

Module: Pedagogy

Number of credits: 12 Credits

Subjects:

- 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

Name of subject: Theory of Education, Didactics	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 5 lectures and 5 seminars per semester	
Language: 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: 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 a creative occupational plan (max. 10 pages with attachments); preferably putting the plan into practice and recording the experiences in a self-evaluation journal	
Place of subject in the curriculum: second semester	
Prerequisites: none	

Course description:

This course illustrates the various possible interpretations of educational theory, basic educational models, methodologies and techniques as well as the definitions of different areas in education. By defining these principles, an understanding of the role of education will make the adoptable 'educational best practices' achievable. The presentation of the most general assumptions and doctrines based on scientific principles pinpoints the key elements of paradigms.

The basic objective of Didactics is to explain a theoretical and demonstrate a practical approach to the science of learning. The importance of this course lies in learning the crucial 'compass' role of understanding different pedagogies, and promoting the development of teacher competencies by imparting a wide knowledge of the teaching and learning process, principles

and methods, as well as studying the impact of these.

Required and recommended literature:

1. Morgan, Harry: Early Childhood Education : History, Theory, and Practice. 2nd ed. Lanham, Md : Rowman & Littlefield Publishers. 2011. ISBN 9781442207448
2. Gary Chapman– Ross Campbell (2012): *The 5 Languages of Children* Moody Publishers; Reprint edition ISBN: 0802403476
3. Pound, Linda: Influencing Early Childhood Education: Key Figures, Philosophies and Ideas. Berkshire, England : McGraw-Hill Education. 2011. ISBN 9780335241569
4. Howard Dr. Hendricks (2003): *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive*. Multnomah Books ISBN: 1590521382
5. Falus Iván (2003, szerk): *Didaktika. Elméleti alapok a tanítás tanulásához*. Nemzeti Tankönyvkiadó, Budapest III., IV., V., VI., VII., X., XIII., XIV., XV., XVI. fejezetei. ISBN: 963-19-4455-7
6. Deliné Dr. Fráter Katalin (2010): *A differenciáló pedagógia alapjai, sajátosságai az óvodai nevelésben*. DE Gyermeknevelési és Felnötteképzési Kar, Debrecen ISBN: 978963 7292 34 7

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, PhD, college associate professor

Other teacher involved in course: Dr. Tamáska Máté (Habil.), college professor, Kicsák Mónika, PhD candidate