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Art and Intercultural Education With Signs Of Tolerance, Acceptance From The Perspective Of Future Teachers

The place and role of art education in education, in the education system, and its forms

Art is a human-forming force that affects the whole personality. It makes us sensitive to the reception of beauty, forms, taste, and human behavior. It directly evokes emotions and affects the development of cognitive and emotional competencies and physical and mental health, so it takes part in personality development. It significantly affects the balance of intellectual and emotional forces, the higher level of strengths, and the harmony of the personality. Art and its branches – e.g., music, fine arts, and dance – can help achieve spiritual harmony and well-being, preserve and nurture health, relieve stress, and rehabilitate. Therefore, it is a tool in education, personality development, therapy, and prevention (Falus 2016). It has a beneficial effect on the physical-mental-emotional world of the individual. Therefore, it can be an integral part of teaching and education. “Art education is essentially nothing more than the development of specific influences that enrich the personality” (Foghtúy 1993: 1).

Arts education appears at all levels of education, from the pre-school level, through the primary and secondary levels to the university level, and can be even included in the LLL-Lifelong Learning education approach. These are regulated by the laws on public education and are realized based on official documents.

In Slovakia, the State Education Program (*Štátny vzdelávací program* in Slovak) represents a crucial document on education, which defines the principles, goals, requirements, and areas of education, content, and critical competencies. In addition, all the elements of art education are also defined in this document.

According to the State Education Program, art-oriented subjects are included in the field of Arts and Culture as well, as their organically related sub-areas and subject systems are operated at each level of education (ISCED).¹

The State Education Program defines the content of **preschool education**² in seven educational fields³ of which art education is the sixth field called *Art and Culture*. The field of Art and Culture is divided into two parts: music education and fine arts education, through which it provides the development of musical and visual skills of preschool children.

According to the State Education Program, **the operation of schools** in Slovakia is determined by eight developmental and educational areas and by the system of subjects organically connected to them, which also provide space for the application of interdisciplinary relations.⁴

¹ ISCED – International Standards Classification of education: Its levels: ISCED 0 – preschool and elementary education; ISCED 1 – primary education, grades 1 to 4; ISCED 2 – Primary education, grades 5 to 9; ISCED 3 – secondary education.

² In 2008, the Slovak National Council accepted the Law on Public Education 245/2008 (which entered into force on 1 September 2008 and has been in force until today with several modifications), according to which kindergartens have become part of public education and in which pre-school education is provided. According to this, the task of the kindergarten is to develop the child's personality physically, intellectually, emotionally, socially, aesthetically, morally, as well as to create the necessary conditions for further learning and to prepare them for life, taking into account individual characteristics (Szabóová, In: Orsovics et al. 2018).

³ The seven fields are: 1. Language and Communication, 2. Mathematics and Information management, 3. Human and Nature, 4. Human and Society, 5. Human and the World of Work, 6. Art and Culture, 7. Health and Movement

⁴ The eight developmental and educational areas and subjects are: 1. Language and Communication – Slovak Language and Literature, Minority Language and Literature, 2. Mathematics and Information Management – Mathematics and Informatics, 3. Human and Nature: Environmental Education, 4. Human and Society – Environmental Education, Geography, 5. Human

Art education is the seventh field of **primary level education**, named *Art and Culture*; it provides an opportunity to understand the importance of arts and culture from the point of view of both humans and society. It also contributes to the foundation of general education and helps to perceive, interpret and understand the values of the arts, culture, national traditions, and cultural heritage. Its task is to develop students' skills to express themselves and their opinions and artistic experiences by tools of arts. The main goal of the field of arts and cultural literacy is to develop students' skills and abilities continuously, stimulate their playful, spontaneous expressions, and emphasize the importance of artistic activities and the diversity of knowledge about pieces of art. At the elementary level, two subjects are organically connected to the field of Arts and Culture. Music Education and Fine Arts Education. They aim to enable the student to interpret the arts, the importance of aesthetic and artistic activities, acquire knowledge about works of art, be able to articulate his artistic experiences, be aware of his own cultural identity, and accept the values of the culture of others (Orsovcics, In Orsovcics et al. 2018).

The institutional art education is followed by the next, **second level of primary education**. However, according to the State Education Program, art education of this level still belongs to the seventh field, *Art and Culture*, similar to the primary level.

