

## FINAL EXAM TOPICS

### KINDERGARTEN EDUCATION BA PROGRAMME

*The final exam candidate draws one question from the theoretical topics. The chosen theoretical theme must then be discussed in a brief, consistent way, focusing on the concepts related to the context.*

*Each theoretical question also includes several related practical tasks, from which the candidate chooses one to be presented in detail as part of the final examination. Preparation time for this is allocated before the exam, including time to prepare the necessary supplementary materials pertinent to the activity. It is not compulsory to bring the supplies needed for each and every question; as an alternative, a presentation with photographs or an audio-visual recording is also acceptable.*

<b>I. Music Education and Methodology</b>	
1.	<i>Theory</i>
	Positive transfer effects of music education in early childhood development. Discuss the documented evidence of the positive impact of music training on early childhood development, giving examples of transfer effects on language development and other cognitive skills. Compare the main ideas of Kodály Zoltán's concept of early childhood music education with that of another early music education innovator (e.g. Orff, Montessori). Explain how to choose suitable songs for use in the kindergarten; give sources other than the internet.
	<i>Practical activities</i>
	<p><b>a.</b> Present a music activity plan for preschool-aged children incorporating vocal warm-ups and other playful singing skill practice techniques to promote healthy, clear singing.</p> <p><b>b.</b> Present a music activity plan for the teaching of a song from the list, utilizing such methods as solmization, pitch-matching, imitation, interval practice, and repetition.</p> <p><b>c.</b> Choose a rhythmic skill-building activity to plan and teach to preschool children using a song from the list and incorporating rhythmic recitation (ta, ti-ti), clapping or tapping, and rhythmic notation.</p>
2.	<i>Theory</i>
	Integrating music into second language development Characteristics of the young EFL learner. The role of music in teaching English to young learners in a holistic way. Psycho-affective benefits of using songs in first and second language acquisition. Mnemonic value of songs in early language acquisition. Integrating language development with content learning supported by music in early English language programmes.
	<i>Practical activities</i>
	<p><b>a.</b> Prepare a circle time activity plan based on a topic relevant for preschool children aged 3-4. Demonstrate how the different play-based, action-centered activities accompanying the performance of English preschool songs support the holistic development of this age group.</p> <p><b>b.</b> Demonstrate the mnemonic value of songs in early language acquisition through presentation of a collection of preschool songs. Emphasize the role of rhythm, rhyme scheme, repetitive patterns, symmetrical melodic lines in memorizing words, phrases and idioms.</p>

	<p><b>c.</b> Present a circle time activity plan centering around a relevant preschool topic which allows for the inclusion of both circle games in English and Hungarian folk songs and dance. Discuss the advantages of the one person- one language method.</p>
3.	<p><i>Theory</i></p> <p>Introduction of classical music to preschool-aged children. Give specific examples of music composed for children, including dance music, lullabies, program music, and music with a pedagogical purpose. Describe the basic families of musical instruments classified according to the way that the sound is produced when they are played and give examples of each.</p> <p><i>Practical activities</i></p> <p><b>a.</b> Present a music activity plan for preschool-aged children featuring listening activities to facilitate the development of inner hearing, including high vs. low tones, loud vs. soft; fast vs. slow; major vs. minor, strong beat vs. weak beat, how moods are expressed, etc. <b>b.</b> Present a kindergarten music session featuring associative listening activities. Include specific, relevant musical examples for preschool children and offer concrete ideas for making the experience more personal for young listeners. <b>c.</b> Choose a musical composition from any of the examples above and present a differentiated music activity plan for introducing that music to a mixed-age kindergarten group, incorporating elements from at least one other artistic discipline, such as dance, visual arts, or theatre.</p>
4.	<p><i>Theory</i></p> <p>Music, Movement, and Memory. Discuss ways in which musical skills can be effectively developed in preschool-aged children through kinesthetic learning activities, with the additional benefit of stimulating memory capacity. Explain the significance of the preservation of cultural traditions through children's songs, nursery rhymes, children's folk games, and folklore associated with various holidays.</p> <p><i>Practical activities</i></p> <p><b>a.</b> Present a music activity plan using musical instruments to foster the development of rhythmic and expressive skills in preschool-aged children, using appropriate music terminology. <b>b.</b> Present a differentiated music activity plan for preschool children using two songs from the list to illustrate the metric organization of songs according to duple vs. triple meter. <b>c.</b> Present a music activity plan incorporating playful but structured movement in which you introduce preschool children to two different basic compositional techniques in music (e.g. repetition, variation, refrain, sequence, transformation). <b>d.</b> Choose a holiday and present a music activity plan for preschool children in which you teach them to sing an appropriate song using basic conducting skills to lead the group, including starting and ending together, beginning on the same pitch, phrasing, dynamics, etc <b>e.</b> Present a puppet show based on a song, in which the children are encouraged to experience the rhythm and musical pulsation. Describe how to use this method with preschool children. <b>f.</b> Choose a musical theme and present different characters using movements that correspond to the variations in the music.</p>
5.	<p><i>Theory</i></p> <p>Integrating music into differentiated instruction in early language development. Age-specific, language-appropriate planning for young learners of English. Traditional songs for different age groups. Integrating music with storytelling for young EFL learners at different language proficiency levels.</p>

