

Module: Philosophy
Number of credits: 9 credits

Subjects:

- 1) History of Philosophy
- 2) Basics of Sociology
- 3) Introduction to Christianity
- 4) Introduction to Ethics

Name of subject: Basics of Sociology Course Code: LKOZOS1001ANG	Credits: 3
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 10 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• use of online internet resources• course outline available electronically	
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 the linguistic material• preparation of ppt presentations for use in classroom	
Place of subject in the curriculum: fifth semester	
Prerequisites: -	

Course description:

The course discusses matters studied by sociology, clarifying basic terms, theories and trends. Students learn about social structures, strata and mobility, culture, values, norms, deviancies, along with economic and education sociology matters. The aim is to help students learn basics of education sociology and the role of the school in reducing – and in reproducing – social inequalities. Students familiarise themselves with methods applied by the science of sociology and learn how to participate in discussions of the profession.

Required and recommended literature:

Required literature:

1. Giddens, Anthony (2006): *Sociology*. Cambridge: Malden, Polity Press, ISBN 0-7456-3379-X 978-0-7456-3379-4
2. Andorka Rudolf (1996): Demographic changes and their main characteristics from 1960 to our days. In: *Demography of contemporary Hungarian society*. Boulder/Colorado, Highland Lakes/N.J. Social Science Monographs, Atlantic Research and Publications, pp.21-36. ISBN 9780880333580

3. Berger, Peter L. – Luckmann, Thomas (1966): *The Social Construction of Reality. A Treatise, in the Sociology of Knowledge*. Anchor Books, New York, ISBN 978-0385058988

Recommended literature:

1. Andorka Rudolf (2003): *Bevezetés a szociológiába*. Osiris Kiadó, Budapest, ISBN 963 389 402 6
2. Giddens, Anthony (2009): *The consequences of modernity*. Cambridge: Malden, Polity Press, ISBN 978-0-7456-0923-2
3. Giddens, Anthony (2013): *A strukturáció elmélete*. Replika 24. évf. 82.sz. (2013) p.11-24.

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

a) Knowledge

Can interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.

Can show awareness of basic knowledge about family and child protection and is well-informed about how to give first aid.

Can show awareness of the professional, ethical and legal rules and regulations of the preschool teacher profession, its socially approved norms and the characteristics and effects of communication belonging to this job description.

b) Capabilities

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.

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.

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

As a reflective preschool teacher and autonomous personality, they are conscious leaders of their own professional development.

Can responsibly establish and maintain professional co-operations.

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. Elekes Györgyi, college associate professor, PhD

Other teacher involved in course: Dr. Elekes Györgyi, college associate professor, PhD