The essence and goal of the Arts and Culture Literacy Area are for students to understand and comprehend the arts, acquire information and knowledge about works of art, become aware of their own cultural identity, and accept the values of other cultures. It is an important task to learn about and nurture one's own national culture, but also to educate respect for 'otherness,' other cultures, traditions, arts, identities, aesthetic values, and differences in values. In addition, there is a need to develop intercultural competencies, including the perspective of successful communication with representatives of other cultures. The field of Arts and Culture is also represented at this level by the subjects Music Education and Fine Arts Education, continuously developing the students' musical competencies, abilities, and skills. Particular attention is paid to developing the manifestations of students' abilities and skills through creative means of expression, through the worlds of fine arts, music, architecture, cinema, and modern media. Subjects called Music Education and Fine Arts Education, continuously developing students' art and musical competencies and skills, represent Art and Culture literacy.

The field of art and culture has become part of the **lifelong learning** (lifelong education) process. It includes all educational activities, learning processes, and the process of gaining experiences from preschool age to university studies and for the whole life. It covers the entire life cycle of the individual, from early socialization and preschool education to the period of active and productive working age. It aims to develop and acquire critical competencies and essential skills and abilities, in addition to acquiring and developing the skills of cooperation.

The European Union recommends that EU governments make the teaching and learning of critical competencies part of lifelong learning strategies. The Recommendation sets out eight essential competencies for all individuals in a knowledge-based society.⁵ Among the eight essential competencies, the topic of art and culture was ranked last; that is, in the eighth area. It is an area of Cultural Awareness and Expression Competency. Its task is to creatively express ideas, experiences, and feelings, to recognize their importance in different branches of art – thus, taking into account both multicultural and intercultural aspects in music, literature, fine arts, and performing arts.⁶

and Values: Ethics, Religion Education, 6. Human and the World of Work: Work Education, 7. Art and Culture: Music Education, Fine Arts Education, 8. Health and Movement: Physical Education.

⁵ Eight key competencies of LLL are: 1. *Communication in the mother tongue*; 2. *Communication in a foreign language*; 3. *Mathematical, scientific and technical competences*; 4. *Digital competence*; 5. *Acquisition of learning*; 6. *Social and citizenship competences*; 7. *Initiative and entrepreneurial competence*; 8. *Cultural awareness and expression*.

⁶ <https://www.minedu.sk/celozivotne-vzdelavanie/>
<https://ofi.oh.gov.hu/tudastar/nemzetkozi-kitekintes/egeszes-eleten-at-tarto>

Art education and teacher training in the spirit of tolerance and acceptance

Considering that art education at the preschool and school level is a segment of education, it naturally forms an integral part of teacher education. It includes preschool and primary education, teacher training, and study programs related to teacher training.

Therefore, art education, specifically music and fine art education, as well as essential elements of aesthetic and cultural education, include cooperation, acceptance, tolerance, and not forgetting the signs of interculturality.⁷ The justification for tolerance can be defined in three ways: a requirement of prudence, a requirement of reasonableness, and a requirement of morality. Tolerance recognizes the individual's right to manage his or her own life as he or she sees fit, but also to respect the ideas of others about the right and meaningful life (Mendus 1987, qt. Strédl 2015). In this spirit, respect for "otherness" other cultures, traditions, arts, identities, aesthetic values, tastes, and differences in values all appear in art-oriented subjects. All this is present (should be presented) at all levels of the teacher-education process and, last but not least, in the training of future teachers. It is essential because the teacher plays a vital role in shaping the thinking, education, life philosophy, and attitude of the representatives of the next generations. As it is put in a recent study on tolerance and education on tolerance.

The opinion of future teachers is an essential social factor because, as opinion formers, they are present in the lives of future generations. Therefore, the formation of prejudices is often based on the experiences and attitudes of previous generations. If other types of information and experiences can accompany this, the young person has the opportunity to re-evaluate his/her previous opinion. Therefore, it is necessary to deal regularly with tolerance and cooperation, as skill acquired through learning is essential for social competence (Nagy – Strédl – Szarka – Zahatňanská – Poráčová, 2019: 302-303).⁸

Tolerance – an indispensable element of culture, peace, democracy, and human rights (Latham 1995, qt. Kusý – Stredlová 2003) – is gaining increasing importance and emphasis in the 21st century. In education, its accurate interpretation and reinterpretation are (also) critical. Tolerance should not be applied in the sense of "passive" understanding (indifference, ignoring others), nor in the sense of "laissez faire, laissez passer" (not coexistence, living side by side, with the slogan "live and let live"), but rather it should be applied in an 'active' form (Kusý – Stredlová 2003). In this sense, it means to try to understand the other, to consider its otherness, values, affiliation, customs, traditions, and culture.

