

APOR VILMOS CATHOLIC COLLEGE
PRESCHOOL TEACHER (BA)

COMPLEX BASIC EXAMINATION IN PEDAGOGY AND PSYCHOLOGY

TOPICS

- 1. Education in Preschool**
- 2. Competency-based Pedagogy, Basics of Christian Education**
- 3. Theory of Education, Didactics**

- 1. General and Developmental Psychology 1.**
- 2. General and Developmental Psychology 2.**
- 3. Pedagogical Social Psychology**
- 4. Disorders of Personality Development**

At the Basic Examination students draw a topic card where Question a) focuses primarily on pedagogical, Question b) focuses primarily on psychological knowledge. Both questions of the topic have to be worked out and we ask both parts. We wish you a successful preparation for the exam.

TOPICS

1. a) The concept of education. Basic principles. The areas, opportunities and the necessity of education.
1. b) Psychological analysis of educational methods: reward and punishment. Leadership styles and their effects according to Lewin. The significance of early mother-child relationship = bonding process. Characterization of early attachment, attachment types. The concept of hospitalization. The experiments of Spitz, Bowlby, Harlow and Ainsworth. Early attachment patterns, Strange Situation Procedure. The concept of anxiety and its types in early childhood and preschool.
2. a) The main issues of preschool education; educational attitudes; the questions of educability and the success of education.

2. b) Decisive factors of psychic development: genetics, environment. (Nature / Nurture) The role of maturity and learning in development. Developmental models. Prenatal development. Delivery and birth. Teratogens. The development of sensation, perception, movement and thinking till the end of preschool age. The disorders of basic biological functions: sleeping, eating, potty training disorders.

3. a) Regulatory documents of preschool education (363/2012 ONOAP). The content, process and methods of preschool education and care.

3. b) The theories of personality development of preschoolers: constructivist approach (Piaget), psychosexual development (Freud) psychosocial development (Erikson). The concept of object loss, the influence of divorce on the child. The “second object” based on Mahler, Kohut, Winnicott and Mérei. Loss treatment in childhood.

4. a) Education, care and development of children with special needs at preschool. Inclusion, integration and differentiation at preschool.

4. b) Children with special educational needs. The possibilities of integrated education. The process of language development, language acquisition. The concept, forms and channels of communication. Metacommunication. The characteristics of elaborated and restricted codes. Speech and communication disorders: articulation disorders, delayed speech development, stuttering, (s)elective mutism.

5. a) The connection of family and preschool education. Family education support services of the preschool.

5. b) The concept, process and scenes of socialization: primary and secondary scenes of socialization.

The acquisition of social behaviour: imprinting, observational learning (Bandura), identification, interiorisation. Different theoretical approaches of aggression. Child abuse. (Types and treatment)

6. a) The teacher’s profession. The system of the pedagogical competences.

6. b) The concept and types of learning (classical and operant conditioning in humans, complex learning). Characterization of memory processes (encoding, storage and retrieval). The functioning and characterization of memory systems and subsystems. Learning strategies, memory development methods.

7. a) Practical opportunities for competence development: communication competences, mathematical competences, science competences, social competences, cultural competences and learning competences.

7. b) The concept and characterization of thinking. The concept and measurement of intelligence. The interpretation of IQ scores, the characterization of IQ ranges. The theory of multiple intelligence (Gardner). The stages of cognitive development according to Piaget. The concept and classification of mental retardation.

8. a) The basic concepts of the Christian education. Ethical and moral education. The function of Christian preschools in family support.

8. b) The formation and development of morality. The stages of moral development (Piaget, Kohlberg). The development of understanding the rules, its appearance in games. The social psychological analysis of role. Role expectations and role conflicts. Sexual roles and psychosexual development (S. Freud).

9. a) The scenes of socialization: family, nursery, preschool, school.

9. b) The process of the development of the self: ego consciousness, self image; factors influencing their development. The development of the cognitive functions till school age: memory, learning, thinking, attention, field-dependent and field-independent perception. The concept and criteria of school readiness. Erikson's developmental stages.

10. a) The preschool teacher's personality, the content, standards and the changes of the educationist's role.

10. b) Types of groups. The stages of group development. Group polarisation, group thinking and decision making. The special dynamics in a mass, stereotypes, prejudices and their consistency. Asch's experiment on conformity. Milgram's experiment on obedience. Sociometry (Moreno's and Merle's).

11. a) Didactic goals, tasks and contents.

11. b) The concept of personality, theories of personality traits. The Big 5. Temperaments, introversion-extroversion, neuroticism. The types of temperament and the early signs of it. Theory of stress. Eustress, distress. Coping with stress, resilience. Post-traumatic-stress-disorder. (PTSD)

12. a) Didactic methods and organisational methods. The pedagogical assessment.

12. b) Concept of motivations. Homeostatic motivations, human-specific motivations. The hierarchy of motivations by Maslow. Basic motivations: hunger and sexual desire. Eating disorders, gender theory, homosexuality.

13. a) The significance and the role of play in the child's personality development.

13. b) The role of fairy tales, play and drawing in the child's development. The development of play and drawing. The development of human drawing. Drawing as a way to observe a child. (Drawing quotient-Goodenough, Family drawings)

14. a) The major stages in play development. Opportunities to understand the child through play. The nature of the child's world and imagination.

14. b) The concept and development of imagination. Creativity and its measurement. The special characteristics of the children's point of view (according to Mérei.) Typical thinking errors at preschool age (Piaget, egocentric point of view). Autism, ASD. Treatment possibilities.

15. a) The role of play in the formation of moral values. Free play, skills developing play and folk game.

15. b) Definition and types of emotions. Theories of emotions. Universal emotions. Theories of aggression. ADHD and its treatment. Oppositional disorder.

16. a) The wide range of possibilities of the use of puppets in the education of young children. Various puppetry techniques and their application in skills development.

16. b) Sensing and perceiving. Comparison of physical and social perceiving. Interpersonal attraction. Attributions, attributional errors. Attitudes.

17. a) The process of the cognitive and emotional-social development of a preschooler.

17. b) Humanistic psychology. Gordon's communication model. Reward and punishment. Obsessive-compulsive Disorder.

18. a) The different developmental methods of intelligence and emotional intelligence (IQ and EQ).

18. b) Basic concepts of humanistic psychology, the work of C. Rogers. Flow. (Csíkszentmihályi). Depression in children.

19. a) The development of social intelligence, with a special focus on early childhood.

19. b) Concepts of social influence. Cognitive dissonance (Festinger). Functions of attitudes. Prejudice and discrimination and how to fight against them. Mosaic technique and Elliott 's experiments in classroom. Pygmalion effect (Jacobson and Rosenthal). Stigmatisation and its effects and possible outcomes in children.

20. a) The key role of the preschool teacher in the development of storytelling, play, art, touch and motion functions.

20. b) Ego defense mechanisms (A. and S. Freud) The relationship between motor development cognitive development. The importance of fine motor development and lateral brain connections. Enuresis, encopresis and potty training.

LITERATURE (PEDAGOGY)

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