

<p>Module: Pedagogy</p> <p>Number of credits: 12 Credits</p> <p>Subjects:</p> <ol style="list-style-type: none"> 1) Pedagogy of Early Childhood 2) Competence-Based Pedagogy, Basics of Christian Education 3) Pedagogical Skills Development 4) Theory of Education, Didactics 5) Methodology in Pedagogical Research 6) Family-and Inclusive Pedagogy
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Name of subject: Family-and Inclusive Pedagogy	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 10 lectures and 5 seminars per semester	
<i>Language:</i> English	
Other methods used during the course:	
<ul style="list-style-type: none"> • digital course material provided through electronic learning system • course outline available electronically • use of online internet resources 	
Method of assessment: Exam mark	
Other means of learning evaluation:	
<ul style="list-style-type: none"> • continuous, active participation during lessons • oral assessment of the acquired material • case study of ca. 10 pages 	
Place of subject in the curriculum: sixth semester	
Prerequisites: none	

<p>Course description:</p> <p>This course discusses the different aspects of family pedagogy not historically or sociologically, but especially from a pedagogical perspective. Emotional intelligence is a significant part of healthy personality development. Students will learn about the different aspects of emotional intelligence, and the related skills and competencies. We will also discuss the methods of its development, and other personal development, methodological and learning strategies. Students will also get insight into how emotional intelligence can assist and enhance healthy family relationships. This course will prepare students to provide effective assistance to parents with the successful accomplishment of their parental duties.</p>
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Required and recommended literature:

1. Raz, Sivan and Zysberg, Leehu: Emotional Intelligence : Current Evidence From Psychophysiological, Educational and Organizational Perspectives. Hauppauge, New York : Nova Science Publishers, Inc. 2014. ISBN 9781634635592
2. Mulle, Karl: Emotional Intelligence Training. Alexandria, VA : Association For Talent Development. 2016. ISBN 9781607280989
3. Crouter, Ann C. & Booth, Alan: Children's Influence on Family Dynamics : The Neglected Side of Family Relationships. Mahwah, N.J. : Routledge. 2003. ISBN 9780805842715
4. D.Goleman (1995): *Érzelmi intelligencia* Háttér Kiadó, Budapest ISBN978 963 75 9
5. D. Goleman (2007): *Társas intelligencia* Nyitott Könyvműhely Budapest ISBN978 963 9725 14 0
6. Uzsalyné Pécsi Rita (2010-2013): *Kulcs a neveléshez 1.2.3.4.5.*: Kulcs a muzsikához Kiadó, Pécs ISBN 978 963-88887 0 9; 978 963 89366 0 8; 978 963 89366 1 5; 978 963 89366 2 2; 978 963 89366 3 9

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

- Know the basic documents of preschool education and show awareness of the general aims and responsibilities of preschool education as well as the content of the different activity forms, and the connections between all these.
- Can understand the connections between the different areas of education determining the development of children aged 3-7 such as spontaneous and planned effects of the environment, direct and indirect educational methods, and the learning processes present in preschool activity forms.

b) Capabilities

- 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.
- 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.
- Know and understand the professional, ethical, and legal documents regulating preschool education, and can apply the relevant passages in their everyday work.

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 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.

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.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- Besides their professional preschool responsibilities, they also assume responsibility for the mission of their own institution, and the protection of the internationally acclaimed values of Hungarian preschool education.

Responsible for course: Uzsaly Zoltán Sándorné Dr. Pécsi Rita PhD, college associate professor

Other teacher involved in course: Kicsák Mónika PhD candidate