At J. Selye University, mutual acceptance, understanding, and tolerance principles receive special attention. Of course, it happens not simply randomly but, among other things, by keeping in mind the specific mission, milieu, and significance of minority university education. It is also the purpose of the subjects that encourage, motivate and inspire the students to get to know and master the principles above and apply them in practice. At the Faculty of Education of J. Selye University, students study *Intercultural Education, Social Psychology, Pedagogical Communication, Minority Pedagogy, and Cultural Anthropology of Education* within the framework of compulsory and compulsory elective subjects, they can get acquainted with the principles of education for tolerance, the means of tolerant communication, and with the current literature related to it.⁹

Subjects of art education are realized with the inclusion of the elements of tolerance, acceptance, and cooperation, which are part of the study program of Teacher Training and Pedagogical Sciences. They are also part of the Preschool and Elementary Education study program for bachelor's degree, the Teacher Training for Primary Education study program for master's degree (taught at the Department of Preschool and Primary Education at Faculty of Education at J. Selye University), as well as the Pedagogy and Public Education study program and teacher training study programs in bachelor's

⁷ Interculturalism: respecting differences, authority, mutual acceptance in the spirit of tolerance and understanding.

⁸ All the translations are ours.

⁹ See also for example: Nagy – Strédl – Szarka 2018; Nagy – Strédl – Szarka – Zahatňanská – Poráčová 2019; Kusý – Strédl 2013; Liszka 1990, 2009; Horváth – Szókö 2016; Horváth – Tóth 2018.

degree (taught at the Department of Education Sciences at Faculty of Education of J. Selye University).¹⁰

An essential feature of art education for teacher training is that art and the branches and trends of art are mainly subjective. However, due to their richness of content, diversity of art history, color in style, and emotional impact, they enable the active cultivator and the recipient – i.e., the observer and the student - to choose, percept, and accept.

The aim, method, and realization of the survey conducted among future teachers

The facts summarized above inspired the implementation of this study, in which students of the Faculty of Education at J. Selye University participated. The outlined aspects, i.e., the connection points between art education and tolerance in minority tertiary education in Slovakia, made it necessary to assess and examine the students' opinions, views, and experiences in this respect and then draw the necessary conclusions and lessons to strengthen the students' university attachment and to strengthen and nurture their interpersonal relations.

The target group was students of the Faculty of Education at J. Selye University. They came from different regions of Slovakia and Hungary to the only minority higher education institution in Slovakia to complete their university studies and obtain a professional qualifications here. Because the composition of the groups consisted of students who came from ethnic minority (Hungarian) schools, Slovak schools, and schools in Hungary, different perceptions, opinions, thinking, emotions, and national affiliations can be pointed out in the result.

The present study presents a segment of a questionnaire survey, as well as the partial results obtained based on the analysis of the answers to the questions asked and the opinions expressed.

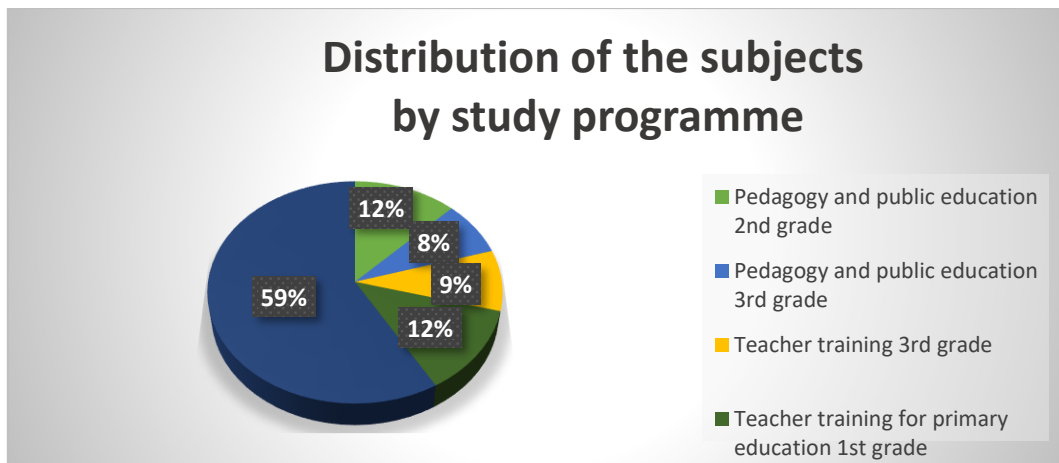
The survey was carried out in the summer semester of the 2020/2021 academic year and the winter semester of 2021/2022 with the Faculty of Education at J. Selye University students, using a questionnaire method. A total of 137 students were addressed to complete the questionnaires, and 113 were sent back completed. Students who have passed an art course(s) were asked to complete the questionnaire. The number of students participating in the courses is as follows:

- *Thematic fields of education 4* (aesthetic education, art, culture) compulsory subject – with the participation of second-grade students of bachelor study program Pedagogy and Public Education. The questionnaire was completed by 14 students (out of 14 members of the group).
- *Thematic fields of education 4* (aesthetic education, art, culture) compulsory subject – with the participation of first-grade students of bachelor study program Pedagogy and Public Education. The questionnaire was completed by 9 students (out of 13 members of the group).
- *Art education* – compulsory elective subject in teacher training at bachelor level with the following majors: Hungarian language and literature, Slovak language and literature, English language and literature, German language and literature, History, Catechetic, Biology, Chemistry, Mathematics, Informatics. The questionnaire was completed by 10 third-grade students (out of 14 students signed up for the course).
- *Music literature for children and youth* compulsory elective subject – teacher training for primary education at master's level, first-grade. The questionnaire was completed by 14 students in this group (out of 17 students signed up for the course).
- *Basics of music education 1* compulsory subject – in the preschool and elementary education, at the bachelor's degree, in the first grade. The questionnaire was completed by 66 students in this group (out of 79 students signed up for the program).

Thus, 113 students actively participated in the survey, and they all studied on a daily form.

¹⁰ The training is carried out at all levels, taking into account and complying with the requirements of the current State Education Program.

Figure 1: Percentage distribution of students participating in the survey by the study program



Of the 113 students participating in the survey, 82 indicated Slovakia as their place of residence, and 31 students indicated Hungary. It follows that 73% of the respondents are students from Slovakia and 27% from Hungary.

Figure 2: Proportion of students in Slovakia and Hungary participating in the survey



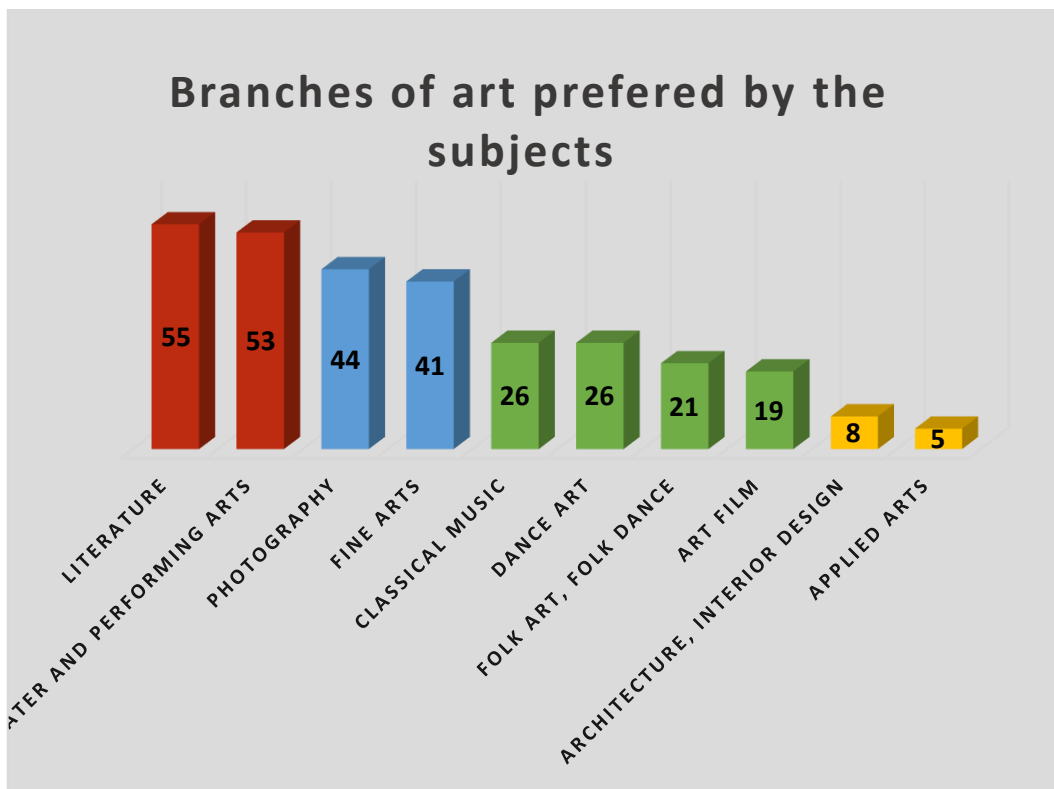
The information from the survey was obtained in written form. In written form, the students explained their answers and experiences to the questions/questionnaire items. Firstly, the questions were related to the content of art-oriented subjects. Secondly, they focused on the factors of heterogeneous groups (of ethnicity) such as acceptance, cooperation, tolerance, and positive influences. The students were not given any stipulations about the answers. They were free to express their opinions without any influence. With this, we tried to ensure the objectivity of the survey.

