termin</b>	both
<b>Module Aims</b>	Exploiting the educative effect of musical activities carried out in a community and regular occupation with masterpieces in order to develop an educator's personality. Developing singing skills, musical hearing and intonational skills. Community tasks: participation in the events and concerts organized by the college and the city, participation in national and possibly international choir singing events. Developing a model choir life with regards to organizing, programming and community work. Knowing the classic and contemporary repertoire of Hungarian choir music, deepening the knowledge of European music history by performing some characteristic pieces, orientation in choir pieces in a wider sense.
<b>Module Subject</b>	The pieces of Béla Bartók and Zoltán Kodály give the backbone of the repertoire complemented with 20th century and contemporary Hungarian pieces, and possibly with pieces from different eras of music history. During the four years every major eras and styles should be included in the curriculum.
<b>Number of Credits</b>	4

<b>Course Code</b>	XSE041-COMP
<b>Module</b>	Music
<b>Title:</b>	Computer in Music
<b>Teacher:</b>	Attila Blaho
<b>Contact:</b>	blaho.attila[at]szte.hu
<b>Level</b>	BA, MA. Hungarian language with English summary
<b>Termin</b>	both
<b>Module Aims</b>	The aim of this course is to get students familiar with score editor softwares and with the basics of audio recording in a digital environment. The student will gain an insight into the basics of sheet music editing, learning to work with various solo instruments and groups of instruments such as piano sheet music, choral works and chamber music. The student will also gain insight into the possibilities offered by modern sound recording techniques and learn about the different phases of studio work.
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. Sheet music editors in general.</li> <li>2. Entering musical notes.</li> <li>3. Simple piano sheet music editing.</li> <li>4. Input of signals to the sheet music such as lines, dynamics, phrasing.</li> <li>5. Enter lyrics.</li> <li>6. Historical summary of the sound recording.</li> <li>7. Technical requirements for sound recording.</li> <li>8. Types and areas of use of microphones. microphone techniques.</li> <li>9. Basics of digital recording.</li> <li>10. Post-production of sound recording in a digital environment.</li> </ol>
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-CONT</b>
<b>Module</b>	Music
<b>Title:</b>	<b>Contemporary music</b>
<b>Teacher:</b>	Józsefné Dr. Dombi
<b>Contact:</b>	dombi [underscore]5[at]hotmail.com
<b>Level</b>	BA, MA. Hungarian language with English summary
<b>Termin</b>	Autumn
<b>Module Aims</b>	The course introduces the life and work of famous 20th- and 21st-century Hungarian composers. One of the cornerstones of the course will be the life, work and heritage of István Vántus. The course covers in more detail the musical background and compositions of those composers whose pieces are performed during the annually organised
<b>Module Subject</b>	“Contemporary Music Week of Szeged”, such as Máté Hollós, Miklós Kocsár, Zsolt Durkó, György Ránki, Zsolt Durkó, József Sári and István Láng, György Kurtág. The course offers a new way to become acquainted with contemporary music. The “Contemporary Music Week of Szeged” offers students a unique possibility to listen to live contemporary music. A few contemporary styles will be presented to them. They will also receive instructions how to listen

	to and understand this kind of music. Students who can play an instrument can actively take part in the music pedagogy program with their instruments.
Number of Credits	4

<b>Code</b>	XSE041-ChildVocTrain
<b>Module</b>	Music
<b>Title:</b>	Theory and Practice of Children's Vocal Training
<b>Teacher:</b>	Andrea Dr. Asztalos
<b>Contact:</b>	asztalos.andrea@jgypk.szte.hu
<b>Level</b>	BA, MA
<b>Termin</b>	Both
<b>Module Aims</b>	The aims of this course is to present the characteristics and some different problems of children's singing voice production, furthermore to share professional experiences in development of children's singing skills and to demonstrate ways to correct vocal problems. During the course, students can learn about the characteristics of children's singing voice and their development possibilities, starting with the kindergarten age. During the course students will learn about the physiology and operating principles of the children's vocal system; the types and characteristics of singing problems, and correcting possibilities of singing voice production problems; methods and techniques that develop children's singing skills.
<b>Module Subject</b>	1. Physiology of Singing, 2. Development of Musical Abilities and Skills between the Ages of 0-18, 3. Development of Singing Ability in Childhood, 4. Specificities of Children's Vocal Formation, 5. Types and Characteristics of Vocal Formation Problems in Childhood, 6. Correction of Children's Vocal Formation Problems, 7. Singing Voice Training on the Classroom Music Lessons, 8. Singing Voice Training for Children's Choirs, 9. Singing Voice Training for Youth Choirs, 10. Development of Intonation
<b>Number of Credits</b>	4

10. Institute of Art, Department of Art and Art History

(Művészeti Intézet, Rajz-művészettörténet Tanszék)

Erasmus coordinator: Dr. Klára Orosz DLA

orosz.klara[at]szte.hu

<b>Course Code</b>	<b>XSE041-Mur1</b>
<b>Module</b>	Professional Skills (Festészeti/grafikai eljárások)
<b>Title:</b>	<b>Mural (Muráliák)</b>
<b>Teacher:</b>	Dr. Lehel Gal DLA
<b>Contact:</b>	gal.lehel.jozsef[at]szte.hu
<b>Level</b>	
<b>Termin</b>	both
<b>Module Aims</b>	<p>The course is designed for students with basic professional skills to develop their skills with the traditional mural techniques (fresco, secco, sgraffito, mosaic) and during the workshop students has possibility to acquire the practical aspects of these techniques.</p> <p>A kurzus célja, hogy megismertesse a hallgatókat a hagyományos murális technikákkal (freskó, szekkó, sgraffitó, mozaik) és a műhelymunkák során ezen technikák gyakorlati alkalmazásával.</p>
<b>Module Subject</b>	<p>Basic studies about secco technique. The limestone as the binder of secco, making casein and secco (design, card making, pausing, etc.). Basic studies about mosaic (art history prefiguration), traditional mosaic technic and mosaic making on some new substrates.</p> <p>kőtechnikáról általában. A mészkazein, mint a szekkó kötőanyaga, kazein készítés és szekkó ása (tervezés, kartonkészítés, pauszálás, stb.). A mozaikról általában (művészettörténeti előképek), ányos mozaik készítés, mozaik készítés új hordozófelületeken.</p>
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-PaintsStudPr4</b>
	Painting Studio Practice (Festészet műtermi gyakorlat)
<b>Title:</b>	<b>Painting Studio Practice 4. (Festészet műtermi gyakorlat 4.)</b>
<b>Teacher:</b>	Dr. Lehel Gal DLA
<b>Contact:</b>	gal.lehel.jozsef[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	<p>Different visual abstraction levels can be reached during the studio practice from the drawing and painting cognition from simple imaging to more complex visual images.</p> <p>A műtermi gyakorlatok során a rajzi- festészeti megismeréstől, egyszerű leképezéstől el lehet jutni a képi elvonatkoztatás különböző fokozatáig.</p>
<b>Module Subject</b>	<p>Analysing figure study. An independent and multi-figure composition sketches, based on previous studies. Recommended techniques: tempera, acrylic, oil, etc.</p> <p>Portré tanulmányozása, egész alak megjelenítése. Önálló egy és többalakos kompozíció vázlatok, eddigi tanulmányok alapján. Ajánlott technikák: tempera, akril, olaj, stb.</p>
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-DigGrapDes2</b>
<b>Module</b>	Basic Art Knowledge (Művészeti alapismeretek)
<b>Title:</b>	<b>Digital Graphic Design 2. (Számítógépes Grafika 2.)</b>
<b>Teacher:</b>	Ferenc Kiss
<b>Contact:</b>	kiss.ferenc[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	The aim of the course is to learn the fundamental steps of graphic design. Moreover, understanding basic terms: bitmap and vector-based based image processing, montage techniques, typography, etc. Another goal is the acquisition of technical implementation. The course also aims to improve the intuition and contemporary creative design awareness and also the sensitivity and cooperation of the individual and group studio design work.
<b>Module Subject</b>	Based on the study work of the previous semester, continuing examination of elements of design, spatial relation relationships, typography and imagery as they apply to practical visual solutions for various applications.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-DigGrapDesTy2</b>
<b>Module</b>	Art Mediation and Communication Skills (Művészetközvetítő és kommunikációs ismeretek)
<b>Title:</b>	<b>Digital Graphic Design-Typography 2. (Tipográfia 2.)</b>
<b>Teacher:</b>	Ferenc Kiss
<b>Contact:</b>	kiss.ferenc[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	The aim of the course is to learn the advanced features of graphic design. Understanding terms: bitmap and vector-based based image processing, montage techniques, typography, 3D, etc.). Important value of the course is to try to create an artwork, which goes beyond the technique, it's philosophy is also a high standard. Another goal is the acquisition of technical implementation. The course also aims to improve the intuition and contemporary creative design awareness and also the sensitivity and cooperation of the individual and group studio design work.
<b>Module Subject</b>	A continuing examination of elements of design, spatial relation relationships, typography and imagery as they apply to practical visual solutions for various applications.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-MovieMPDes</b>
<b>Module</b>	The Imaging Tools (A képkalkotás eszközei)
<b>Title:</b>	<b>Movie/ Motion picture Design 2. (Mozgóképek 2.)</b>
<b>Teacher:</b>	Ildikó Bíró
<b>Contact:</b>	biro.ildiko[at]szte.hu



