

Module: Physical Education

Number of credits: 7

Subjects:

1) Physical Education and Methodology 1

2) Physical Education and Methodology 2

Name of subject: Physical Education and Methodology 2	Credits: 4
Subject Classification: Compulsory	
Division of course content in theory and practice: 30% theory 70% practice	
Types and number of lessons: 5 lectures and 15 seminars <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• authentic English audio and the use of international literature• course outline available electronically• sharing the good practices of international partner institutions through online interface• use of online internet resources	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• continuous, active participation during lessons• oral assessment of the acquired material• preparation of physical education activities for use in classroom• completion of an English language preschool physical education lesson plan	
Place of subject in the curriculum: second semester	
Prerequisites: Physical Education and Methodology 1	

Course description:

This course continues the work started in the previous term. It is structured to provide a comprehensive overview of the activities which help the development of movement and the personality of pre-school children. The activities in this course include components of body movement in regards to pre-school aged children. It also provides an overview of the terminology and forms of exercise used in physical education classroom. The course will also give insight into the current teaching methods, equipment used in physical education, division and grouping of activities such as main part of physical education (athletics, gymnastics, exercises with ball). These all include both theoretical and practical aspects of teaching physical education to young children, including the methodology of planning and leading free activities involving exercises and physical education equipment in English.

Digital competence. During the course we touch upon *knowledge* related to digital competence (e.g. legal regulations, electronic communication, information storage and information management); *skills* (e.g. information generation, presentation, interpretation, search for and processing of information) and attitudes (critical thinking, creativity, innovation and safe use).

Required and recommended literature:

- Rae Pica (2014), *Preschooler and kindergartens Moving and Learning a physical education curriculum*, Red Leaf Press, ISBN 978-1-60554-271-3 (e-book)
- H.K. Manners and M.E. Carroll, *Framework for Physical Education in the early years*, (1995) Falmer Press, ISBN 0-203-45358-1 (master e-book)
- Simon Brownhill (2009) *100 Ideas for teaching Physical Development*, Continuum International publishing group. ISBN 9-781-8470-6193-5
- Becsy Bertalan Sarolta – Kunos Andrásné (1984): *Az óvodai testnevelés mozgásrendszere és feldolgozása*. Tankönyvkiadó, Budapest
- Gaál Sándorné – Bencze Sándorné (2000): *A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára*

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.
- 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 show awareness of the theory and practice of special posture correction and how to use it to enhance the biomechanically proper posture.
- Is familiar with and able to apply the rules of digital communication and information management competently.

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.
- Can support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically.
- Can establish the methods and daily routine of preschool education so that they support the complete health development of children aged 3-7.
- Can conduct posture correction exercises and games correctly to develop and maintain the biomechanically proper posture.
- Possesses knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

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

Responsible for course: Eniko Bartha college assistant lecturer

Other teacher involved in course: Billie Lee McBrayer language teacher