

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: Pedagogy of Early Childhood Course code: OVOALB1025ANG	Credits: 2
Subject Classification: Compulsory	
Division of course content in theory and practice: 60% theory and 40% practice	
Types and number of lessons: 15 lessons 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: mixed methods: <ul style="list-style-type: none">• student's oral presentations• split-page journal Course Requirements: <ul style="list-style-type: none">• continuous, active participation during lessons• home assignments• preparation of a presentations for use in classroom• preparation of a split page journal based on the required literature	
Place of subject in the curriculum: second semester	
Prerequisites: none	

Course description, main topics:
<ul style="list-style-type: none">• The importance of quality early years education – international trends and issues• The system of Hungarian kindergarten education and care – compared to the early years education systems of the UK and the USA.• The curriculum and the alternative approaches to early childhood education (Montessori, Waldorf, Reggio Emilia).
<ul style="list-style-type: none">• The kindergarten as an organization.• Main domains of the early years curriculum (the Hungarian system and the EYFS).

<ul style="list-style-type: none"> • Principles of curriculum planning in the early childhood education (underlying principles, children's rights, elements of planning). • The specificities of the pedagogy of early childhood (implications of the constructive learning theory) • The importance of play, stories and flow experience
<ul style="list-style-type: none"> • Role and task of a preschool/kindergarten teacher in the preschool/kindergarten. • The effective kindergarten teacher (competencies, Korthagen model, reflective thinking). • Features of bilingual kindergartens/preschools. Main approaches. • The meaning of inclusion, differentiation and integration. Intercultural education in the early years.
<p>Required and recommended literature:</p> <ul style="list-style-type: none"> • Early Childhood Education and Care: <i>Specificities of the Hungarian System</i>. OFI, Hungarian Institute for Educational Research and Development. 2012. november. • Krogh, Suzanne L., Slentz, Kristine L. (2001): <i>The Early Childhood Curriculum</i>. Routledge. ISBN 0805828834. • Smidt, Sandra (1998): <i>The Early Years: A Reader</i>. Routledge. ISBN 0415172829 • Kerekes Valéria (2012): A kisgyermekkor pedagógiája. ELTE Bárczi Gusztáv Gyógypedagógiai Kar. (7-8. fejezet: <i>Az óvodai nevelést meghatározó jogi keretek. Reformpedagógiák megjelenése az óvodai nevelésben.</i>) https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2009-0007_kisgyermekkor_pedagogiaja/adatok.html • Kovács Mónika: Integráció és előítélet-mentes oktatás. In: <i>Montessori Műhely</i>, 2001. 2.sz. - pp. 5-7. • Molnár Balázs, Pálfi Sándor, Szerepi Sándor, Vargáné Nagy Anikó (2015): Kisgyermekkorai nevelés Magyarországon. <i>Educatio</i> 3. 121-128.
<p>Required competencies and competency elements that this subject contributes to and helps to develop</p> <p>a) Knowledge</p> <ul style="list-style-type: none"> • 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. <p>b) Capabilities</p> <ul style="list-style-type: none"> • 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: Szombathelyiné Dr. Nyitrai Ágnes főiskolai tanár, PhD

Other teacher involved in course: Dr. Kovács Ivett Judit, senior lecturer, PhD