Level	
Termin	2nd
<b>Module Aims</b>	The aim of the course is to learn the basic steps of motion picture design, both theoretical and practical elements, such as: usage of the camcorder and film editing and compositing software. Students learn the basic terms of motion picture, learn to use the camcorder and basic principles of animation. Another goal is the acquisition of technical implementation. The course also aims to improve the intuition and contemporary creative design awareness and also the sensitivity and cooperation of the individual and group studio design work.
<b>Module Subject</b>	Completing two tasks: creating a video installation and 2D digital animation with After Effects software.
Number of Credits	4

	<b>XSE051-ArtGLASt-I</b>
Module	Professional Skills (Festészeti/grafikai eljárások)
Title:	<b>Glass Art studio practice (Üveg műhelygyakorlat)</b>
Teacher:	Dr. Keve Kovacs DLA
Contact:	kovacs.keve.janos[at]szte.hu
Level	
Termin	both
<b>Module Aims</b>	Professional acquirement of basic knowledge of glass processing. Material like usage of glass via the defined compositions. Creating glass products in a restricted way. Üvegmegmunkálás alapismeretinek professzionális elsajátítása. Az üveg anyagszerű használata a megadott kompozíciók kialakításában. Kész üvegmunkák kivitelezése.
<b>Module Subject</b>	Three plans of glass, 1 plan of "bordure" which is made of stained glass, 2 plans of a letter weight, 3 items of planning of a glass composition with fusing technology. The topic is the rhythm. Három üvegmunka illetve terv elkészítése: egy ólomüveg szegély, két levélnehezék, (melyek rogyasztásos, összeolvasztásos technikával készülnek) A téma a ritmus.
Number of Credits	4

<b>Course Code</b>	<b>XSE051-FigDraw</b>
Module	Drawing (Rajzolás)
Title:	<b>Figure drawing (Alakrajz)</b>
Teacher:	Brzozka Marek
Contact:	brzozka.marek[at]szte.hu
Level	
Termin	both
<b>Module Aims</b>	This course is designed to learn the structure of the human body (head and figure) and the system of human body proportions. A kurzus célja megismerni az emberi fej szerkezetét és az emberi test arányrendszerét.
<b>Module Subject</b>	Sketches and quick portraits and figure drawings in different sizes, using different techniques. Structural drawing of the human head and body toned (light and shadow) using monochrome techniques.

	Gyors mozdulat tanulmányok különböző méretben, eltérő technikák alkalmazásával. Emberi fejés figura szerkezeti rajza, tónusos rajz készítése monokróm technikákkal.
Number of Credits	4

<b>Course Code</b>	<b>XSE051-PaintStudPr2</b>
Module	Professional Skills (Festészeti/grafikai eljárások)
Title:	<b>Painting Technics 2. (Festészeti eljárások 2.)</b>
Teacher:	Dr. Katalin Marosi DLA
Contact:	marosi.katalin[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	<p>The course is designed to acquaint students with the possibilities of painting dress and nude figures using different colour techniques. Analysing the relations of human body and its environment so as to express the complex, diverse interactions of the living model and his environment.</p> <p>A kurzus célja megismertetni a hallgatókat a ruhás illetve akt alak színes ábrázolási lehetőségeivel. Ember és környezete viszonyrendszerének analizálásával kifejezni az élő modell és környezete sokrétű, sokszínű kölcsönhatásait.</p>
<b>Module Subject</b>	<p>Analysing whole human figures and half-length figures in narrow and wide environment using different colour techniques. Figuration and abstraction.</p> <p>Emberi félalak és egész alak tanulmányozása szűkebb, tágabb környezetben különböző színes technikák alkalmazásával. Figurativitás és absztrakció.</p>
Number of Credits	4

<b>Course Code</b>	<b>XSE041-3DStud2</b>
Module	3D Design Practices (Plasztikai gyakorlatok)
Title:	<b>3D Design Practices 2.</b>
Teacher:	Dr. Klara Orosz DLA
Contact:	orosz.klara[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	<p>The course aim is to help the students to develop their way of thinking and creating 3D forms and spatial constructions. We carry out some research and focus on the most fundamental sculptural and spatial issues (shape, construction, scale, size and proportion, structure). Another important aspect is that students should be able to use this knowledge in the field of visual education and also in their own art- and teaching practice.</p>
<b>Module Subject</b>	<p>This course develops the students' sculptural and spatial knowledge based on the topics they have already learnt at 3D Design Studies I. course, such as proportion, scale, material, forms and construction, forms and spatial relations. We focus on the design and modelling process, but some best concepts and design pieces will be carried out. Realization of their original concepts in material is always a significant motivation for the students and provides even more opportunity to gain experience during the working process. The variety of tasks aims that students could learn the main aspects in the three-dimensional way of expression.</p>

	During the practical work students gather further experience on the use of different kind of materials and also the significance of its formative role. The course involves some basic research on the relationship between structure and form, studying shapes and the diversity of texture and structure, creation of different spatial arrangements and sculptures, construction and modelling of spatial geometric systems, preparation of their visual presentation and design documentation.
Number of Credits	4

<b>Course Code</b>	<b>XSE051-GraphStudPr2</b>
Module	Graphics Studio Practice (Grafika műtermi gyakorlat)
Title:	<b>Graphics Studio Practice 4. (Műtermi gyakorlat 4.)</b>
Teacher:	Szabó Ábel
Contact:	szabo.abel[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	The aim of this course is to study examples occurring in everyday practice of graphics, such as newspaper drawing, illustration, cover design, creating unique graphics, while taking into consideration some contemporary techniques and criteria. A napi grafikai praxisban előforduló példák tanulmányozása, amilyen az újságrajz, illusztráció, borítótér, egyedi grafika készítése kortárs technikák és szempontok figyelembe vételével.
<b>Module Subject</b>	This course includes studying the street views of the XXI century, its graphics and graphic publications, and finally, preparing this kind of publication. A XXI század utcaképeinek, grafikáinak és grafikai kiadványainak tanulmányozása, és ilyen kiadvány készítése.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-Mould</b>
Module	3D Design Practices (Plasztikai gyakorlatok)
Title:	<b>Moulding (Mintázás)</b>
Teacher:	Dr. Klara Orosz DLA
Contact:	orosz.klara[at]szte.hu
Level	
Termin	both
<b>Module Aims</b>	During the course students will get to know some basic knowledge of three-dimensional way of thinking, and they also get some experience how to work and build up forms with clay. Students have the possibility to construct and create some basic 3D sculptural forms. We would focus on the most important and fundamental sculptural and spatial issues. They are going to make some research on some “natural forms” and will get some experience and practical knowledge on some basic concepts of sculptural tasks, such as shape, construction, scale, size and proportion. During the term students will have the possibility to carry out some research about some “natural forms, studying shape, proportion and structure, and they will create some sketches and they would mould the chosen form using natural models and clay materials. A tantárgy célja a téri-, plasztikai megjelenítés alapjainak elsajátítása, a plasztikai alapfogalmak: arány, lépték, anyaghasználat, tér és forma kapcsolata, forma és szerkezet összefüggéseinek