	<p><i>Practical activities</i></p> <p><b>a.</b> Prepare a circle time activity plan based on a topic relevant for preschool children aged 5-6 with different English proficiency levels. Demonstrate how the different activities support the holistic development of this age group, including discussion of possibilities for differentiated instruction to engage the entire group.</p> <p><b>b.</b> Present an activity plan based on a story song for two different age groups.</p> <p><b>c.</b> Present examples illustrating how traditional songs with non-lexical vocables or archaic/obsolete language can be used in early language development for various preschool age groups.</p>
<p><i>Recommended Literature:</i></p>	
<p>1. Forrai Katalin. 1998. <i>Music in Preschool. 2nd revised and expanded edition.</i> Clayfield: Clayfield School of Music, 0958629706, 9780958629706</p> <p>2. Forrai Katalin. 2004. <i>Ének az óvodában.</i> Budapest: Editio musica. ISBN 9633307406</p> <p>3. Kiszely-Papp, D. 2023. "English children's songs in early childhood music and language education: observations on singability and choice of songs for teaching young voices" In: XXVI. <i>Apáczai-napok Tudományos Konferencia: Új irányok és lehetőségek a nevelés-, humán- és társadalomtudományok területén.</i> Győr: Széchenyi István Egyetem, Apáczai Csere János Pedagógiai, Humán- és Társadalomtudományi Kar. (Ed.: Dőryné Zábrádi Orsolya - Kurucz Anikó - Varga Balázs)</p> <p>4. Beall, Pamela Conn—Hagen Nipp, Susan. 1998. <i>Wee Sing and Play.</i> New York: Price Stern Sloan</p> <p>5. ----. 1998. <i>Wee Sing Children's Songs and Fingerplays.</i> New York: Price Stern Sloan</p> <p>6. ----. 1998. <i>Wee Sing Nursery Rhymes &amp; Lullabies.</i> New York: Price Stern Sloan</p> <p>7. Beall, Pamela—Hagen Nipp, Susan. 2007. <i>The Best of Wee Sing.</i> Penguin Young Readers, New York. ISBN-13: 978-0-8431-2184-1</p> <p>8. Beall, Pamela Conn—Hagen Nipp, Susan. 1997. <i>Wee Sing America.</i> New York: Price Stern Sloan.</p> <p>9. Levinowitz, Lili M.-Guilmartin, Kenneth K. 1997. <i>Music Together, Songs.</i> Princeton: Center for Music and Young Children.</p> <p>10. Sapszon Borbála. 2013. <i>Játék a zenével.</i> Budapest: Bethlen Gábor Alapkezelő Zrt.</p> <p>11. Béres János. 1967, 1974. <i>Furulyaiskola I-II.</i> Budapest: Editio Musica. ISMN: 9790080054062, 9790080070628 2023</p> <p>12. Young, Susan. 2003. <i>Music with the Under-Fours.</i> Routledge, London. EBSCO eBook. ISBN-numbers: 9780203445099. 9780415287067.</p> <p>13. Cameron, Lynne. 2001. <i>Teaching Languages to Young Learners.</i> Cambridge University Press, UK. ISBN: 978-0521774345</p> <p>14. Bognár Rezső-Soltész Erzsébet. 1969. <i>Tanuljunk zenét - szolfézs-könyv felnőtteknek.</i> Budapest: Editio Musica. ISMN: 9790080056882</p>	

15. Raph, Theodore. 1986. *The American Song Treasury: 100 Favorites*. New York: Dover
16. McCleaf Nespeca, Sue - B. Reeve, Joan. 2003. *Picture Books Plus: 100 Extension Activities in Art, Drama, Music, Math, and Science*. Chicago: American Library Association. ISBN 0-8389-0840-3
17. Székely Andrea. 2007. *Játékok bábokkal, játékok a meseládkóval*. Budapest: SuliNova
18. Phillips, Sarah. 1999. *Drama with Children*. Oxford University Press. ISBN-13: 978-0194372206
19. Kiszely-Papp, D. 2021. "Experiences Teaching Music Pedagogy in the English-Language Preschool Education Program" In: *Kihívások a 21. századi nevelésben-oktatásban*. Lovassy Attila, Pázmány Ágnes, szerk. Vác: Apór Vilmos Katolikus Főiskola, 79-87
20. Hovánszki Jánosné (ed.). 2008. *Zenei nevelés az óvodában. Szöveggyűjtemény*. Debrecen: Didakt Kft., ISBN: 978-963-87120-5-9
21. Törzsök Béla. 1982. *Zenehallgatás az óvodában*. Budapest: Editio Musica
22. Griffiths, Fleur. 2017. *Supporting Children's Creativity through Music, Dance, Drama and Art: Creative Conversations in the Early Years*. Routledge. ISBN13: 9781138208032.
23. Bongert, Ina. 2021. *Learning and Teaching Vocabulary to EFL Students. Songs and Rhymes in Primary School*. GRIN Verlag.
24. Paolo Lotti. 2023. *Music Videos for Grammar - Teacher's Guide*. ELI, EDIZIONI. ISBN: 9788853639912

