

<p><b>Module:</b> Pedagogy</p> <p><b>Number of credits:</b> 12 Credits</p> <p><b>Subjects:</b></p> <ol style="list-style-type: none"> <li>1) Pedagogy of Early Childhood</li> <li>2) Competence-Based Pedagogy, Basics of Christian Education</li> <li>3) Pedagogical Skills Development</li> <li>4) Theory of Education, Didactics</li> <li>5) Methodology in Pedagogical Research</li> <li>6) Family-and Inclusive Pedagogy</li> </ol>
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<p><b>Name of subject:</b> Pedagogy of Early Childhood</p>	<p><b>Credits:</b> 2</p>
<p><b>Subject Classification:</b> Compulsory</p>	
<p><b>Division of course content in theory and practice:</b> 60% theory and 40% practice</p>	
<p><b>Types and number of lessons:</b> 15 lectures per semester</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> </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>• oral assessment of the acquired material</li> <li>• preparation of ppt presentations for use in classroom</li> </ul>	
<p><b>Place of subject in the curriculum:</b> first semester</p>	
<p><b>Prerequisites:</b> none</p>	

<p><b>Course description:</b></p> <p>Main topics:</p> <ul style="list-style-type: none"> <li>• History of Hungarian and international early childhood education and care: noted people, pedagogical theories, special institutes.</li> <li>• The system of Hungarian kindergarten education and care – compared to the early years education systems of the UK and the USA.</li> <li>• The most important laws and official documents.</li> <li>• Role and task of preschool/kindergarten teacher in preschool/kindergarten.</li> <li>• Fields and aspects of early childhood education and care.</li> <li>• Features of bilingual kindergartens/preschools. Main alternative approaches.</li> <li>• The meaning of inclusion, differentiation and integration. Intercultural education in the early years.</li> <li>• Family and preschool/kindergarten cooperation.</li> </ul>
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- Transition support in preschool/kindergarten.

#### Required and recommended literature:

1. *Early Childhood Education and Care: Specificities of the Hungarian System.* OFI, Hungarian Institute for Educational Research and Development. 2012. november.
2. Krogh, Suzanne L., Slentz, Kristine L. (2001): *The Early Childhood Curriculum.* Routledge. ISBN 0805828834.
3. Smidt, Sandra (1998): *The Early Years: A Reader.* Routledge. ISBN 0415172829
4. Kerekes Valéria (2012): *A kisgyermekkor pedagógiája.* ELTE Bárczi Gusztáv Gyógypedagógiai Kar. (7-8. fejezet: Az óvodai nevelést meghatározó jogi keretek. Reformpedagógiák megjelenése az óvodai nevelésben.)  
  
[https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2009-0007\\_kisgyermekkor\\_pedagogiaja/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2009-0007_kisgyermekkor_pedagogiaja/adatok.html)
5. Kovács Mónika: Integráció és előítélet-mentes oktatás. In: *Montessori Műhely,* 2001. 2.sz. - pp. 5-7.
6. Molnár Balázs, Pálfi Sándor, Szerepi Sándor, Vargáné Nagy Anikó (2015): *Kisgyermekkor nevelés Magyarországon. Educatio* 3. 121-128.

#### 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: Dr. Czike Bernadett, college associate professor PhD**

**Other teacher involved in course: Kovács Ivett Judit, PhD Student at ELTE Faculty of Education**