	<p>kutatása. A kurzus célja a háromdimenziós ábrázolási rendszer alapfogalmaira, technikáira és azon belül kifejezetten a mintázásra, mint szobrászati módszerre fókuszál, hogy ez által mélyebb, komplexebb szaktudást biztosítson a hallgatók számára. A térlátás, térben gondolkodás, formák és a kreativitás kibontakoztatása és továbbfejlesztése, a hallgatók plasztikai ábrázolás kifejezésbeli formakészletének gazdagítása a cél.</p>
<p><b>Module Subject</b></p>	<p>The task is to make some research on some “natural forms” and will get some experience and practical knowledge on some basic concepts of sculptural tasks, such as shape, construction, scale, size and proportion. They will create some sketches and they would mould the chosen form using natural models and clay materials. They would learn some basic sculptural reproduction technics for example plaster casting, etc.</p> <p>Természeti formából kiindulva tanulmányok, stúdiumok rajzolása, majd ezt követően mintázása – plasztikai alapfogalmak: arány, lépték, forma és szerkezet tanulmányozása – mintázási alaptechnikák megismerése, elsajátítása. Gipszöntési, szobrászati sokszorosítási alaptechnikák megismerése és gyakorlatban történő alkalmazása.</p>
<p><b>Number of Credits</b></p>	<p>4</p>

11. Institute of Minority Languages, Department of German  
 (Nemzetiségi Intézet, Német és Német Nemzetiségi Tanszék)  
 Erasmus coordinator: Mitnyán Lajos  
[mitnyan.lajos.csaba@szte.hu](mailto:mitnyan.lajos.csaba@szte.hu)

<b>Course Code</b>	<b>XSE041-FörSprach1</b>
Module	Förderung der Sprachkompetenz 1
Title:	<b>Förderung der Sprachkompetenz 1</b>
Teacher:	Dr. Erzsébet Tünde Sárvári
Contact:	<a href="mailto:sarvari.erezsebet.tunde@szte.hu">sarvari.erezsebet.tunde@szte.hu</a>
Level	
Termin	1st
<b>Module Aims</b>	Der Kurs dient der Vorbereitung auf die Grundprüfung am Ende des 2. Semesters, in der die vier sprachlichen Grundfertigkeiten (Hörverstehen, Leseverstehen, Schreiben, Sprechen) auf der Niveaustufe C1 des Europäischen Referenzrahmens überprüft werden.
<b>Module Subject</b>	Hörverstehen 1. Hörstrategien (globales, selektives und detailliertes Hören) 2. Antizipationen 3. Schlüsselwörter 4. Semantische und grammatische Gliederungssignale 5. Mitschreibtechniken (Abkürzungen) 6. Textsorten 1 (Meldung, Bericht, Reportage) 7. Textsorten 2 (Report, Interview) 8. Textsorten 3 (Diskussion, Debatte) Schreiben 1. Textsorten 1 (Beschreibung von Grafiken und Schaubildern) 2. Textsorten 2 (Stellungnahme, Meinungsäußerung, Argumentation) 3. Redemittel für die eigene Textproduktion 1 (Angabe und Abgrenzung des Themas, Gliederung und Strukturierungselemente) 4. Redemittel für die eigene Textproduktion 2 (Bezüge zum Vorwissen, Anführung von Beispielen) 5. Redemittel zur eigenen Textproduktion 3 (Aspekte, Behauptungen, Argumente) 6. Redemittel zur eigenen Textproduktion 4 (Zusammenfassung, abschließende Bemerkungen) 7-12. Entwicklung der Schreibkompetenz in der Praxis
Number of Credits	4

<b>Course Code</b>	<b>XSE041-Fachdeutsch</b>
Module	Fachdidaktik Deutsch
Title:	<b>Fachdidaktik Deutsch</b>
Teacher:	Dr. Erzsébet Tünde Sárvári
Contact:	<a href="mailto:sarvari.erezsebet.tunde@szte.hu">sarvari.erezsebet.tunde@szte.hu</a>
Level	
Termin	2st
<b>Module Aims</b>	Ziel des Kurses ist zukünftige Lehrende zum Deutschunterricht zu befähigen. Daher ist das Grundprinzip des Faches, dass die Lehrveranstaltungen grundsätzlich auf die Aktivität und Mitarbeit der Studierenden aufgebaut werden. Im Laufe des Seminars lernen die Teilnehmenden die wichtigsten Prinzipien und Merkmale des kommunikativen Deutschunterrichts. Als Ausgangspunkt dienen die Grundlagen der Unterrichtsplanung. Hier werden Themen wie Landeskunde, Übungstypologie, Sozialformen, Materialien und Medien sowie Lehrwerkanalyse behandelt. Im Rahmen der Seminare werden folgende Themenbereiche handlungs- und praxisorientiert behandelt:
<b>Module Subject</b>	1-2. Didaktik der Landeskunde 3-4. Übungen, Aufgaben, Interaktionen 5-6. Spiele im Deutschunterricht 7-8. Sozialformen 9-10. Unterrichtsmaterialien

	11-12. Lernmaterialien, Medien
Number of Credits	4

<b>Course Code</b>	<b>XSE041-FörSprach2</b>
Module	Förderung der Sprachkompetenz 2
Title:	<b>Förderung der Sprachkompetenz 2</b>
Teacher:	Dr. Erzsébet Tünde Sárvári
Contact:	<a href="mailto:sarvari.erezsebet.tunde@szte.hu">sarvari.erezsebet.tunde@szte.hu</a>
Level	
Termin	2nd
<b>Module Aims</b>	Der Kurs dient der Vorbereitung auf die Grundprüfung am Ende des 2. Semesters, in der die vier sprachlichen Grundfertigkeiten (Hörverstehen, Leseverstehen, Schreiben, Sprechen) auf der Niveaustufe C1 des Europäischen Referenzrahmens überprüft werden.
<b>Module Subject</b>	Leseverstehen 1. Leseziele - Lesestrategien 2. Orientierendes Lesen 3. Cursorisches Lesen 4. Selektives Lesen 5. Detailliertes lesen 6. Textzusammenfassung 7. Konsequenzen, Meinungsäußerung 8. Überbrückungsmöglichkeiten der Verstehensdefizite Sprechen 9. Diskussion 10. Meinungsäußerung, Argumentierungstechniken 11. Kurzvortrag 12. Fehlerkorrektur im Gespräch
Number of Credits	4