II. Anyanyelvi és irodalmi nevelés módszertana				
6.	<i>Elméleti témakör</i>			
	Tervezés és felkészülés az óvodai anyanyelvi és irodalmi nevelésben. A nyelvi-kommunikációs nevelés lehetőségei és összefüggései az óvodai tevékenységekben.			
	<i>Gyakorlati feladat</i>			
	Készítsen nagycsoportos korosztály számára komplex tevékenységtervet, melyben a vers, mese és a mozgásos tevékenység kapcsolódik össze!			
7.	<i>Elméleti témakör</i>			
	Az anyanyelvi játékok szerepe az óvodáskorú gyermekek nyelvi-kommunikációs fejlesztésében.			
	<i>Gyakorlati feladat</i>			
	<table border="1"> <tr> <td>a)</td><td>Állítson össze és mutasson be a beszédészlelést, a beszédértést, a beszédmozgást, a nyelvhasználatot, a verbális és a nemverbális kommunikációt fejlesztő anyanyelvi játékokat!</td></tr> <tr> <td>b)</td><td>Tervezzen egy kortárs magyar gyerekversre épülő beszédfejlesztő és szókincs bővítő tevékenységet vegyes csoportra! Figyeljen a differenciálás megvalósításának szempontjaira!</td></tr> </table>	a)	Állítson össze és mutasson be a beszédészlelést, a beszédértést, a beszédmozgást, a nyelvhasználatot, a verbális és a nemverbális kommunikációt fejlesztő anyanyelvi játékokat!	b)
a)	Állítson össze és mutasson be a beszédészlelést, a beszédértést, a beszédmozgást, a nyelvhasználatot, a verbális és a nemverbális kommunikációt fejlesztő anyanyelvi játékokat!			
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8.	<i>Elméleti témakör</i>			
	Játék és tanulás lehetőségei az óvodai irodalmi tevékenységekben. Érzelem és esztétikum: elaboráció és indulatredukció az óvodai irodalmi tevékenységekben. Mutassa be egy előre kiválasztott mese önálló bábos, animációs feldolgozását!			
	<i>Gyakorlati feladat</i>			

