

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

Name of subject: Psychological Skills Development	Credits: 2
Course Code: LKOZOS1003ANG	
Subject Classification: compulsory	
Division of course content in theory and practice: 10% theory and 90% practice	
Types and number of lessons: 10 seminars	
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• psychological mini-experiments• video films• self-experiment• psychological inventories and test,• psychodramatic elements	
Method of assessment: term mark	
Other means of learning evaluation:	
<ul style="list-style-type: none">• continuous, active participation during lessons• home assignment: self-reflexion and self-evaluation in writing	
Place of subject in the curriculum: sixth semester	
Prerequisites: Disorders of Personality Development	

Course description:

Every pre-school teacher needs strong self-knowledge to be able to cope with the demands in her/his work field. To get to know his/her character and temperament, values, social skills and communication skills, problem-solving competencies and assertiveness. They need to understand how stereotypes and prejudgements work. We also learn about Thomas Gordon's communication model and the prevention of burn-out.

Competencies:

On the basis of self-knowledge, a teacher should be able to represent his/her values clearly, have good communication skills, stay coherent and assertive in all situations. They should be able to use the best conflict-solving strategy in the given circumstances. They should be able to communicate well with both the children and their parents.

Required and recommended literature:

1. PETRIE, P. Communication Skills for Working with Children and Young People: Introducing Social Pedagogy. London: Jessica Kingsley Publishers, 2011. ISBN: 9781849051378.
2. STRONGE, JH; TUCKER, PD; HINDMAN, JL. Handbook for Qualities of Effective Teachers. Alexandria, Va: Assoc. for Supervision and Curriculum Development, 2004. ISBN: 9781416600107.
3. SCHWARTZHOFFER, RV. Psychology of Burnout: Predictors and Coping Mechanisms. New York: Nova Science Publishers, Inc, 2009. (Psychology Research Progress Series). ISBN:9781608760107.

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

- 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.
- Can plan and develop their digital literacy independently

Responsible for course: Cecília Mária Hollósi college assistant lecturer, PhD student

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