<b>Course Code</b>	<b>XSE041-KontrLingu</b>
Module	Kontrastive Linguistik
Title:	<b>Kontrastive Linguistik</b>
Teacher:	Erzsébet Prof. Dr. Drahotová-Szabó
Contact:	<a href="mailto:drahotova-szabo.erezsebet@szte.hu">drahotova-szabo.erezsebet@szte.hu</a>
Level	
Termin	1st
<b>Module Aims</b>	Schwierigkeiten beim Fremdsprachenlernen werden oft durch die Muttersprache verursacht, genauso wie auch viele Fehler als Interferenzfehler zu betrachten sind. Die Erschließung der Divergenzen zwischen der Muttersprache und der Fremdsprache soll dazu beitragen, Lernschwierigkeiten abzubauen. Der Kurs will die Herausbildung einer bewussten Sprachbetrachtung fördern.
<b>Module Subject</b>	Thematik: 1) In der Einführung wird auf Möglichkeiten der Klassifizierung der Sprachen, vor allem auf die Klassifizierung nach dem formalen Aufbau, d. h. auf die Sprachtypen eingegangen. 2) Als Ausgangssprache dient das Deutsche, wobei zuerst Bereiche aus der Morphologie herausgegriffen werden (z. B. die Genusproblematik bei Substantiven, Personal- und Possessivpronomina; Möglichkeiten der Pluralbildung von Substantiven; Deklination der Adjektive in unterschiedlichen Satzgliedfunktionen; die Konjugation und das Tempussystem, Perfektbildung mit haben und sein; Bildung und Verwendung der Numeralia usw.). 3) Des Weiteren werden ausgewählte typische Interferenzfehler thematisiert (z. B. Fehler bei der Negation, beim nominalen Prädikat und vor allem valenzbedingte Fehler). 4) Im Bereich der Lexik wird wiederum vom Deutschen ausgegangen: Es werden Teile des lexikalischen Bestandes ausgewählter Sprachen miteinander kontrastiert, welche die Äquivalenztypen Eins-zu-viele-Entsprechung, Viele-zu-eins-Entsprechung, Eins-zu-Teil-Entsprechung belegen. Die Eins-zu-Null-Entsprechung wird ausführlich behandelt, da die Realien auch aus übersetzungstheoretischer und -praktischer Sicht große Relevanz haben. Als Material werden auch literarische Texte eingesetzt.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-GeschUngarLiterLec1</b>
Module	Geschichte der ungarndeutschen Literatur 1 (Vorlesung)
Title:	<b>Geschichte der ungarndeutschen Literatur 1 (Vorlesung)</b>
Teacher:	Eszter Dr. habil. Propsz
Contact:	<a href="mailto:propsz.eszter[at]szte.hu">propsz.eszter[at]szte.hu</a>
Level	
Termin	1st
<b>Module Aims</b>	Der Kurs bietet einen orientierenden Überblick über die Geschichte der ungarndeutschen Literatur, es werden Tendenzen, Gattungen, bedeutende Oeuvres und Werke dargestellt; es werden analytische Fertigkeiten, analytisches Denken, Kreativität, sowie sprachliche Kompetenzen der Studenten gefördert. Indem der Kurs die Literatur als einen Modus der Identitätskonstruktion fasst, möchte er auch die reflexiven Fähigkeiten der Teilnehmer entwickeln. Die Liste der zu erörternden Werke wird bei jeder Ankündigung des Kurses aktualisiert.
<b>Module Subject</b>	Ausführliche Thematik des Kurses: • Literatur und Identität (Identitätsvorlagen) • Literatur und Identität (Narration) • Deutschsprachige Literatur in Ungarn von dem Mittelalter bis zu der Romantik • Deutschsprachige Literatur in Ungarn zwischen 1848/49 und 1918 • Literatur und Politik • Die 70er Jahre (Rittinger, Márnai-Mann, Fath) • Die 70er Jahre (Áts) • Die 70er Jahre (Wittmann, Fischer) • Die 80er Jahre (Sziebert, Fischer) Die 80er Jahre (Klotz, Michaelisz)
Number of Credits	4

<b>Course Code</b>	<b>XSE041-GeschUngarLiterPrac1</b>
Module	Geschichte der ungarndeutschen Literatur 1 (Seminar)
Title:	<b>Geschichte der ungarndeutschen Literatur 1 (Seminar)</b>
Teacher:	Eszter Dr. habil. Propsz
Contact:	<a href="mailto:propsz.eszter[at]szte.hu">propsz.eszter[at]szte.hu</a>
Level	
Termin	1st
<b>Module Aims</b>	Der Kurs ergänzt und vertieft das in der Vorlesung Vermittelte, und fördert analytische und reflexive Fähigkeiten der Teilnehmenden.
<b>Module Subject</b>	Thematik des Kurses: 1.-11. Interpretationen Die Liste der zu erörternden Werke wird bei jeder Ankündigung des Kurses aktualisiert.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-GeschUngarLiterPrac2</b>
Module	Geschichte der ungarndeutschen Literatur 2 (Seminar)
Title:	<b>Geschichte der ungarndeutschen Literatur 2 (Seminar)</b>
Teacher:	Eszter Dr. habil. Propsz
Contact:	<a href="mailto:propsz.eszter[at]szte.hu">propsz.eszter[at]szte.hu</a>
Level	
Termin	2nd
<b>Module Aims</b>	Der Kurs ergänzt und vertieft das in der Vorlesung Vermittelte, und fördert analytische und reflexive Fähigkeiten der Teilnehmenden.
<b>Module Subject</b>	Ausführliche Thematik des Kurses: • Die Wende (Koch, Michaelisz) • Nach der Wende (Mikonya, Fischer, Sziebert) • Nach der Wende (Bayer) • Der Ausgesiedelte (Raile) • Erneuerung? (Brenner, Arnold, Szeifert ...) • Das Problem der Sprache in der ungarndeutschen

	Literatur • In ungarischer Sprache (Kalász) • In ungarischer Sprache (Elmer) • In ungarischer Sprache (Balogh) Ungarndeutsche Kinderliteratur
Number of Credits	4

<b>Course Code</b>	<b>XSE041-GeschUngarLiterLec2</b>
Module	Geschichte der ungarndeutschen Literatur 2 (Vorlesung)
Title:	<b>Geschichte der ungarndeutschen Literatur 2 (Vorlesung)</b>
Teacher:	Eszter Dr. habil. Propszat
Contact:	<a href="mailto:propszat.eszter[at]szte.hu">propszat.eszter[at]szte.hu</a>
Level	
Termin	2nd
<b>Module Aims</b>	Der Kurs bietet einen orientierenden Überblick über die Geschichte der ungarndeutschen Literatur, es werden Tendenzen, Gattungen, bedeutende Oeuvres und Werke dargestellt; es werden analytische Fertigkeiten, analytisches Denken, Kreativität, sowie sprachliche Kompetenzen der Studenten gefördert. Indem der Kurs die Literatur als einen Modus der Identitätskonstruktion fasst, möchte er auch die reflexiven Fähigkeiten der Teilnehmer entwickeln. Die Liste der zu erörternden Werke wird bei jeder Ankündigung des Kurses aktualisiert.
<b>Module Subject</b>	Ausführliche Thematik des Kurses: • Die Wende (Koch, Michaelisz) • Nach der Wende (Mikonya, Fischer, Sziebert) • Nach der Wende (Bayer) • Der Ausgesiedelte (Raile) • Erneuerung? (Brenner, Arnold, Szeifert ...) • Das Problem der Sprache in der ungarndeutschen Literatur • In ungarischer Sprache (Kalász) • In ungarischer Sprache (Elmer) • In ungarischer Sprache (Balogh) Ungarndeutsche Kinderliteratur
Number of Credits	4

<b>Course Code</b>	<b>XSE041-GeschDeutLit</b>
Module	Geschichte der deutschsprachigen Literaturen 2 (Seminar)
Title:	<b>Geschichte der deutschsprachigen Literaturen 2 (Seminar)</b>
Teacher:	Lajos Dr. Mitnyán
Contact:	<a href="mailto:mitnyan.lajos.csaba[at]szte.hu">mitnyan.lajos.csaba[at]szte.hu</a>
Level	
Termin	2nd
<b>Module Aims</b>	Das Seminar dient zur Vertiefung und Ergänzung der in der Vorlesung behandelten Thematik. In den Seminarsitzungen werden charakteristische Werke der deutschen Aufklärung, der Sturm- und Drang-Bewegung und der Klassik analysiert. Die Teilnehmer können ihre Ideen in die Textinterpretationen einbringen, wodurch ihre Sensibilität für die Zeit und Kultur gefördert wird.