	Tervezzen meg egy új mese bemutatására épülő komplex tevékenységet kiscsoportba!. Figyeljen az életkori sajátosságokra a választásában és a megvalósítás módjában!
9.	<i>Elméleti témakör</i>
	Innovatív módszerek az óvodai anyanyelvi és irodalmi nevelésben. A projektmódszer és az IKT-eszközök alkalmazásának lehetőségei az irodalmi és az anyanyelvi tevékenységekben.
	<i>Gyakorlati feladat</i>
	Készítsen versből, meséből kiinduló projekttervet óvodai nagycsoport számára!
10.	<i>Elméleti témakör</i>
	Az olvasóvá nevelés és a literációs nevelés elmélete és gyakorlata az óvodai nevelésben. A mese- és versválasztás dilemmái.
	<i>Gyakorlati feladat</i>
	Tervezzen meg egy gyerekkönyvből kiinduló mesetevékenységet vegyes csoportra! Térjen ki az olvasóvá nevelés és a literációs kultúrával való ismerkedés életkori vetületeire!
<b>Szakirodalom</b>	
<ol style="list-style-type: none"> <li>1. Zilahy Józsefné: <i>Mese-vers az óvodában</i>. Eötvös József Könyvkiadó, Budapest, 1998.</li> <li>2. Dankó Ervinné: <i>Nyelvi-kommunikációs nevelés az óvodában</i>. Okker Kiadó, Budapest, 2000.</li> <li>3. Dankó Ervinné: <i>Irodalmi nevelés az óvodában</i>. Okker Kiadó, Budapest, 2004.</li> <li>4. Bakonyi Anna-Karczewic Ágnes: <i>Az óvodapedagógusok nagykönyve, Az ismerettől a megvalósításig</i>. Neteducatio Kft., Bp., 2016.</li> <li>5. Bálint Péter (szerk.: A meseszöveg változatai. Didakt, Debrecen, 2004.</li> <li>6. Bálint Péter (szerk.): Közelítések a meséhez. Didakt, Debrecen, 2003.</li> <li>7. Bárdos József-Galuska László: Fejezetek a gyermekirodalomból. Nemzedékek Tudása Tankönyvkiadó, 2013.</li> <li>8. Bitter Noémi-Székely Andrea: Mese és bábjáték az óvodában a szociális és erkölcsi kompetenciák fejlesztésére, in: Anyanyelvi és Irodalmi Nevelés Lév. 2018. 3-4.sz, p. 24-32.</li> <li>9. Csépe Valéria: Játsszani is engeddd! <a href="https://mta.hu/akademiai_szekfogalok/jo-szoval-oktasd-jatszani-is-engedd-tanulas-jatek-es-a-gyermeki-agy-csepe-valeria-szekfoglalo-eloadasa-111144?fbclid=IwAR32-nVzmP_Gqp83g26Ha8Hgmhws_NHQEo4iuY_sTQ02DPkA1v5fVF7_n1w">https://mta.hu/akademiai_szekfogalok/jo-szoval-oktasd-jatszani-is-engedd-tanulas-jatek-es-a-gyermeki-agy-csepe-valeria-szekfoglalo-eloadasa-111144?fbclid=IwAR32-nVzmP_Gqp83g26Ha8Hgmhws_NHQEo4iuY_sTQ02DPkA1v5fVF7_n1w</a> <a href="https://www.youtube.com/watch?v=mu2I4sXYrm4&amp;feature=emb_logo">https://www.youtube.com/watch?v=mu2I4sXYrm4&amp;feature=emb_logo</a></li> <li>10. Fáyné dr. Dombi Alice és Dr. Sztanáné dr. Babics Edit: Új módszerek az óvoda világában. 9. Új módszerek az óvoda világában   Pedagógus mesterség (jgypk.hu)</li> <li>11. Körmöci Katalin: Projektmódszer az óvodában. Budapest, 2004 <a href="http://www.kormocikatalin.hu/?menu=26">http://www.kormocikatalin.hu/?menu=26</a></li> <li>12. Lovász Andrea (szerk. ): Toppantós, Cerkabella, Szentendre, 2016.</li> <li>13. Lovász Andrea (szerk. ): Válogatós, Cerkabella, Szentendre, 2019.</li> <li>14. Murányi Sarolta: A narratív készség fejlesztési lehetőségei óvodáskorban. Anyanyelv-pedagógia 2020/3-4. <a href="http://www.anyanyelv-pedagogia.hu/cikkek.php?id=852">http://www.anyanyelv-pedagogia.hu/cikkek.php?id=852</a></li> <li>15. Szabóné Vékony Andrea: IKT-alkalmazások a nyelvi fejlesztés szolgálatában. <i>Gyermeknevelés</i> 2018. 6. 3. 163–172. <a href="https://doi.org/10.31074/20183163172">https://doi.org/10.31074/20183163172</a></li> <li>16. Székely Andrea: Bábjáték, SuliNova, Budapest, 2006.</li> <li>17. Székely Andrea: Játékok bábokkal, játékok a meseládikóval, SuliNova, Budapest, 2007.</li> <li>18. Szinger Veronika: Kivárás és bontakozó írásbeliség. <a href="http://www.tanszertar.hu/eken/2007_01/seged_0701/szv.pdf">http://www.tanszertar.hu/eken/2007_01/seged_0701/szv.pdf</a></li> <li>19. Szinger Veronika: Interaktív mesemondás és meseolvasás az óvodában a szövegértés fejlesztéséért. <i>Anyanyelv-pedagógia</i>, 2009. 3. sz. <a href="http://www.anyanyelv-pedagogia.hu/cikkek.php?id=184">http://www.anyanyelv-pedagogia.hu/cikkek.php?id=184</a></li> <li>20. Tancz Tünde: Népmesék az óvodai anyanyelvi-kommunikációs nevelésben. <i>Anyanyelv-pedagógia</i>. 2009/2. <a href="http://www.anyanyelv-pedagogia.hu/cikkek.php?id=161">http://www.anyanyelv-pedagogia.hu/cikkek.php?id=161</a></li> </ol>	
<b>III. Visual Education and Methodology</b>	
11.	<i>Theory</i>
	Complex personality development through visual education

