

**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

<b>Name of subject:</b> The Profession of Education	<b>Credits:</b> 2
<b>Subject Classification:</b> Compulsory	
<b>Division of course content in theory and practice:</b> 50% theory and 50% practice	
<b>Types and number of lessons:</b> 10 seminars per semester <i>Language:</i> English <b>Other methods used during the course:</b> <ul style="list-style-type: none"><li>• course outline available on the online platform of the course</li><li>• digital course material provided through electronic learning system</li></ul>	
<b>Method of assessment:</b> term mark <b>Other means of learning evaluation:</b> <ul style="list-style-type: none"><li>• continuous, active participation during lessons</li><li>• oral assessment of the applied knowledge</li><li>• preparation of ppt presentations</li></ul>	
<b>Place of subject in the curriculum:</b> sixth semester	
<b>Prerequisites:</b> none	

**Course description:**

A multidimensional approach of the concept of a “good teacher”. A historical overview of the qualification of teachers, the concept of the European Union.  
The concept of competence. System of pedagogical competencies.  
Expertise as competence standards and indicators. Design and implementation - standards and indicators. Supporting learning - standards and indicators.  
Personality development, individual treatment standards and indicators. Helping the formation of student groups - standards and indicators. Evaluation, analysis - standards and indicators.  
Education for sustainability - standards and indicators. Communication and professional cooperation - standards and indicators. Professional responsibility, professional development standards and indicators.  
Use of information technology tools. Teacher self-education and self-evaluation, lifelong learning, health preservation, career orientation.

**Required and recommended literature:**

**Required literature:**

1. Oktatási Hivatal (2019). Útmutató a pedagógusok minősítési rendszerében a Pedagógus I. és Pedagógus II.fokozatba lépéshez. Hatodik, módosított változat. [https://www.oktatas.hu/pub\\_bin/dload/unios\\_projektek/kiadvanyok/utmutato\\_a\\_pedagogusok\\_minositesi\\_rendszereben\\_6.pdf](https://www.oktatas.hu/pub_bin/dload/unios_projektek/kiadvanyok/utmutato_a_pedagogusok_minositesi_rendszereben_6.pdf)
2. Scott, L. C. (2015): The futures of learning 3: WHAT KIND OF PEDAGOGIES FOR THE 21st CENTURY. Education Research and Foresight Working Papers, UNESCO, December 2015
3. Doris Choy, D., Wong, A. F. L., Chong, S., & Lim, K. M. (2014): Beginning Teachers' Pedagogical Skills and Knowledge Towards Positive Pedagogic Teacher-Student Relationships USChina Education Review B, ISSN 2161-6248 June 2014, Vol. 4, No. 6, 357-367

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

**a) Knowledge**

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.

Are familiar with and able to apply the rules of digital communication and information management competently.

Are aware of the operation of administration, data storage, data management, and data supply systems of educational and social services, research institutes, community/nongovernmental organizations and parishes.

Are aware of the basic principles and practical aspects of health improvement and sustainable development relating to environmental and consumer protection, and work and safety standards in the workplace.

**b) Capabilities**

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.

Possess knowledge of effective electronic information search, information processing, information research, information transmission; and can use electronic resources.

Can apply their theoretical knowledge in the field of environmental and consumer protection, and work and safety standards in the workplace.

**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.

Make their decisions in electronic communication with the careful consideration of legal, ethical and other relevant norms.

Take a responsible and proactive role in the implementation of the theory and practice of health improvement and sustainable development in the interests of their profession and community.

#### **d) Autonomy and Responsibility**

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.

Have a conscious, critical, self-reflective, and innovative attitude towards the development of digital culture.

Can take responsibility for their views regarding health improvement and the principles of sustainable development in their special field; can apply their knowledge of environmental and consumer protection, and work and safety standards in the workplace competently and responsibly.

**Responsible for course:** Zsóka Sipos lecturer

**Other teacher involved in course:**