<b>Module Subject</b>	<p><b>Ausführliche Thematik des Kurses:</b>  1-4. Aufklärung (18. Jh.)  Der politische und gesellschaftliche Hintergrund, die philosophischen Grundlagen der Aufklärung.  Die verschiedenen Richtungen und Strömungen in der deutschen Literatur der Aufklärungszeit. (Pietismus, Empfindsamkeit, Rokoko, Klassizismus). Lessings Dramen  5-6. Sturm und Drang  Der politische und gesellschaftliche Hintergrund sowie die philosophischen Grundlagen der Sturm-und-Drang-Bewegung. Herder. Das Drama und die Lyrik des Sturm und Drang. Die wichtigsten  Repräsentanten der Strömung  7-12. Die Weimarer Klassik  Der politische und philosophische Hintergrund der Epoche. Weimar als Kulturzentrum. Das Kunstideal der Weimarer Klassik. Goethe und Schiller. (Die wichtigsten Werke der gemeinsamen Periode)</p> <p><b>Literatur:</b>  Balzer, B., Mertens, V. Deutsche Literatur in Schlaglichtern. Mannheim, Wien, Zürich: Meyers, 1990.  Žmegač, V. Geschichte der deutschen Literatur vom 18. Jahrhundert bis zur Gegenwart. Weinheim: Beltz, Athenäum, 1995-1996.</p> <p><b>Weiterführende Literatur:</b>  Bahr, E., ed. Geschichte der deutschen Literatur. Tübingen: Francke, 1987.  Bark, J., et al., eds. Epochen der deutschen Literatur. Gesamtausgabe. Stuttgart: Metzler, 1989.  Martini, F. Deutsche Literaturgeschichte. Von den Anfängen bis zur Gegenwart. Stuttgart: Kröner, 1984.  Grosse, W. Gedichte der Weimarer Klassik. München: o. A., 1992.  Hinderer, W., ed. Goethes Dramen. Interpretationen. Stuttgart: Reclam, 1992.  Middell, E. Friedrich Schiller. Leben und Werk. Leipzig: Reclam, 1980.  Schmidt, J. Die Geschichte des Genie-Gedankens in der deutschen Literatur, Philosophie und Politik. Bd. 1. Darmstadt: Wissenschaftliche Buchgesellschaft, 1985.  Ueding, G. Klassik und Romantik. Deutsche Literatur im Zeitalter der Französischen Revolution. München, Wien: Hanser, 1987.</p>
<b>Number of Credits</b>	4

12. Institute of Minority Languages, Department of Romanian

(Nemzetiségi Intézet, Román Nyelv és Irodalom Tanszék)

Erasmus coordinator: Mihaela Bucin

bucin[at]jgypk.szte.hu

<b>Course Code</b>	<b>XSE041-BasicRoman</b>
Module	Basic Romanian
Title:	<b>Basic Romanian</b>
Teacher:	Zsolt Szabó
Contact:	bucin[at]jgypk.szte.hu
Level	
Termin	Both
<b>Module Aims</b>	The course focuses on basic Romanian vocabulary and communicative skills. By the end of the course, students should have a basic knowledge of Romanian and be able to form simple sentences. Students should also be able to communicate in everyday, common situations (in a restaurant, in a shop, on the street).
<b>Module Subject</b>	Romanian alphabet. Pronunciation. First phrases. Articles. Personal pronouns. Nouns - gender (masculine, feminine, neuter). Basic Verbs. Regular verbs - conjugation verb groups. Irregular verbs. Negation of verbs. Reflexive Verbs. Numerals (cardinal and ordinal). Adjectives. Possessive pronouns. Possessive adjectives. Pronouns whose, which one, what (like). Nominative case. Accusative case. Conversation: How to introduce myself. Towns and places. In a restaurant. In a shop. On the street. At the university.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-HistTransy</b>
Module	0
Title:	<b>History of Transylvania</b>
Teacher:	Péter Wéber
Contact:	weber[at]jgypk.szte.hu
Level	
Termin	Both
<b>Module Aims</b>	The course aims are to diversify the history knowledge of the students regarding Hungarian and Romanian history, to make them familiar with the particularities of a multiethnic historical entity as well as with the cultural heritage, traditions and legends of the peoples living in Transylvania.
<b>Module Subject</b>	The subject of the course consists in presenting the different narratives (Hungarian, Romanian, Saxon) related to the foundation myths and the professional historical analysis of the early medieval history of Transylvania. Going through the entire medieval, modern and contemporary periods, the relevant historical events will be approached of different points of view, as these have been interpreted by contemporary Romanian and Hungarian historians.
Number of Credits	4

<b>Course Code</b>	<b>XSE041-HunRolEuH-20thC</b>
<b>Module</b>	0
<b>Title:</b>	<b>Hungary' s Role in the European History of the XX-th Century</b>
<b>Teacher:</b>	Péter Wéber
<b>Contact:</b>	weber[at]jgypk.szte.hu
<b>Level</b>	
<b>Termin</b>	Both
<b>Module Aims</b>	The course aims to develop the knowledge of the students on modern and recent Hungarian History in order to make enable them a better understanding of present day Hungarian society and political system as well as the relations between Hungary and its neighbour countries and its place in the family of the European nations.
<b>Module Subject</b>	The subject of this module is refers to modern and contemporary Hungarian history including the main events and phenomenon that occurred in the Hungarian political life and society since the middel of the XIX century explainig in a larger, European context the evolutions of the Hungarian state and society till the recent history. A special focus reflects on the relation of the Hungarians with other peoples living in central and Eastern Europe like Romanians, Slovaks, Serbs, Croatians, Austrians, Germans.
<b>Number of Credits</b>	4

13. Institute of Minority Languages, Department of Slovakian  
 (Nemzetiségi Intézet, Szlovák Nyelv és Irodalom Tanszék)  
 Erasmus coordinator: Tünde Tuska  
[tuska.tunde@szte.hu](mailto:tuska.tunde@szte.hu)

<b>Course Code</b>	<b>XSE041-BasicSlov</b>
<b>Module</b>	Basic Slovak
<b>Title:</b>	<b>Basic Slovak</b>
<b>Teacher:</b>	Tünde Tuska
<b>Contact:</b>	tuska.tunde@szte.hu
<b>Level</b>	
<b>Termin</b>	Both
<b>Module Aims</b>	The course focuses on basic Slovak vocabulary and communicative skills. By the end of the course, students should have a basic knowledge of Slovak and be able to form simple sentences. Students should also be able to communicate in everyday, common situations (in a restaurant, in a shop, on the street).
<b>Module Subject</b>	Slovak alphabet. First phrases. Personal pronouns. Nouns - gender (masculine, feminine, neuter). Regular verbs - conjugation verb groups. Irregular verbs. Negation of verbs. Numerals (cardinal and ordinal). Adjectives. Possessive pronouns. Possessive adjectives. Pronouns whose, which one, what (like). Nominative case. Adjectives in the predicate. Numerals 2, 3, 4 + nouns. Pluralia tantum. Accusative case. Modal verbs. Instrumental case. Past tense. Conversation: How to introduce myself. Towns and places. In a restaurant. In a shop. On the street. At the university.
<b>Number of Credits</b>	4

14. Institute of Applied Pedagogy, Department of Pre-School Teacher Training

(Alkalmazott Pedagógiai Intézet, Óvodapedagógus-képző Tanszék)

