

Module: Physical Education

Number of credits: 7

Subjects:

- 1) Physical Education and Methodology 1
- 2) Physical Education and Methodology 2

Name of subject: Physical Education and Methodology 2 Course Code: BLOVOP1015ANG	Credits: 4
Subject Classification: Compulsory	
Division of course content in theory and practice: 30% theory 70% practice	
Types and number of lessons: 5 lectures and 15 seminars Language: English Other methods used during the course: <ul style="list-style-type: none">• digital course material provided through electronic learning system• authentic English audio and the use of international literature• course outline available electronically• sharing the good practices of international partner institutions through online interface• use of online internet resources	
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 material• preparation of physical education activities for use in classroom• completion of an English language preschool physical education lesson plan	
Place of subject in the curriculum: second semester	
Prerequisites: Physical Education and Methodology 1	

Course description:

This course continues the work started in the previous term. It is structured to provide a comprehensive overview of the activities which help the development of movement and the personality of pre-school children. The activities in this course include components of body movement in regards to pre-school aged children. It also provides an overview of the terminology and forms of exercise used in physical education classroom. The course will also give insight into the current teaching methods, equipment used in physical education, division and grouping of activities such as main part of physical education (athletics, gymnastics, exercises with ball). These all include both theoretical and practical aspects of teaching physical education to young children, including the methodology of planning and leading free activities involving exercises and physical education equipment in English.

Required and recommended literature:

- Rae Pica (2014), *Preschooler and kindergartens Moving and Learning a physical education curriculum*, Red Leaf Press, ISBN 978-1-60554-271-3 (e-book)
- H.K. Manners and M.E. Carroll, *Framework for Physical Education in the early years*, (1995) Falmer Press, ISBN 0-203-45358-1 (master e-book)

- Simon Brownhill (2009) *100 Ideas for teaching Physical Development*, Continuum International publishing group. ISBN 9-781-8470-6193-5
- Becsy Bertalan Sarolta – Kunos Andrásné (1984): *Az óvodai testnevelés mozgásrendszere és feldolgozása*. Tankönyvkiadó, Budapest
- Gaál Sándorné – Bencze Sándorné (2000): *A testnevelés mozgásanyagának feldolgozása a 3-10 éves korosztály számára*

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.

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

c) Attitude

- Students show commitment to the complete health development of children aged 3-7.
- 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.

Responsible for course: Eniko Bartha college assistant lecturer

Other teacher involved in course: Billie Lee McBrayer language teacher