	Aim, role and transfer effect of visual education in preschool education. Visual education as a tool for complex personality development: its role and significance in the cognition and skills development of the preschool child. Development of the visibility of a preschool child, children's drawing as communication, their role in early second language acquisition.	
	<i>Practical activities</i>	
	a)	Based on a 6-year-old child's drawing, describe the characteristic features of the drawing development and the characteristic stages of children's drawing development.
	b)	Analyse and present the free-hand drawing of a school-ready girl / boy from the aspects of content, form and developmental psychology. Present how you can apply it in early language development by preparing an activity plan including the drawing. Language focus is on vocabulary building.
12.	c)	From the aspects of content, form and developmental psychology present a school mature boy's or girl's drawing inspired by a relevant preschool topic (family, seasons, food, animals, body parts, etc.). Present how you can integrate content with language by preparing an activity plan for a circle time comprising the thematic drawing activity offering different ways of vocabulary building.
	<i>Theory</i>	
	The role of visual education in strengthening Christian values, integrity of creation, and cultural traditions while supporting early second language acquisition	
	<i>Practical activities</i>	
	a)	Prepare a visual education activity plan / project with environmentally friendly materials which calls children's attention to the importance of the integrity of creation
13.	b)	Prepare an activity plan for a circle time centring around the topic of Christmas /Easter celebration and offer different ways of integrating visual education with early language development.
	c)	Plan a project based on a special event in regards to an American or British culture and customs
	<i>Theory</i>	
	The role of visual education in the transmission of aesthetic values, the development of emotional intelligence, the relationship of visual education with other content areas. Opportunities of visual education in the foundation of children's Christian faith.	
	<i>Practical activities</i>	
	a)	Elaborate a detailed visual activity plan for a preschool age-group which is related to other educational field(s). The art piece(s) chosen for the activity are to help the emotional development of children.
14.	b)	Present a picture book where the visual images carry the weight of the meaning and explain which age-group you would recommend it, and why. Analyse the pictures considering both the aesthetic aspect and their role in foreign language development.
	c)	Make a complex activity plan where the artworks presented help the foundation of children's Christian faith.
	d)	Present with puppetry / animation a poem, rhyme, song or story. Analyse it from the visual point of view. Explain puppetry technique, the choice of material, colours and forms.
14.	<i>Theory</i>	
	The methodology of preschool arts and crafts techniques connected to children's literature which are suitable for the development of activity-centred creativity in a fun way. The pivotal points of visual activity plans or projects.	
	<i>Practical activities</i>	



	a)	Prepare a mindmap for a project focusing on a story and a poem/nursery rhyme, which are interrelated. During your presentation highlight the different ways of applying visual aids, art and craft activities incorporated in your mindmap.
	b)	Present some storytelling techniques used in early childhood education discussing how visuality supports children's comprehension. Demonstrate how different analysis tools, graphic organizers (storyboard/story-map/story-mountain, etc.) help children understand the structure of the plot through a piece of children's literature.
	c)	Present a circle time activity plan based on a piece of children's literature and explain how to use puppets for different purposes, activities: e. g.: to promote participation and manage the group of children in a positive way, to introduce and develop new thematic vocabulary.
15.	<i>Theory</i>	
	Differentiated instructions Differentiated skills development, ensuring equal opportunities for children with difficulties and opportunities for talent fostering in visual education. Differentiated instruction for young learners of English at preschool.	
	<i>Practical activities</i>	
	a)	Describe the method of differentiation realized in the visual activity experienced during the practice, tolerating and supporting individual development, requiring special treatment and providing education for children with special educational needs.
	b)	Why and how can you differentiate among young learners of English in preschool? Demonstrate it with examples. Collect different activities incorporating visual education on the same topic for the following groups: total beginners, heterogeneous group, talented child, learning problems or disabilities, behaviour problems, lack of motivation.
	c)	Based on your practical experience present how equal opportunities and talent support are provided in the visual education of Catholic/bilingual/international preschools.
<i>Recommended Literature:</i>		
1. <a href="http://stmmschool.org/wp-content/uploads/Childrens-Artistic-Development.pdf">stmmschool.org/wp-content/uploads/Childrens-Artistic-Development.pdf</a> 2. Arnheim Rudolf (1997). Art and visual perception-A Psychology of the Creative Eye University of California Press ISBN: 0-520-24383-8 (library1.org/_ads/D36C06421C6C9AFCBD6B478A35C8DF45) 3. Barbe-Gall, F. (2005): How to talk to children about art. Frances Lincoln Limited, London. 4. Wright, A. (2001): Art and Crafts with Children. Oxford University Press, Oxford 5. Claire Golomb (1992): The Child's Creation of a Pictorial World. University of California Press ISBN: 0520070884 6. Watt, F. (2007): 365 things to make and do. Usborne Publishing, London. 7. Claire Golomb (2011): The Creation of Imaginary Worlds: The Role of Art, Magic and Dreams in Child Development. Jessica Kingsley Publishers ISBN: 1849058520 8. Tihanyiné Vályi Zsuzsanna: Amiről a gyerekrajzok beszélnek (2013) JATE Press ISBN: 978-963-315-142-64. 9. Pázmány Ágnes - Permay Éva: <i>Látás és ábrázolás</i> . Nemzeti Tankönyvkiadó Rt., Budapest, 2012. 3-59. old, 134-151. old. ISBN 978-963-19-6811-8 10. Kondacs Mihályné Podmaniczky Mária: <i>A vizuális nevelés az óvodában</i> . Szerzői kiadás, Szarvas, 2004.		
<b>IV. Environmental Education and Methodology</b>		
16.	<i>Theory</i>	
	Biodiversity	