Erasmus coordinator: Krisztina Ágnes Kovács

kovacs.krisztina.agnes@szte.hu

<b>Course Code</b>	<b>XSE041-SpielPedag</b>
<b>Module</b>	Optional courses
<b>Title:</b>	<b>Spielpädagogik</b>
<b>Teacher:</b>	Krisztina Kovács
<b>Contact:</b>	kovacs.krisztina.agnes@szte.hu
<b>Level</b>	
<b>Termin</b>	Both
<b>Module Aims</b>	Ziel des Lehrganges ist es, Bedeutung der Spielpädagogik, die spieldidaktischen Schritte und die Spielmethode zu erlernen. Dieser Lehrgang soll es den Student*innen ermöglichen, verschiedene Spielmaterialien und deren vielfältige Einsatzmöglichkeiten im Kindergarten kennen zu lernen. Ziel des Kurses ist es, die mündlichen Ausdrucksfähigkeit der Studierenden und ihren Wortschatz zu stärken.
<b>Module Subject</b>	Die Grundbegriffe und die Bedeutung der Spielpädagogik. Die Bedeutung des Spiels in der menschlichen Entwicklung. Die Aufgaben der Kindergärtner*innen bei den Spieltätigkeiten. Die Entwicklung der deutschen Sprachkenntnisse der Kinder im Kindergarten. Die Spielformen (Funktionsspiel, Übungsspiel, Konstruktionsspiel, Rollenspiel, Regelspiel, Bewegungsspiel). Kennenlernen verschiedener Spiele.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-SongsPoemsFairyt</b>
<b>Module</b>	Optional courses
<b>Title:</b>	<b>Lieder, Gedichte und Märchen (Seminar)</b>
<b>Teacher:</b>	Krisztina Kovács
<b>Contact:</b>	kovacs.krisztina.agnes@szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	Ziel des Lehrganges ist es, Bedeutung der Musik und Literatur für die kindliche Entwicklung zu erlernen und die Aufgaben der Kindergartenpädagog*innen in der fremdsprachlichen Früherziehung zu vermitteln. Dieser Lehrgang soll es den Student*innen ermöglichen, ein reiches Angebot an Kinderlieder, Gedichte und Märchen anzubieten und deren vielfältige Einsatzmöglichkeiten im Kindergarten kennen zu lernen. Weiteren soll der Kurs die mündliche Ausdrucksfähigkeit der Studierenden und ihren fachspezifischen Wortschatz zu stärken.
<b>Module Subject</b>	Die Grundbegriffe und die Bedeutung der Musik und Literatur für die kindliche Entwicklung. Auswahlkriterien der musikalischen und literarischen Stoffe. Die Aufgaben der Kindergärtner*innen in der fremdsprachlichen Früherziehung. Fremdspracheneinsatz im Kindergarten. Methodisch-didaktische Prinzipien. Beliebte Kinderlieder, Reime, Fingerspiele und Märchen. Die Bedeutung der Bilderbücher. Die Bedeutung der (Hand-) Puppen und Plüschtiere.
<b>Number of Credits</b>	4

15. Institute of Applied Pedagogy, Department of Social Pedagogy  
 (Alkalmazott Pedagógiai Intézet, Szociálpedagógus-képző Tanszék)  
 Erasmus coordinator: Natasa Fizel  
[fizel.natasa@szte.hu](mailto:fizel.natasa@szte.hu)

<b>Course Code</b>	<b>XSE041-DieGescUnivSzeged</b>
<b>Module</b>	0
<b>Title:</b>	<b>Die Geschichte der Universität in Szeged</b>
<b>Teacher:</b>	Natasa Fizel
<b>Contact:</b>	<a href="mailto:fizel.natasa@szte.hu">fizel.natasa@szte.hu</a>
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	Das Ziel des Moduls ist, dass sich die Studenten mit der Geschichte der Universität in Szeged bekannt machen. Sie besuchen die wichtigsten Gebäude, Statuen und Denkmale der Universität. Die Studenten machen sich vertraut mit den wichtigsten, und bekanntesten Professoren der Universität in Szeged, zum Beispiel mit dem Nobelpreisträger Albert Szent-Györgyi.
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. Die Themen des Kurses.</li> <li>2. Die wichtigsten deutschen Wörter, und die wichtigsten Sehenswürdigkeiten der Unigeschichte in Szeged.</li> <li>3. Die Veränderung der ungarischen Unterrichtssystem in den letzten Jahrhunderten.</li> <li>4. Einführung in die Geschichte der Hochschulbildung in Ungarn.</li> <li>5. Die Wirkung des ersten Weltkrieges verschliessende pariser Friedenvertrag auf die Struktur der ungarischen Hochschulbildung</li> <li>6. Die ungarische Unterrichtssystem zwischen den Weltkriegen.</li> <li>7. Paradigmenwechsel in der Kulturpolitik in Ungarn zwischen den Weltkriegen.</li> <li>8. Der Erziehungsminister Kuno Klebelsberg.</li> <li>9. Die wichtigsten Professoren der Universität von dem Jahre 1921 bis 1945: Albert Szent-Györgyi.</li> <li>10. Die wichtigsten Professoren der Universität von dem Jahre 1921 bis 1945: Hildebrand Várkonyi.</li> <li>11. Die wichtigsten Professoren der Universität von dem Jahre 1921 bis 1945: Károly Kogutowicz.</li> <li>12. Die wichtigsten Professoren der Universität von dem Jahre 1921 bis 1945: Sándor Sík.</li> <li>13. Die Reformschuhle der Universität zwischen 1936-1940: Erzsébet Dolch und die Garten Schuhle.</li> <li>14. 14. Besuch des Archives der Universität.</li> </ol>
<b>Number of Credits</b>	4

15. Institute of Applied Pedagogy, Department of Primary School Teacher Training  
 (Alkalmazott Pedagógiai Intézet, Tanítóképző Tanszék)  
 Coordinator: Péter Kórus  
[korus.peter@szte.hu](mailto:korus.peter@szte.hu)

<b>Course Code</b>	<b>XSE051-MathProbSol</b>
Module	Mathematics, Education
Title:	<b>Mathematical Problem Solving</b>
Teacher:	Klára Pintér
Contact:	pinter.klara@szte.hu
Level	Bachelor
Termin	Fall
<b>Module Aims</b>	The aim of the course is to develop student's problem solving abilities, critical thinking and creativity. Problem solving can be learned only by solving problems it will be supported by methods and strategies.
<b>Module Subject</b>	<ul style="list-style-type: none"> <li>• Models of the problem solving process</li> <li>• Strategy: work backward</li> <li>• Strategy: draw a figure</li> <li>• The steps of problem solving process as different roles in a situation</li> <li>• Problems from Harry Potter</li> <li>• Problem bushes – continue with new questions</li> <li>• One model – different texts</li> <li>• Create games from mathematical problems</li> <li>• Guess – proof; critical thinking</li> <li>• Colouring proofs</li> <li>• Pursue parity</li> <li>• Invariance Principle</li> </ul> Creativity – mathematical puzzles
Number of Credits	5

<b>Course Code</b>	<b>XSE021-00746-Fundamentals of Mathematics</b>
Module	Mathematics, Education
Title:	<b>Fundamentals of Mathematics</b>
Teacher:	Péter Kórus
Contact:	korus.peter@szte.hu
Level	Bachelor
Termin	2nd
<b>Module Aims</b>	The primary goal of this course is to extend and to deepen our students' knowledge about different fields of mathematics. We will familiarise students with new basic notions, basic theorems, and principles. This mathematical material gives a very good foundation for studying other mathematical subjects in future years.
<b>Module Subject</b>	<ul style="list-style-type: none"> <li>• Sets, subsets, proper subsets, set operations. Venn diagram.</li> </ul>

	<ul style="list-style-type: none"> <li>• Correspondences, functions, compositions of functions. Injective, surjective, inverse function.</li> <li>• Mathematical induction. Peano axioms. Recursive definition. Fibonacci numbers.</li> <li>• Division. The basic properties of divisibility of integers. Numeral systems.</li> <li>• Real, rational and irrational numbers, fractions. Complex numbers. Polynomials.</li> <li>• The pigeon-hole principle, variation, permutation, combination. The binomial theorem.</li> </ul>
Number of Credits	4



16. Institute of Physical Education and Sports Science  
 (Testnevelési és Sporttudományi Intézet)  
 Erasmus coordinator: Tamás Berki, PhD  
 berki.tamas.laszlo[at]szte.hu

