

Module: Play in Early Childhood Education

Number of credits: 7 credits

Subjects:

- 1) Puppetry and Methodology,
- 2) Play and Folk Tradition in Kindergarten

Name of subject: Puppetry and Methodology	Credits: 3
Subject Classification: Compulsory	
Division of course content in theory and practice: 30% theory and 70% practice	
Types and number of lessons: 5 lectures+10 seminars per semester <i>Language:</i> English Other methods used during the course: <ul style="list-style-type: none">• methodological film and video material• textbook (game collection) available on the electronic interface• story books, poetry books - use of international literature• course outline available electronically• use of online internet resources	
Method of assessment: term mark Other means of learning evaluation: <ul style="list-style-type: none">• Continuously: active class attendance, continuous improvement of exercises, inventing and testing new puppetry material• Periodically: teacher's oral feedback• Performing exercises on the lesson, self-assessment• Peer-review: In group work, students continuously evaluate each other's work• In-class presentation of activity plans	
Place of subject in the curriculum: fourth semester	
Prerequisites: Play and Folk Tradition in Kindergarten	

Course description:

Knowledge:

- basics of making puppets: materials, colours and forms
- puppet techniques: moving puppets, direct and indirect movements
- basics of dramaturgical work: devising activity plans for fairy tales, poems and songs
- developing knowledge about the puppet, creating their own puppet show for children
- how to use puppets in kindergarten education
- the therapeutic possibility of puppet play
- orientation in theater opportunities for children, analytical aspects
- introducing new language through play

The students should be able to:

- plan projects with puppets, and to dramatize fairy tales and poems
- devise and perform their own activity plans
- be able to collect information about puppet shows,

- be able to analyze performances
- teach English vocabulary through puppet play

Effective use of digital technology. 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. Tiger Kandel-Heather Schloss: The Ultimate Sock Puppet Book, 2014 Creative Publishing international USA, ISBN: 978-1-58923-793-3
2. Kimberly K. Faurot: Storytimes with Finger Puppets, 2009 AMERICAN LIBRARY ASSOCIATION Chicago, ISBN: 978-0-8389-9702-4
3. Kimberly K. Faurot: Storytimes with Hand Puppets, 2009 AMERICAN LIBRARY ASSOCIATION Chicago, ISBN: 978-0-8389-9706-2
4. Kimberly K. Faurot: Storytimes with Stick and Rod Puppets, 2009 AMERICAN LIBRARY ASSOCIATION Chicago, ISBN: 978-0-8389-9702-4, ISBN: 978-0-8389-9705-5

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

a) Knowledge

- Can understand the utmost significance of play in children's development.
- Can use different strategies and methodology to help the personal development of children aged 3-7 considering their age specific characteristics and individual pace of development.
- 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.
- Are familiar with and able to apply the rules of digital communication and information management competently.

b) Capabilities

- Students 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.
- Can observe, analyse and record the characteristics of the personality and skills of children aged 3-7, and the socio-cultural determinants of the family environment surrounding them.
- Can build adaptively on the different personalities, previous experience, knowledge, competencies, and age specific characteristics of children aged 3-7.
- Can support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically.
- Possess 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.
- 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 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.
- 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.
- 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: Székely Andrea teacher of methodology of visual education

Other teacher involved in course: Palkóné Dr. Tabi Katalin college associate professor, Ph.D.,
Bethlenfalvyné dr. Streitmann Ágnes, PhD, college professor