

**Module:** Psychology

**Number of credits:** 12

**Subjects:**

- 1) General and Developmental Psychology 1
- 2) General and Developmental Psychology 2
- 3) Pedagogical Social Psychology
- 4) Disorders of Personality Development
- 5) Psychological Skills Development

<b>Name of subject:</b> General and Developmental Psychology 2 <b>Course Code:</b> RTALTALB007ANG	<b>Credits:</b> 3
<b>Subject Classification:</b> compulsory	
<b>Division of course content in theory and practice:</b> 60% theory and 40% practice	
<b>Types and number of lessons:</b> 10 lectures and 5 seminars <b>Language:</b> English <b>Other methods used during the course:</b> <ul style="list-style-type: none"><li>• digital course material provided through electronic learning system</li><li>• course outline available electronically</li><li>• use of online internet resources</li><li>• psychological mini-experiments</li><li>• video films</li></ul>	
<b>Method of assessment:</b> exam mark  <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"><li>• continuous, active participation during lessons</li><li>• home work - the anamnesis interview of a normal developmental child with the Mother</li></ul>	
<b>Place of subject in the curriculum:</b> second semester	
<b>Prerequisites:</b> General and Developmental Psychology 1	

**Course description:**

Students learn the factors that affect a healthy development and the main characteristics of its processes. They understand the characteristics of motor skills, cognitive, moral and social-emotional development connected to life stages, with special attention to the embryonic, neonatal, infant and childhood phases. We focus on the cognitive, moral and social development of children aged 3-7. Our working frame is the given culture and the family the child is coming from.

**Required and recommended literature:**

1. Lightfoot, Cynthia - Cole, Michael - Cole, R. Sheila: *The Development of Children*. Worth Publishers, New York, 2012, ISBN: 978-1429243285
2. Miller, H. Patricia: *Theories of Developmental Psychology*. Worth Publishers, New York, 2009, ISBN: 978-1429216340
3. Shaffer, R. David – Kipp, Katherine: *Developmental Psychology*. Wadsworth Publishing,

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

**a) Knowledge**

- Students have basic knowledge about the psychological and biological factors and characteristics determining the process of maturation and development of children aged 3-7 as well as the nature of children's learning; show awareness of the importance of early childhood as a developmental phase giving foundation to an individual's life path, its significance in the development of personality, its role in life-long learning, and the methods supporting this development.
- 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 interpret the socio-culturally embedded nature of children's development and preschool education, and the effect of this on the pedagogical process.

**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.
- 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 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 support the harmonious personality development of children aged 3-7, and the shaping of their physical, social, and mental skills age-specifically
- 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.

**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.

**d) Autonomy and Responsibility**

- Students 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

**Other teacher involved in course: Cecília Mária Hollósi** college assistant lecturer, PhD student