Results and conclusions of the survey following the essential questions of the study – i.e., the study program of the students, the field of study, majors and grades, and the students' residences (Slovakia or Hungary) – in *question 1* we intended to map the students' interest in the branches of art. Regarding that, the seminars include a wide range of arts, accompanied by a rich discussion and consultation, and students can choose the topic of their presentations on their own; they also present their multifaceted interest in the arts. These are also promoted to the other members of the group. Thus, at the seminars, they face and confront the differences in each other's tastes, interest in artistic values, and subjective attitudes, representing an essential practical segment of the expression of "likes and dislikes," and the principles of acceptance and tolerance.

This approach is provided by **Question 1**, in which students could select the one closest to them from 10 branches of art. Regarding the results obtained, it should be mentioned that most students (88) indicated more than one option, and the minor part (25) chose only one.

Based on the responses, the respondents' most preferred arts were literature (rated 55), theatre, and performing arts (53). It is followed by photography (44), fine arts (41), classical music (26), and dance (26) in equal proportions, followed by folk art and folk dance (21), art film (19), and significantly smaller than before, architecture and interior design (8) and applied arts (5). Quantitative data of the responses are shown in the following figure:

Figure 3: Future Teachers' interest in the arts, in the light of accurate numeric data (Question 1 of the questionnaire)