	Present the main subgroups of the animal and plant kingdoms. What are the biological criteria for a taxonomy like this? Explain how grouping and organizing activities support children's second language development.	
	<i>Practical activities</i>	
	a)	Plan a playful observation introducing a living animal or plant. What songs, rhymes or games could you use related to that particular animal or plant? How would you teach the thematic vocabulary?
	b)	What kinds of opportunities do botanic gardens and wildlife parks offer for environmental education, especially for the demonstration of biodiversity? Present a plan of a visit to concrete a botanic garden or wildlife park (preparation, experience and follow-up activities). Place emphasis on the language learning opportunities during a programme like this.
	c)	Present a plan of a field trip to a vegetable garden or an orchard. How would you teach the different colours, sizes, shapes and tastes through fruit and vegetables or flowers?
17.	<i>Theory</i>	
	Forest preschool as a place for environmental education Present the practice of forest preschool from the aspects of healthy eating, exercise and emotional wellbeing. Talk about the advantages and risk factors, with a special attention to school readiness. Explain how experiential learning can support the child's foreign language development.	
	<i>Practical activities</i>	
	a)	Present the plan of a circle time in a woodland setting related to the forest ecosystem. How would you teach children the basic safety rules using the TPR method?
	b)	Explain the relationship of body structure and lifestyle in the case of an animal subgroup or a concrete species in their natural habitat. Illustrate your topic with a story. What kinds of storytelling techniques would you use for your story? Perform a part of your story.
	c)	Plan an experiment about plants or some inanimate natural phenomenon or change according to the steps of experimentation. How would you support the experimental learning with songs and rhymes?
18.	<i>Theory</i>	
	The rhythms of nature Describe the units of spatial and temporal orientation; and the basic connections between the weather and the astronomical basics of the cyclical pattern of time (calendar). Explain how rhythm, rhyming and repetition support second language acquisition.	
	<i>Practical activities</i>	
	a)	Present a project week plan about the connections between the changes of living things, the weather and the seasons. Give 4 or 5 nursery rhymes and songs related to the topic.
	b)	Present the teaching of the life cycle of a plant or animal through an arts and craft activity plan. Place emphasis on the teaching of key vocabulary.
	c)	Explain the different storytelling techniques you would use to tell a story to children about a kind of water, the Sun, the Moon, or the stars. Perform a part of your story.
19.	<i>Theory</i>	
	Body and health Explain the levels of organization of the human body, its main organ systems, and how these sustain the health and balance of the organism and the environment. Describe the main features of a healthy early childhood. What are the main areas of preschool health education? How do the daily routine and the repetitive language patterns support the child's sense of	



	physical, mental and emotional security? Give 2 or 3 examples of language patterns used to organize the daily routine.	
	<i>Practical activities</i>	
	a)	Prepare a story using puppets about a little decayed tooth. Include the teaching of the grammar of sequence words (first, then, and finally) in a playful way. Present part of the story.
	b)	Explain how you would teach children the importance and process of proper handwashing and tooth brushing. Use an activity song.
	c)	Present an activity plan about the role of the five senses in the discovery of the different characteristics of the outside world. Include the grammar of I can see/hear etc. in a playful and covert way.
20.	<i>Theory</i>	
	<p>You are what you eat</p> <p>Explain the connections between the basic principles of the pedagogy of sustainability, food and nutrition, and ecological issues. How can the preschool teacher support the right attitude towards healthy diet and sustainability through early language teaching?</p>	
	<i>Practical activities</i>	
	a)	Present a project week plan about the local and global problems of the environment regarding clean soil, air and water as the basis of human life. How would you teach children the following concepts: clean vs. dirty and eco-friendly/green vs. harmful/toxic?
	b)	Present a puppetry-based activity plan related to healthy eating. Include the teaching of the imperative (“dos and don’ts”) in a playful way.
	c)	Present an environmental project plan related to sustainability (e.g. waste management, water management, transport etc.) in the local area using the TPR method to enhance understanding.
<i>Recommended Literature</i>		
<ol style="list-style-type: none"> <li>1. Brunton, P. &amp; Thornton, L. (2010). <i>Science in the Early Years</i>. SAGE, chapter 3 “Living Things,” pp. 37-41; chapter 4 “Habitats and Sustainability,” pp. 56-61; chapter 5 “Structure of the Human Body and Healthy Living,” pp. 70-78; and chapter 13 “Earth,” pp. 172-178.</li> <li>2. Krebs, J. (2013). <i>Food</i>. Oxford University Press, pp. 65-79 and 96-112.</li> <li>3. Cutter-Mackenzie, Amy et al. (2014). <i>Young Children’s Play and Environmental Education in Early Childhood Education</i>. Springer.</li> <li>4. Albon, D. &amp; Mukherj, P. (2008). <i>Food and Health in Early Childhood: Holistic Approach</i>. SAGE.</li> <li>5. Underdown, A. (2007). <i>Young Children’s Health and Well-being</i>. Open University Press.</li> <li>6. Croghan, E. (2007). <i>Promoting health in schools: A practical guide for teachers and school nurses working with children aged 3 to 11</i>. SAGE.</li> <li>7. Barabás, Katalin (szerk.). (2006). <i>Egészségfejlesztés</i>, Medicina.</li> <li>8. Deborah Albon-Penny Mukherj: <i>Food and Health in Early Childhood A Holistic Approach</i> SAGE 2008.</li> <li>9. Angela Underdown: <i>Young Children’s Health and Well-being</i> Open University Press Maidenhead New York 2007.</li> <li>10. Emma Croghan: <i>Promoting Health in schools. A practical guide for teachers and school nurses working with children aged 3 to 11</i>. SAGA 2007.</li> <li>11. Jane Devereux: <i>Science for Primary and Early Years Developing Subject Knowledge</i> SAGE 2013.</li> <li>12. Wynne Harlen-Anne Qualter: <i>The Teaching of Science in Primary Schools</i> Routledge 2014.</li> <li>13. Cutter-Mackenzie, Amy et al. (2014). <i>Young Children’s Play and Environmental Education in Early Childhood Education</i>. Springer. ISBN 978-3-319-03740-0</li> <li>14. John Krebs: <i>Food. A Very Short Introduction</i>. OXFORD 2013, pp. 65-79, 96-112. ISBN 9780199661084</li> </ol>		

