

Module: Pedagogy

Number of credits: 11 Credits

Subjects:

1. Introduction to Pedagogy
2. Pedagogy of Early Childhood
3. **The Kindergarten Environment**
4. The Profession of Education
5. Methodology in Pedagogical Research
6. Family-and Inclusive Pedagogy

Name of subject: The Kindergarten Environment	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 50% theory and 50% practice	
Types and number of lessons: 5 lectures and 5 seminars / semester <i>Language:</i> English	
Other methods used during the course: <ul style="list-style-type: none">• course outline available on the online platform of the course• digital course material provided through electronic learning system	
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 applied knowledge• preparation of ppt presentations	
Place of subject in the curriculum: The second semester	
Prerequisites: none	

Course description:

The evolution of preschool education in recent decades. A child's image of preschool education. Legislation determining the operation of kindergartens. Levels of preschool education planning: central content regulators, the preschool educational program, the plans of the kindergarten teacher. Pedagogical foundations of the implementation of preschool education. Compulsory kindergarten. Differentiation, inclusive education, children requiring special attention in the kindergarten group. Principle and methodological foundations of kindergarten education. Additional services in the kindergarten. Transitions (entering kindergarten from family or from nursery, and kindergarten-school transition). The relationship between family and kindergarten, cooperation with parents, limits of competence. The personality, competence and communication of the kindergarten teacher. The internal structure, internal and external relationship system of kindergartens. Possibilities of teamwork, culture, intersectoral collaborations.

Monitoring of educational work in the kindergarten and tracking the children's development. Research, development, innovation opportunities.
Nationality kindergartens. Church kindergartens. Alternative kindergartens

Required and recommended literature:

Required literature:

- European Commission (2021). A Tanács ajánlása az európai gyermekgarancia létrehozásáról. COM(2021).137final.<https://eur-lex.europa.eu/legalcontent/HU/TXT/?uri=CELEX:32021H1004>. (Letöltve: 2022. 05. 10.)
- European Commission, Directorate-General for Education, Youth, Sport and Culture. (2021a). ET2020working group: Early childhood education and care. Final report. Publications Office. <https://op.europa.eu/en/publication-detail/-/publication/308643fa-678c-11eb-aeb5-01aa75ed71a1/language-en/format-PDF/source-190311702>. (Letöltve: 2022. 05. 15.)
- European Commission, Directorate-General for Education, Youth, Sport and Culture. (2021b). Toolkit for inclusive early childhood education and care: Providing high quality education and care to all young children. Publications Office. <https://op.europa.eu/hu/publication-detail/-/publication/4c526047-6f3c-11eb-aeb5-01aa75ed71a1>. (Letöltve: 2022. 05. 15.)
- Eurydice (2019). *Key data on early childhood education and care in Europe, 2019*. European Education and Culture Executive Agency Publications Office. <https://childhub.org/en/child-protection-online-library/key-data-early-childhood-education-and-care-education-and-training>. (Letöltve: 2021. 10. 10.)

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

a) Knowledge

- Possess the expert knowledge and teaching methodology which help to develop the health and personality of children aged 3-7 in a harmonious and complex way.
- 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 apply the different planning schemes used in preschool education; know the theory and methodology of planning, and the connections specialities of the different levels of planning.
- 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.
- Know the methodology of how to gain knowledge of preschool children.
- 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 show awareness of the theory and practice of special posture correction and how to use it to enhance the biomechanically proper posture.
- 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.
- Can interpret the socio-culturally embedded nature of children's development and its effect on the pedagogical process. Show awareness of the components and determinants of a disadvantaged situation.
- Are well-informed about matters of integration and inclusion.

- 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.
- 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 monitor preschool children's development.
- 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.
- Can support the child's self-expression and their receptive and creative art and craft activities professionally.
- 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 and cooperate 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

- 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.
- Show commitment to the multifaceted analysis and evaluation of the process of preschool education and can review and revise future plans and activities in the light of the results.
- 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 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 complete health development of children aged 3-7.

- 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 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: Gyimesi Ildikó

Other teacher involved in course: Szombathelyiné Nyitrai Ágnes college professor, PhD