Module: Play in Early Childhood Education

Number of credits: 7 credits

Subjects:

1) Puppetry and Methodology

2) **Play and Folk Tradition in Kindergarten**

Name of subject: **Play and Folk Tradition in Kindergarten**	**Credits**: 4

Subject Classification: Compulsory

Division of course content in theory and practice: 50% theory and 50% practice

Types and number of lessons: 10 lectures +10 seminars per semester
Language: English
Other methods used during the course
- digital course material provided through electronic learning system
- authentic English audio and the use of international literature
- course outline available electronically
- use of online internet resources

Method of assessment: term mark
Other means of learning evaluation:
- continuous, active participation during lessons
- oral assessment of presentations and portfolios of the assigned topic areas
- pairwork, groupwork, self-evaluation
- microteachings in class
- completion of preschool activity plans

Place of subject in the curriculum: first semester

Prerequisites: none

Course description:

During the course students will gain knowledge about the different forms of play in early childhood education and will learn about all the possibilities of how they can use their knowledge in practice. The goal is to teach students to be able to apply theoretical and practical knowledge in pedagogical practice in order to increase the development of children's activity and creativity. It is important for students to participate actively in the lessons, acquire games, and recognize the possibilities of their use in pedagogical practice. Students should also recognize the important role of play in children's personality development, and plan the curriculum accordingly as prospective teachers. During the course we touch upon digital skills indispensable in the professional practice. 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. A significant topic is digital literacy, i.e. the effective use information and communication technologies. Our objective is to have access to information as well as to understand and use it in a critical, competent, precise and creative way.

Required and recommended literature:

1. Janet R. Moyles. *A-Z of Play in Early Childhood*. Ebook, Maidenhead: McGraw-Hill Education, 2012. ISBN 9780335246380
2. James E. Johnson et al. *Play and Early Childhood Development*. 2nd ed. Longman: 1999. ISBN 032101166X

3. Hendy, Lesley & Lucy Toon. *Supporting Drama and Imaginative Play in the Early Years*. Buckingham-Philadelphia: Open University Press, 2001. ISBN 0335206654
4. Lázár Katalin: *Népi játékok*. Budapest 1997. ISBN 9632862317
5. Lázár Katalin: *Gyertek, gyertek játszani I-IV*. Eötvös József Könyv- és Lapkiadó, Budapest 2003.-2008. ISBN 9789639316430, 963931692, 963 7338 39, 9789637338854
6. Páli J. (2011): *Játssz, tanulj és érezd jól magad! A kisgyermekkori játék fejlődése*. In: Danis I. és mtsai (szerk.): Biztos Kezdet Kötetek II. A koragyermekkori fejlődés természete – fejlődési lépések és kihívások. 270-311.o. Elektronikusan elérhető: http://www.bddsz.hu/sites/default/files/Danis%20et%20al_Biztos%20Kezdet%20K%C3%B6tet%20II_bel%C3%ADvek.pdf

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

a) Knowledge
- 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.
- Is familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

b) Capabilities

- 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.
- Possesses the knowledge which enables them to handle electronic information competently and ethically.
- Can structure and analyse digitally collected information; and can see and interpret their connections.

c) Attitude
- 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.
- Has an open-minded, innovative, and authentic attitude to welcome and transmit digital and technological development and innovation in their special field.
- Has a creative, critical and innovative attitude towards information literacy; and can use 21st century culture of literacy effectively.

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.

- Can cooperate with all their partners in digital communication responsibly, ethically, critically, and safely.

- Has a conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.

Responsible for course: Karácsony-Molnár Erika college professor, PhD

Other teacher involved in course: Palkóné Tabi Katalin college associate professor, PhD