V. Physical Education and Methodology		
21.	<i>Theory</i>	
	Significance, division, grouping and place of preparatory exercises in young children's mobility activities; the role of cool down practices in preschool physical education	
	<i>Practical activities</i>	
	a)	Design a series of gymnastic exercises with hand-held equipment, taking into account the methodological aspects of physical education; Collect as many hand-held objects as possible to creatively guide a warm-up exercise
	b)	Design a series of gymnastic exercises performed on a bench or done by a pair taking into account the methodological aspects of physical education; describe 2-3 exercises where you can use hand-held tools during the bench or pair exercises (large group)
	c)	Collect as many playful movements as possible as cool down exercises; please justify your choices
	d)	Pair gymnastic exercises with nursery rhymes and songs
22.	<i>Theory</i>	
	Methodological aspects of planning and conducting the main practices in physical education in kindergarten (when transferring new knowledge)	
	<i>Practical activities</i>	
	a)	Outline in detail the structure of the kindergarten movement system
	b)	Describe the phases of movement learning through a concrete example, highlighting the tasks of the teacher
	c)	Choose a form of movement of your choice and present each part of the educational process
23.	<i>Theory</i>	
	Methodological aspects of planning and leading skills development lines	
	<i>Practical activities</i>	
	a)	List as many skills as possible, define them and give specific tasks with which they can be well developed
	b)	Design a specific skill development main part for a mixed group - showing the possibilities of differentiation according to age
	c)	Add a short children story or a fairy tale including the tasks of an obstacle course
	d)	Gather as many sports equipment and games as possible in the form of a chart that can be used for skill development during kindergarten exercise activities (tool => skill => task)
24.	<i>Theory</i>	
	Methodological aspects of designing and conducting motion games	
	<i>Practical activities</i>	
	a)	Collect as many games as possible and then plot / group according to their age and skill development effect
	b)	Give three different forms of play from the following (e.g. running, catch competitions, ball games) and then, depending on the age characteristics and prior knowledge of the children, design a simpler or more complex version of the game
	c)	Perform collecting work! Find and present movement games - which can be found in the movement culture of different nations, and present a typical English game that we can use with confidence in movement activities. Please justify your choice!