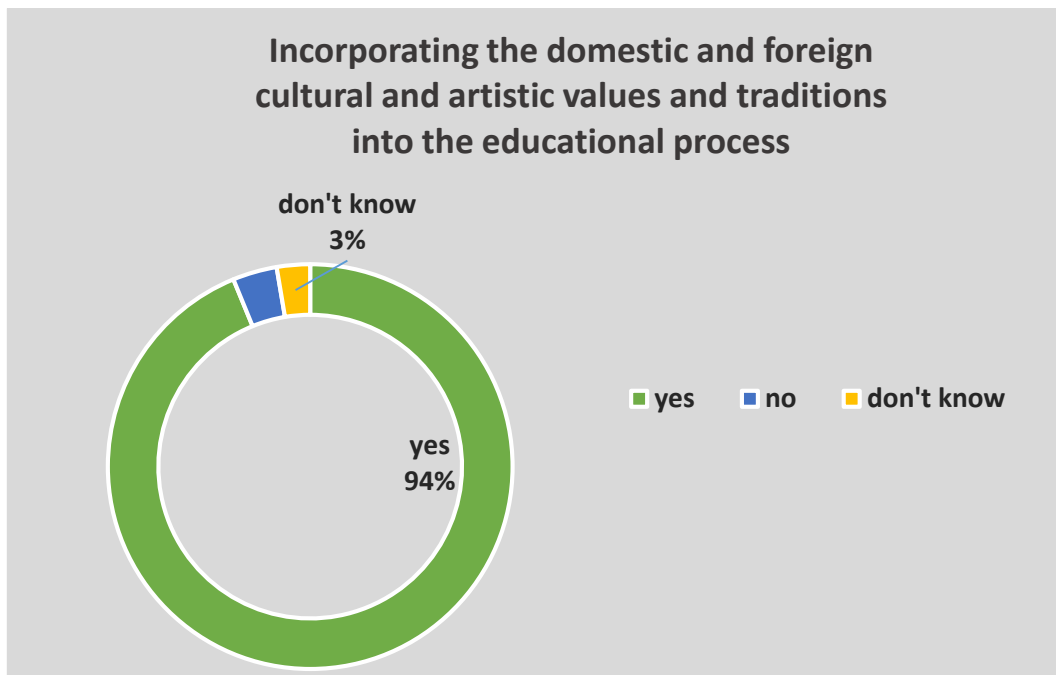


Questions 2 and 3 are closely connected. With question 2 we were looking for the answer to whether the future teachers consider it essential to get to know the cultural, artistic values, customs, and traditions of other nations in addition to their own. It was further explained in question 3, i.e., whether it is essential to incorporate and adapt this knowledge into teacher practice. For both questions, respondents could choose from three options: yes, no, I do not know.

It is important to note that for **Question 2**, respondents produced a complete agreement. Namely, 113 students answered the question, and in 100 percent agreement, only the 'yes' option was marked. Positive feedback is crucial for the teaching profession to get to know, respect, and, in part, promote other cultures, artistic values, and traditions, thus practicing and applying the principles of acceptance and tolerance.

For **Question 3**, however, there was no complete agreement between the students' views. Here they used all the three options of choice, so "no" and "I do not know" choices were also marked. As for precise data, 106 students marked the answer "yes" to the following questions: "Do you consider it important to adapt and incorporate the cultural, artistic values and traditions of other peoples into the educational practice in addition to their own?" Finally, 4 students answered "no," and 3 voted for the "I don't know" option.

Figure 4: The answers of the future teachers (expressed in percentages) to the question “Do you consider it important to adapt and incorporate the cultural and artistic values and traditions of other peoples into the educational practice in addition to their own?” (Question 3 of the questionnaire)

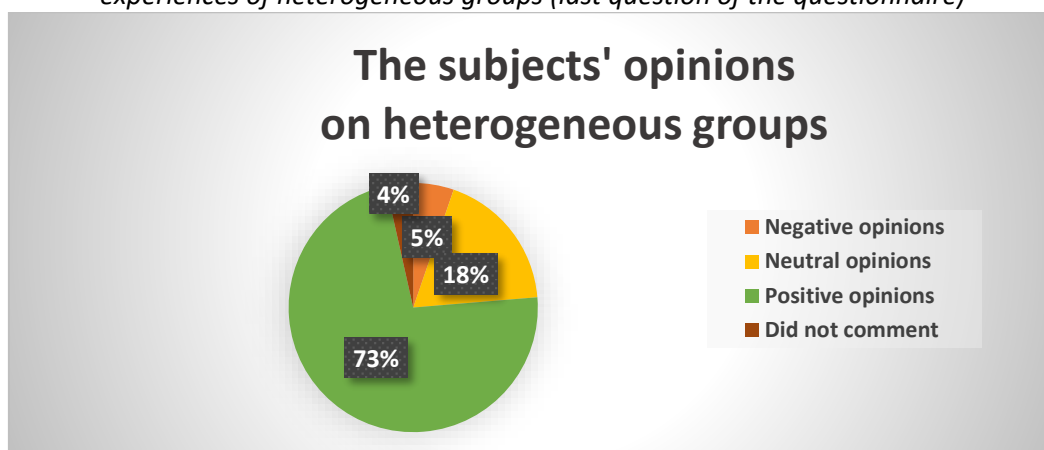


The most essential and relevant answers for the survey and study were obtained in the answers to the last question. The students had to express their opinion on how the “heterogenic” groups lived/are experiencing as UJS students in terms of affiliation. What legitimacy, positive value, negative experience, advantage, or disadvantage do they see in these circumstances?

Based on the quantitative analysis of the answers, it can be stated that 4 out of 113 respondents did not express their opinion, so they did not take a position on this issue at all.