<b>Course Code</b>	<b>XSE051-Football</b>
Module	Sports theoretical and practical modules
Title:	<b>Football</b>
Teacher:	Ferenc Bóka
Contact:	boka.ferenc[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	Football the most popular sport in the world. By using the methodology of football, the course will give knowledge to the participant in theory and practice as well. Students will get know about the history of football, and will learn about the teaching of football from primary level.
<b>Module Subject</b>	Rules of football. Training of football with different age groups. Technical education from basic to the top level. Headings, ball controls, feinting tricks, tacklings, sorts of kicks, goalkeeper technical, dribblings, courver program. Conditional training in football. Game systems in football.
Number of Credits	5

<b>Course Code</b>	<b>XSE051-Athl-1</b>
Module	Sports theoretical and practical modules
Title:	<b>Athletics 1</b>
Teacher:	Ferenc Győri
Contact:	gyori.ferenc.jozsef[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	Athletics 1 course provides an introduction to the profession of athletics training and teaching. It gives basic knowledge and demonstrates how to achieve progression in running, jumping and throwing events. The modul aims to give useful outline which approaches athletics from the importance of metodology of teaching and techniques of movements and athletic events.
<b>Module Subject</b>	Athletics 1is focusing on the history of athletics by showing the detailed improvement of this sport. Short, middle and long distance running, hurdles, high jump with practical tips and methods for warm-up, drills for improving the techniques, general drills and exercises for improving conditional and coordinational skills in running, jumping and throwing events, IAAF rules and regulations
Number of Credits	5

<b>Course Code</b>	<b>XSE051-Athl-2</b>
Module	Sports theoretical and practical modules
Title:	<b>Athletics 2</b>
Teacher:	Ferenc Győri

Contact:	gyori.ferenc.jozsef[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	Athletics 2 courses provide an introduction to the profession of athletic training and teaching. The course demonstrates how to achieve progression in running, jumping and throwing events. One of the underlying aims of the courses is to bring alive the teaching of athletics. One of the underlying aims of the courses is to get to know techniques, rules, coaching and teaching of athletics. The education is going on 2 languages -hungarian and english.
<b>Module Subject</b>	Athletics 2: Focus on middle and long distance running, hurdles, long jump, javelin throwing; history of the events, characteristics and benefits of the events, warm-up exercises, biomechanical basics of the techniques, drills for improving the techniques, general drills and exercises for improving conditional and coordinational abilities in middle and long distance running, jumping and throwing events, IAAF rules and regulations of running, long jump, and javelin throwing, tasks of the judges.
Number of Credits	5

<b>Course Code</b>	<b>XSE051-Tennis</b>
Module	Sports theoretical and practical modules
Title:	<b>Tennis</b>
Teacher:	Ágnes Hocza
Contact:	hocza.agnes[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	The course gives an understanding why tennis is the most elegant sport in the world. Students will have a detailed picture of world tennis and its' technical improvement during the last decades. It gives a knowledge in practice and theory as well.
<b>Module Subject</b>	The participants will get known with the latest rules of the game. Competition system especially the Grand Slams. Teaching methods for beginners. Serve, forehand, backhand, shots, racket holdings, equipments. The hungarian tennis situation.
Number of Credits	5

<b>Course Code</b>	<b>XSE051-Handball</b>
Module	Sports theoretical and practical modules
Title:	<b>Handball</b>
Teacher:	Ágnes Hocza
Contact:	hocza.agnes[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	The course will give knowledge to the participant in theory and practice as well. Handball is a european game, one of the most popular sports in Europe especially in Scandinavia. Students will get know about the history of handball and its' amazing improvement from the early XX. century. By using the methodology of handball students will learn about the teaching of handball from primary level.

<b>Module Subject</b>	Prevention and accidents. Typical injuries in handball. Equipments and rules of handball. The Hungarian Championships men/women. Handball in the OL. Training of handball with different age groups. Technical education from basic to the top.
Number of Credits	5

<b>Course Code</b>	<b>XSE041-Aerobic</b>
Module	Sports theoretical and practical modules
Title:	<b>Aerobics</b>
Teacher:	Zita Petrovszki
Contact:	hajdune.petrovszki.zita[at]szte.hu
Level	
Termin	1st, 2nd
<b>Module Aims</b>	The aim of the course is to get students knowledge about the today's popular rhythmic sports (aerobic, step aerobic, box aerobic, pilates), the theoretical material, the physiological effects, rules, basic elements of practice. Furthermore, the course's goal is to introduce the classroom management methods of these sports. The education is going on 2 languages -hungarian and english.
<b>Module Subject</b>	AEROBICS: Early days of aerobics, benefits of doing aerobics, methodology of aerobics with different types, calculate the target heart rate in balance with music during the sessions, warm-up exercises, basic steps, low and high impact exercises, strengthening exercises, design of coreography required exercises. Step aerobic: basic exercises, power step exercises, dance step coreography.Box aerobics. Pilates.
Number of Credits	4

<b>Course Code</b>	<b>XSE051-Combat</b>
Module	Sports theoretical and practical modules
Title:	<b>Combat Sports</b>
Teacher:	Zoltán Katona
Contact:	katona.zoltan[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	The course will give knowledge to the participants in theory and practice as well. It will show a colourful picture of different type of fighting games, combat sports and self defence. The course will focus on the basetechnics of combat sports.
<b>Module Subject</b>	Accidents prevention. Skills improvement for attack and defence. Fighting games, combat sports (judo, wrestling, boxing) and self defence in physical education. Education the basic techniques of martial arts and combat sports . Throws, kicks, hits and board breaking. Tactics for victory. Humility and altruism by learning combat sports.
Number of Credits	5

<b>Course Code</b>	<b>XSE051-Swimm</b>
Module	Sports theoretical and practical modules

<b>Title:</b>	<b>Swimming 1</b>
<b>Teacher:</b>	Zsolt Katona
<b>Contact:</b>	katona.zsolt.zoltan[at]szte.hu
<b>Level</b>	
<b>Termin</b>	1st
<b>Module Aims</b>	The aims of the course are to get trained the students by the basic movements in the water of creating the front crawl technique and the same with the backstroke also. It provides a detailed picture of the importance of swimming as a recreational activity and as a basic sport as well. The education is going on 2 languages -hungarian and english.
<b>Module Subject</b>	Different technical improvement excercises of crawl stroke in 1-5th weeks, and during the 6-10 weeks the same process in backstroke. Theory of economic swimming. History and great glories in the sport of swimming from the 1st Summer OL till now.
<b>Number of Credits</b>	5

<b>Course Code</b>	<b>XSE051-Basketb1</b>
<b>Module</b>	Sports theoretical and practical modules
<b>Title:</b>	<b>Basketball</b>
<b>Teacher:</b>	Péter Szablics
<b>Contact:</b>	szablics.peter[at]szte.hu
<b>Level</b>	
<b>Termin</b>	1st
<b>Module Aims</b>	The course will give knowledge to the participant in theory and practice as well. Basketball is the game, very popular sport in the USA. Students will get know about the history of basketball and its' amazing improvement during the last century. By using the metodology of basketball students will learn about the teaching of basketball from primary level.
<b>Module Subject</b>	Prevention and accidents. Typical injuries in basketball. Equipments and rules of basketball. The NBA as the most folloowed championships in basketball. Basketball in the OL, the Dream Team. Training of basketball with different age groups. Technical education from basic to the top. Attack and defend, movements with and without ball.
<b>Number of Credits</b>	5

<b>Course Code</b>	<b>XSE051-Basketb2</b>
<b>Module</b>	Sports theoretical and practical modules
<b>Title:</b>	<b>Basketball 2</b>
<b>Teacher:</b>	Péter Szablics
<b>Contact:</b>	szablics.peter[at]szte.hu
<b>Level</b>	
<b>Termin</b>	2nd
<b>Module Aims</b>	The course will give knowledge to the participant in theory and practice as well. Basketball is the game, very popular sport in the USA. Students will get know about the tactic of basketball and its' amazing improvement during the last century. By using the metodology of basketball students will learn about the teaching of basketball at clubsport levell.

