

<p><b>Module:</b> Psychology</p> <p><b>Number of credits:</b> 12</p> <p><b>Subjects:</b></p> <ol style="list-style-type: none"> <li>1) General and Developmental Psychology 1</li> <li>2) General and Developmental Psychology 2</li> <li>3) Pedagogical Social Psychology</li> <li>4) Disorders of Personality Development</li> <li>5.) Psychological Skills Development</li> </ol>
--

<b>Name of subject:</b> Psychological Skills Development	<b>Credits:</b> 2
<b>Subject Classification:</b> compulsory	
<b>Division of course content in theory and practice:</b> 10% theory and 90% practice	
<p><b>Types and number of lessons:</b> 10 seminars</p> <p><b>Language:</b> English</p> <p><b>Other methods used during the course:</b></p> <ul style="list-style-type: none"> <li>• digital course material provided through electronic learning system</li> <li>• course outline available electronically</li> <li>• use of online internet resources</li> <li>• psychological mini-experiments</li> <li>• video films</li> <li>• self-experiment</li> <li>• psychological inventories and test,</li> <li>• psychodramatic elements</li> </ul>	
<p><b>Method of assessment:</b> term mark</p> <p><b>Other means of learning evaluation:</b></p> <ul style="list-style-type: none"> <li>• continuous, active participation during lessons</li> <li>• home work: self-reflexion and self-evaluation in written</li> </ul>	
<b>Place of subject in the curriculum:</b> sixth semester	

**Prerequisites:** Disorders of Personality Development

**Course description:**

Every pre-school teacher need a strong self-knowledgement to be able to cope with the demands in her/his work field. To get to know his/her character and temperament, values, social skills and communication skills, problem-solving competences and assertiveness . Need to understand how stereotypes and prejudices work. We learn about Thomas Gordon’s communication model and the prevention of burn-out. 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.

**Competencies:**

On the basic of self-knowledgement a teacher should be able to represent his/her values clearly, have good communication skills, stay coherent and assertive in all situations. Able to use the best conflict-solving strategy in the given circumstances. Should be able to communicate well with both the children and their parents.

**Required and recommended literature:**

1. PETRIE, P. Communication Skills for Working with Children and Young People: Introducing Social Pedagogy. London: Jessica Kingsley Publishers, 2011. ISBN: 9781849051378.
2. STRONGE, JH; TUCKER, PD; HINDMAN, JL. Handbook for Qualities of Effective Teachers. Alexandria, Va: Assoc. for Supervision and Curriculum Development, 2004. ISBN: 9781416600107.
3. SCHWARTZHOFFER, RV. Psychology of Burnout: Predictors and Coping Mechanisms. New York: Nova Science Publishers, Inc, 2009. (Psychology Research Progress Series). ISBN:9781608760107.

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

○ **Knowledge**

• Students 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 interpret the socio-culturally embedded nature of children’s development and preschool education, and the effect of this on the pedagogical process.
- Are familiar with and able to apply the rules of digital communication and information management competently.

### **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.
- Build and develop a bias-free respectful and trustworthy relationship with children institutions (such as families, nurseries, childcare services, and other public educational institutions). Communicate professionally and clearly in professional situations and assist and offer help relating to the problems of children.
- 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.
- 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 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.
- Can plan and develop their digital literacy independently.

**Responsible for course: Hollósi Cecília Mária, assistant lecturer, PhD student**

**Other teacher involved in course:**