The qualitative analysis of the answers, on the other hand, resulted in richer knowledge and conclusions. Student opinions, experiences, and resolutions can be divided into three groups: *negative opinions*, *neutral opinions*, and *positive opinions*. In total, only 6 student resolutions can be classified into the group of opposing opinions, 21 students took neutral positions, and the vast majority, precisely 83 students, i.e., 73 percent of the respondents, took a position in favor of positive opinions.

Figure 5: Expression of the future teachers’ opinions (expressed in percentages) based on the experiences of heterogeneous groups (last question of the questionnaire)



Based on a closer and consistent examination of the answers, we would highlight the opinions that support the reason for classifying students' views into three groups: *negative*, *positive*, and *neutral*.

Of the student opinions that reflect only 4 percent of **negative attitudes**, we highlight the following: *"Like everything in life, being a student at J. Selye University has its pros and cons. Also as"; "I often sensed exclusion. However, I would like to learn a little Slovak"; "Getting a task in Slovak is a disadvantage for me, although the teammates helped on request."*

A part of the teacher candidates, precisely 18 percent, took a **neutral position**: *"It is neutral to me if the students of J. Selye University form heterogeneous groups in terms of belonging."; "It does not mean anything to me."; "It was neither an advantage nor a disadvantage to me."; "It's not a disadvantage, it is not an advantage."; "The heterogeneous structure of the university means nothing to me. The difference is more pronounced at other universities."*

The answers and experiences of most students can be classified into a group of **positive opinions**. The beneficial effects were formulated from different perspectives, supported by subjective and objective reasons, highlighting:

- the impact of heterogeneous groups on study results, acquisition of new knowledge, comparison of their level of knowledge,
- in terms of getting to know other cultures,
- socialization, building "borderless" friendships in terms of cooperation.

The following selected students' thoughts support these.

Experiences and views influencing university studies: *"It's refreshing to learn about the experiences of others from another country, from another school system. We can better compare the functioning of the two school systems or just the teaching of writing in the two countries. This makes the lessons even more interesting."; "I can only evaluate mixed groups positively since we learned a lot from each other, everyone learned something new from each other."; "It is an advantage to me because in many ways it is different from us. Different words and phrases are used for certain objects and addresses. We laughed well at these as we got closer to each other, got to know each other's expressions, and learned new words."*

Getting to know other's cultures: *"When I found out that I would not only have fellow students from Slovakia, I was happy with the news. We had the opportunity to get to know each other's cultures."; "Working in heterogeneous groups is an advantage to me. It prepares for life after studies. I have also developed my cultural literacy."; "In my opinion, it is an advantage for everyone to come from a different community, as there is a lot to learn from others and what culture and customs there are in other communities."; "It means an advantage to me and gives a positive value. It gives you a chance to build international relationships. We have the opportunity to look into the educational programs of the two countries and compare Hungarian culture within Hungary and beyond."; "It was definitely an advantage; we were able to compare our different cultures, which was also coloured by the minority Hungarian identity. The difficulties of Hungarians living in minorities were also manifested in the study of contemporary Slovak literary works studied within the subject of Regional Education. As a Hungarian, I see a lot differently since I became a student of J. Selye University, and taking advantage of the mixed group, I became more immersed in studying the culture and everyday life of Hungarians across the border."*

Cooperation within the group, social relations, helping and supporting each other, understanding and tolerating differences, making new friendships "without borders": *"I experienced it as a positive experience that I became acquaintances and friends from Hungary. I started talking to one of them right during the Slovak class when I offered my help."; "I can say I am lucky. We accept and help each other unconditionally."; "It's a beautiful symbol for me. It helps to get to know Hungarians living abroad and the situation of Hungarians living abroad."; "During my studies, I was able to make new friendships with fellow students from other countries. I have had very positive experiences both with teachers and with fellow students. It has helped change my fears and prejudices."; "I'm glad they have become my*

Highland peers."; "Heterogeneous composition is a big advantage for me. Helping each other within the group is natural. I consider the 'Selye years' to be one of the greatest gifts of my life. I wish there wasn't a Covid there could be a lot more."

We conclude the interesting, valuable, and instructive opinions and views of the teacher candidates with a series of thoughts in which the representatives of the countries, nations, and nationalities respect each other, getting to know and living them in the minority Hungarian-language University in Slovakia, at the Faculty of Education of J. Selye University in Komárno.