<b>Module Subject</b>	Prevention and accidents. Skills improvement for being a good player. technical drills and exercise according to the age of players. Training of basketball with different age groups. Technical education from basic to the top. Attack and defend, movements with and without ball. Tactics in games for victory.
Number of Credits	5

<b>Course Code</b>	<b>XSE041-RollersSkat</b>
Module	Sports theoretical and practical modules
Title:	<b>Roller Skating and roller sports</b>
Teacher:	Péter Szablics
Contact:	szablics.peter[at]szte.hu
Level	
Termin	1st
<b>Module Aims</b>	The course will help exploring the roller sports like roller skating and skateboarding. It will show the possible way of using these sports in physical education. Through the history of roller sports and focusing on the elements of the basic technique the course will give a useful knowledge in theory and practice as well.
<b>Module Subject</b>	Importance of prevention in avoiding accidents. The main parts of the equipments. Improvement of world roller sports, competitions and records. Roller sports as extreme sports in recreational activities. Teaching basic techniques. Colourful using of roller sports. Practical drills and exercises.
Number of Credits	4

<b>Course Code</b>	<b>XSE051-Volleyball</b>
Module	Sports theoretical and practical modules
Title:	<b>Volleyball</b>
Teacher:	Péter Szablics
Contact:	szablics.peter[at]szte.hu
Level	
Termin	2nd
<b>Module Aims</b>	To gain basic knowledge about volleyball. Learning and applying the rules, with high emphasis to follow the age-group methodology. Completing the course will give the opportunity for the student to teach volleyball on a basic level. The education happening on 2 languages -hungarian and english.
<b>Module Subject</b>	1st week: Instructions about the expectations to complete the course. 2nd week: Accident prevention. Introducing the equipment and the basic elements of volleyball. 3rd week: Rules of the volleyball. Game. 4th week: Practical games - individually and in pairs. 5th week: Practice in pairs at the net. 6th week: Lower arm play techniques. 7th week: Lower arm techniques in pairs at the net. 8th week: Holiday 9th week: Basic ball-handling, starting techniques. 10th week: Practice in teams 11th week: Practice, game. 12th week: Essay 13th week: Practical elements 14th week: Opportunity to catching-up or correcting. Ending and evaluating the course.
Number of Credits	5

17. Center for Vocational Training, Further Education and Distance Learning  
(Szakképzési, Továbbképzési és Távoktatási Központ)  
Erasmus coordinator: Zsuzsanna Gál  
gal.zsuzsanna@szte.hu

<b>Course Code</b>	<b>XSE041-HungTurism</b>
Module	
<b>Title:</b>	<b>Hungarian Tourism</b>
<b>Teacher:</b>	Péter Mihály
<b>Contact:</b>	mihaly.peter.daniel@szte.hu
Level	
<b>Termin</b>	Both
<b>Module Aims</b>	Module aims to present tourism features of Hungary.
<b>Module Subject</b>	Tematic of course: Hungary is situated in Carpatian Basin, Hungarian border and border stations, Hungary's nature (relief, hydrography, climate) and national parks, Cultural sights in 9 Hungarian tourism regions. Architectural styles in Hungary, World Heritage sites in Hungary. Spa-tourism, events, Hungarian minorities' cultures, Hungarian gastronomy, Tourism of Szeged, Dark tourism and bunker tourism of Hungary, etc.
<b>Number of Credits</b>	4

<b>Code</b>	<b>XSE041-TourSzegSurr</b>
Module	Tourism, catering
<b>Title:</b>	<b>Tourism of Szeged and its Surroundings</b>
<b>Teacher:</b>	Mihály Péter Dániel
<b>Contact:</b>	mihaly.peter.daniel@szte.hu
Level	
<b>Termin</b>	Both
<b>Module Aims</b>	The aim of this course is to familiarize students with the main attractions of Szeged and its surroundings. Szeged city and its surroundings (for example: Ópusztaszer National Heritage Park) is one of the most popular tourism destinations in Hungary. Local tourism is one of the most important sectors of Szeged's economic life. Szeged and its surroundings possess outstanding natural and man-made attractions. This course provides excellent history, art history, geography, economy and logistic knowledge about Szeged and its tourism to the participants. Beside Szeged this course focuses on the offerings of tourism of the Danube-Criş -Mureş-Tisa Euroregion (for example Subotica, Palić, Kelebija, Arad, Timișoara) too. During the course students get distinguished knowledge about the tourist attractions of Szeged at first-hand. Furthermore, the course's goal is to introduce the structure of the local catering and accommodation market.
<b>Module Subject</b>	<ol style="list-style-type: none"> <li>1. The history of Szeged, the current state of tourism, local tourism statistics</li> <li>2. The local tourism marketing, goals of the local tourism organization's</li> <li>3. Natural attractions around Szeged and its surroundings</li> <li>4. Man-made attractions: religious sites in local tourism</li> <li>5. Man-made attractions: museums of Szeged</li> </ol>

	<ol style="list-style-type: none"> <li>6. Man-made attractions: outstanding buildings and events in Szeged</li> <li>7. Man-made attractions: dark tourism and local gastronomy</li> <li>8. Famous hotels, restaurants, and confectioneries in Szeged</li> <li>9. One day trip opportunity from Szeged: Ópusztaszer National Heritage Park and Lake Fehér</li> <li>10. One day trip through Csongrád county (Hódmezővásárhely, Óföldség, Makó, Kiszombor)</li> <li>11. One day trip opportunity from Szeged to Serbia (Palić, Subotica, Kelebija, Senta)</li> <li>12. One day trip opportunity from Szeged to Romania (Arad, Timișoara, Vinga, Sânnicolau Mare, Radna)</li> <li>13. SWOT analysis of tourism in Szeged</li> <li>14. Summary</li> </ol>
Number of Credits	4

18. Institute of Cultural Studies  
(Művelődéstudományi Intézet)  
Erasmus coordinator: Hevesi Tímea PhD  
hevesi.timea.maria[at]szte.hu

<b>Course Code</b>	<b>XSE041-VisArtCult</b>
Module	
<b>Title:</b>	<b>Visual Art and Culture in Europa in the Middle Ages</b>
<b>Teacher:</b>	Gerencsérné Újvári Edit PhD
<b>Contact:</b>	ujvari.edit[at]szte.hu
<b>Level</b>	Bachelor, Master, Post-Garduate
<b>Termin</b>	Both
<b>Module Aims</b>	The goals of the course is to understand and perceive the importance of the visual arts in religious cultures, especially in medieval Christianity and to study the main eras and art styles of the Middle Ages.
<b>Module Subject</b>	In this course, students learn about basic concepts of iconography, iconology, and they are introduced into the analysis of iconographic themes. Through visual presentations, students can identify the main art styles and iconographic themes of the eras of Middle Ages. They understand the connection between artwork and the intention of the Church, to transmit the teachings of religious ideology. The course include rich pictures representation prepared with Power Point and handouts.
<b>Number of Credits</b>	4

<b>Course Code</b>	<b>XSE041-KG-1</b>
Module	
<b>Title:</b>	<b>Managing Educational and Cultural Organizations</b>
<b>Teacher:</b>	KECZER, Gabriella
<b>Contact:</b>	keczer.gabriella@szte.hu
<b>Level</b>	Bachelor, Master
<b>Termin</b>	Autumn
<b>Module Aims</b>	The aim of the course is to cover the basics of management focusing on educational organizations (schools, higher education indtitutions) and cultural organizations (theatres, museums, cultural centers, libraries etc.).
<b>Module Subject</b>	The course deals with the 4 management functions -- planning, organizing, leadning and control -- in educational and cultural organizations. We cover strategic planning, organizational structures, human resources management, leadersip styles, leadership functions (motivating, communicating, leading groups) and controlling the organization. When studying these functions we emphasize the special characteristics of educational and cultural organizations and what maganagement challenges these characteristics mean.
<b>Number of Credits</b>	4