

**Module:** Literacy

**Number of credits:** 12 credits

**Subjects:**

- 1) Irodalmi és anyanyelvi nevelés módszertana 1.
- 2) Irodalmi és anyanyelvi nevelés módszertana 2.
- 3) Nyelv- és beszédművelés

<b>Name of subject:</b> Irodalmi és anyanyelvi nevelés módszertana 2.	<b>Credits:</b> 4
<b>Subject Classification:</b> Compulsory	
<b>Division of course content in theory and practice:</b> 50% theory and 50% practice	
<b>Types and number of lessons:</b> 10 lectures +10 seminars per semester <b>Language:</b> Hungarian <b>Other methods used during the course</b> <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></ul>	
<b>Method of assessment:</b> term mark <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"><li>• continuous, active participation during lessons</li><li>• preparation of ppt presentations for use in classroom</li><li>• production of memorized texts</li><li>• preparation of a preschool project</li><li>• self-evaluation</li></ul>	
<b>Place of subject in the curriculum:</b> fifth semester	
<b>Prerequisites:</b> Irodalmi és anyanyelvi nevelés módszertana 1.	
<b>Course description:</b> <p>A kommunikáció az óvodában; A kommunikatív kompetencia játékos alakítása az óvodában Az anyanyelvi fejlesztés és kommunikációs nevelés A nyelvi tehetség gondozása A gyerekversek szerepe az óvodáskorú gyerekek életében; Gyerekversek az óvodában: a felkészüléstől, a szervezésen át a különböző megvalósulási formákig A gyermeki nyelvhasználat és a gyermekversek összefüggései: a nyelvsajátítástól a gyermekversek hatásmechanizmusáig; A magyar gyermekversek: múlt és jelen Világkép és értékrend a gyermekirodalomban, keresztény gyermekirodalom Az erkölcsi és az irodalmi nevelés az óvodában A meseregény helye az óvodai irodalmi nevelésben</p> <p>During the course we touch upon digital skills indispensable in the professional practice, 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.</p>	

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. **Zilahi Józsefné: *Mese-vers az óvodában*. Eötvös József Könyvkiadó, Budapest, 1998.**  
ISBN 963 9024 53 8
2. Bakonyi Anna-Karczewic Ágnes: *Az óvodapedagógusok nagykönyve, Az ismerettől a megvalósításig*. Neteducatio Kft., Bp., 2016. ISBN 978 615 80328 5 8
3. Dankó Ervinné: *Nyelvi-kommunikációs nevelés az óvodában*. Okker Kiadó, Budapest, 2016.  
ISBN 978 615 52783 2 7
4. Lovász Andrea: *Felnőtt gyermekirodalom, tanulmányok, kritikák és majdnem lexikon*, Cerkabella Könyvkiadó, Szentendre, 2015. ISBN 978 963 98206 0 9
5. Pálfi Sándor: *A magyar óvodai projektpedagógia gyakorlati jegyei*. Debreceni Egyetemi Kiadó, Debrecen, 2013. ISBN 978 963 318 401 1

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

**a) Knowledge**

- 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.
- Is familiar with and able to apply the rules of digital communication and information management competently.
- Is familiar with the digital tools of knowledge acquisition, ICT-techniques, and problem solving methods in their specific field.

**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.
- 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.
- Possesses the knowledge which enables them to handle electronic information competently and ethically.
- Possesses knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.
- Can structure and analyse digitally collected information; and can see and interpret their connections.

**c) Attitude**

- Show commitment to developing strategies, methods and activities promoting the organization and expansion of the experience and knowledge of children aged 3-7, and to creating an environment promoting the success of English language communication in educational activities while inspiring, confirming the development of the child's personality.

- 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.
- Has an open-minded, innovative, and authentic attitude to welcome and transmit digital and technological development and innovation in their special field.
- Makes their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.
- 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 children aged 3-7, for the whole group of children, for their activities within the institution, for the decision made during the planning of the educational process and for all the consequences.
- As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.
- 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.
- Can develop their already existing digital competencies, skills and knowledge as well as acquire new competencies with the help of self-study or organised training programmes.
- Can plan and develop their digital literacy independently.

**Responsible for course:** Zóka Katalin college professor, PhD

**Other teacher involved in course:** Gasparicsné Kovács Erzsébet college professor, PhD