"I am a student in Hungary, only with Slovak ancestors. The citizens of the two nations are able to live together in peace and side by side, staying away from the views of extremist groups. Although, I have not personally experienced a negative experience with my ethnic affiliation, both my groupmates and the university have provided me with an extremely inclusive and supportive environment for the past 3 years."

Summary

Summarizing the student views and the content of the answers, we would highlight the importance of intercultural and interpersonal relationships and their interaction, taking into account the signs of tolerance, acceptance, and understanding, preference for arts and art trends, and cooperation between heterogeneous groups.

The overall results suggest that a practical, *helpful, accepting, cooperative, cooperative, and tolerant attitude* within groups is paramount to students. In addition, interpersonal relationships play a crucial role in student opinions – within these, distinguishing between the spirit of collaboration between students and within groups and the importance of relationships between groupmates.

This position is reflected in the terms and concepts found in students' opinions, such as tolerance, patience, acceptance, understanding, and adaptation. Concluded in concrete thoughts: *"It must also be accepted among groupmates that everyone is different, so it is important to adapt to others and each other."*; *"It is important that we are patient and understanding with each other. We need to accept, tolerate and understand the differences."*; *"There is nothing impossible for a group if we understand and tolerate each other."*

According to the vast majority of student views, opinions, and experiences obtained from the study, heterogeneous groups of students in terms of ethnicity produced a positive impact on the community and were motivating. It can be said that communication and cooperation played a vital role within the groups. The feedback is mostly positive and inspiring to the students. It accurately reflects 73 percent of the responses of the students participating in the study, so the vast majority identified the nature and influence of heterogeneous groups as an advantage.

In art courses, seminars and classes, all this was enhanced by the experiences provided by art. It is because art transcends the boundaries of its content and material through experiential, diverse, interactive, and creative activities. As a result, it determines the formation, emotional and intellectual development of the whole personality (Csehiová – Kanczné Nagy 2018, Csehiová 2020). Last but not least, it positively affects the development of higher psychic functions.¹¹ In more detail, with regular and systematic use of art and art-based tasks, the teacher trainees' cognitive skills can develop, which they can activate in other valuable fields such as language learning (Marosi 2021: 40).

These facts can also be positively related to the presented survey, and based on the results, future teachers have a demand for the arts respectively for art education. There is a significant interest in

¹¹ See also: Tóth-Bakos, A.: *Mozartov efekt - môže hudba zlepšiť inteligenciu a kognitívne schopnosti?* In: Zborník medzinárodnej vedeckej konferencie Univerzity J. Selyeho: "Inovácia a kreativita vo vzdelávaní a vede" - Sekcie pedagogických vied. Komárno: Univerzita J. Selyeho, 2015. CD-ROM, p. 163-172; Tóth-Bakos, A. – Csehiová, A.: *Music and Brain - Music Training Transfer*. INTED 2016 Proceedings: 10th International Technology, Education and Development Conference. Valencia. USB. WoS. 2016. P. 1726-1732

literature (55), theatre, and the performing arts (53), but they also have a significant interest and affinity in photography (44) and the fine arts (41). Last but not least, it is vital to get to know the arts, traditions, and values of other nations and cultures (100 percent) and incorporate and adapt them into the teaching practice (94 percent of the subjects).

Finally, the listed aspects – the interaction of art education and teacher training in the spirit of acceptance and tolerance – can significantly help Slovak and Hungarian university students to understand, help and support each other, and tolerate differences.

Conclusion

Our study and survey, as described in the summary, provided a lot of instructive information and experience, which raises further questions and strategies. As a result, our intention is to plan and carry out further research and, in practice, to bring future teachers closer together with the help of art education. To nurture and build interpersonal and intercultural relations in all respects – national, ethnic, regional, cultural heritage, values, traditions – and to strengthen this view, this “philosophy of life” in the educators of future generations in the spirit of tolerance, acceptance and mutual respect. We conclude our study with Kodály’s thought-provoking and inspiring interpretation on the connection between science and art, which might further justify the place and value of art in tertiary education:

The root of science and art is one. Each reflects the world in its own way. Its basic condition is a sharp observation ability, accurate feedback, and elevation to a higher synthesis of the observed life, and the basis of scientific and artistic greatness is the same: the real man, *vir justus* (Kodály 1974: 454).

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