Module: Psychology

Number of credits: 12 credits

Subjects:

1) General and Developmental Psychology 1

2) General and Developmental Psychology 2

3) Pedagogical Social Psychology

4) Disorders of Personality Development

5) Psychological Skills Development

Name of subject: Pedagogical Social Psychology	**Credits**: 3

Subject Classification: Compulsory

Division of course content in theory and practice: 60% theory and 40% practice

Types and number of lessons: 15 lectures per semester

Language: English

Other methods used during the course:

- digital course material provided through electronic learning system
- use of online internet resources
- course outline available electronically

Method of assessment: Exam

Other means of learning evaluation:

- continuous, active participation during lessons
- oral assessment of the acquired material
- preparation of ppt or sociogram in kindergarden

 Place of subject in the curriculum: third semester

Prerequisites: General and Developmental Psychology 1and 2

Course description:

The subject of social psychology; ; the communication and metacommunication; the empathy; the laws of personal identification; the attribution, the typical attribution errors; the possibility of eliminating prejudical behaviour, the concept of attitude; the cognitive dissonance; the social interaction and social influence; the roles; the group dynamics; the sociometry; the conflicts; the gratification; the consequence of punishment; the moitvation; the discipline; the self-fulfilling prophecy in pedagogy;the effects of different styles of leading the impact of humanistic psychology on education.

During the course we touch upon the questions of media interpretation, the critical and selective consumption of the media. By highlighting the creative yet responsible use we aim to help students develop the ability to distinguish between real facts and fiction and recognize the different levels of the representation of reality.

Required and recommended literature:

Required literature:
1. Atkinson Rita L. (et al., 2003): *Introduction to Psychology*. Wadsworth Thomson Learning Company, ISBN-10: 1844807282 (Chapter 17., 18)
2. Forgas, Joseph (1985). Interpersonal behaviour: the psychology of social interaction ISBN: 0080298540, 9780080298542

Recommended literature:
1. Mészáros Aranka (2004, szerk.): Az iskola szociálpszichológiai jelenségvilága. ELTE Eötvös Kiadó, Budapest ISBN: 978 9634 635 581
2. Nagy László (2003): Szociálpszichológia. Comenius Kiadó, Pécs ISBN: 963 206 72
3. Argyle, M. (2013) : The scientific study of social behaviour, London ; New York : Routledge, 978-0-415-83881-8

Required competencies and competency elements that this subject contributes to and helps to develop

a) Knowledge
- Students possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.
- Can apply the different planning schemes used in preschool education; know the theory and methodology of planning, and the connections specialities of the different levels of planning.
- Have basic knowledge about the psychological and biological factors and characteristics determining the process of maturation and development of children aged 3-7 as well as the nature of children's learning; show awareness of the importance of early childhood as a developmental phase giving foundation to an individual's life path, its significance in the development of personality, its role in life-long learning, and the methods supporting this development.
- Can understand the utmost significance of play in children's development.
- Can use different strategies and methodology to help the personal development of children aged 3-7 considering their age specific characteristics and individual pace of development.
- Are aware of the operation of administration, data storage, data management, and data supply systems of educational and social services, research institutes, community/non-governmental organizations and parishes.

b) Capabilities
- Adapt their pedagogical, psychological, sociological and methodological expertise as well as a holistic approach to preschool education with consideration to the characteristics of the child and the child's age group.
- Understanding the characteristics of the age group, students should be able to identify and select the appropriate educational goals, tasks and content. Students should furthermore be able to manage, analyse, and evaluate the differentiated pedagogical process.
- Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.
- Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.

- Can support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically.
- Possess the knowledge which enables them to handle electronic information competently and ethically

c) Attitude

- Their personality should be free from prejudice, and characterised by tolerance, social sensitivity, and helping attitude. They have an inclusive and multicultural approach, seek to preserve the cultural identity and support children's integration into their community.
- Accept the idea of child-centred inclusive preschool education and the view that pedagogical strategies used in preschool education should be tailored to the child's personality.
- Show commitment to the multifaceted analysis and evaluation of the process of preschool education and can review and revise future plans and activities in the light of the results.
- Show openness to learning about and applying the latest results of educational theory at home and worldwide, methodological innovations, as well as the latest information and communications technologies.
- Have an open-minded, innovative, and authentic attitude to welcome and transmit digital and technological development and innovation in their special field.

d) Autonomy and Responsibility

- Take responsibility for the personality development of children aged 3-7 in a harmonious and complex way, and for all the staff and equipment arrangements necessary to enhance healthy mental and physical development.
- Take responsibility for their decisions and the consequences of their pedagogical activity during the educational process.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.

Responsible for course: Dr. Elekes Györgyi, college associate professor, PhD

Other teacher involved in course: Hollósi Cecília Mária, assistant lecturer, PhD student