25.	<i>Theory</i>	
	5. Prevention options in kindergarten work	
	<i>Practical activities</i>	
	a)	Make two sets of exercises - one for leg strengthening exercises, the other for strengthening and stretching the muscles of the torso (along with the effects on muscle groups)
	b)	List as many games as possible that can be used in preschool physical education to prevent various deformities (eg play - diagnosis)
	c)	) Describe possible forms of prevention in kindergarten life on a self-made mind map. Gather ideas during a family health day for activities related to a healthy lifestyle
	d)	Knowing the job of a kindergarten teacher - make suggestions to prevent burnout and maintain physical and mental “fitness” during the teaching career
<i>Recommended Literature</i>		
<ol style="list-style-type: none"> <li>1. Rae Pica (2014): Preschooler and kindergartens Moving and Learning a physical education curriculum, Red Leaf Press. ISBN 978-1-60554-271-3 (e-book)</li> <li>2. H. K. Manners and M.E. Carroll, (1995): Framework for Physical Education in the early years, (1995) Falmer Press. ISBN 0-203-45358-1</li> <li>3. Simon Brownhill (2009):100 Ideas for teaching Physical Development, Continuum International publishing group. ISBN 9-781-8470-6193-5</li> <li>4. Dr. Derzsy Béla (2009): A gimnasztika alapjai. F- Forma Kft, Budapest ISBN 963 214 731 6</li> <li>5. Gaál Sándorné (2019): A sokmozgásos tevékenység sokoldalú fejlesztése az óvodában. Flaccus Kiadó ISBN 978-615-5278-59-4</li> <li>6. Gaál Sándorné (szerk.)(2010): Mozgásfejlődés és fejlesztés az óvodában. Szarvas ISBN 978-963-08-0198-0</li> <li>7. Bartha Enikő – Kovács Noémi (2013): A testnevelési játékokban rejlő fejlesztési lehetőségek óvodáskorban – <i>Fejlődés és fejlesztés az Óvodában</i>. Raabe Klett Oktatási Tanácsadó és Kiadó Kft. 1-22.</li> <li>8. Bartha Enikő (2018): Készségfejlesztő sorok= Akadálypályák – Játék. <i>Fejlődés és fejlesztés az Óvodában</i>. Raabe Klett Oktatási Tanácsadó és Kiadó Kft. 1-18.</li> <li>9. Bartha Enikő (2018): Lábtorna – gyakorlatgyűjtemény. <i>Fejlődés és fejlesztés az Óvodában</i>. Raabe Klett Oktatási Tanácsadó és Kiadó Kft. 1-22.</li> <li>10. Jack Capon(2013): Basic Movement ISBN 9781492126379</li> <li>11. Jack Capon(1981): Successful Movement Challenges: Movement Activities for the Developing Child ISBN 9781495946127</li> <li>12. Jack Capon (2013): Ball, Rope, Hoop Activities ISBN 9781490975450</li> <li>13. Jack Capon (2013): Bean Bag, Rhythm Activities ISBN 9781490567464</li> <li>14. Jack Capon (2013): Balance Activities ISBN 9781490913155</li> <li>15. Kimberly Wescchler (2012): 303 KID – Approved Exercices and Active Games</li> <li>16. Rae Pica (2014): Toddlers Moving &amp; Learning: A Physical Education Curriculum</li> <li>17. Rachel White (2017): Helping Children to Improve Their Gross Motor Skills. The Stepping Stones Curriculum ISBN 9781785922794</li> </ol>		
<b>VI. Mathematics Education and Methodology</b>		
26.	<i>Theory</i>	
	Mathematical thinking in the early years. Sets, mathematical logic and combinatorics as tools in getting to know our environment and developing mathematical thinking.	
	<i>Practical activities</i>	

	a)	Present a week plan about a chosen topic where you point out the mathematical elements as they appear during circle times.
	b)	Prepare your own logical set and use this logical set to prepare circle time activities for different age groups. Explain how grouping and organizing activities support children's second language development.
27.	<i>Theory</i>	
	Building up geometric knowledge in early childhood especially spacial sense and constructional process.	
	<i>Practical activities</i>	
	a)	Present the mathematical elements of the constructional process.
28.	b)	Choose an optional 3D shape and present circle time activities about it.
	<i>Theory</i>	
	Natural numbers and operations in kindergarten life. Different ways of establishing these concepts by playful activities.	
	<i>Practical activities</i>	
29.	a)	Plan a playful activity for introducing numbers. What songs, rhymes or games could you use?
	<i>Theory</i>	
	Measurement for introducing natural numbers by investigating the world around us.	
	<i>Practical activities</i>	
30.	a)	Prepare a playful activity for introducing natural numbers with the help of measurement. Place emphasis on the teaching of key vocabulary.
	<i>Theory</i>	
	Relations, functions and sequences in kindergarten.	
	<i>Practical activities</i>	
	a)	Prepare a story for presenting the relational vocabulary (movement, direction, position).
	b)	Present some combinatorial games.
<i>Recommended literature</i>		
<ol style="list-style-type: none"> <li>1. 363/2012(XII.17.) Korm. Rendelete az Óvodai nevelés országos alapprogramjáról, valamint 255/2009. (XI. 20.) Korm. rendelet az Óvodai nevelés országos alapprogramjának kiadásáról szóló 137/1996. (VIII.28.) Korm. rendelet módosításáról.</li> <li>2. Fisher, Robert (2011): Brain Games for Your Child. Souvenir Press. ISBN 978-0285640436</li> <li>3. Levenson, Esther, Tirosh, Dina and Tsamir, Pessia (2011): Preschool Geometry. Sense Publishers. ISBN 978-94-6091-598-7</li> <li>4. Perlai Rezsőné (2016): Matematika az óvodában. Kézikönyv óvodapedagógusok számára. Flaccus Kiadó, Budapest.</li> <li>5. Zsámboki Károlyné (2003): Óvodai matematikai nevelés. Módszertani javaslatok az óvodai nevelés alapprogramjához. k.n., Sopron. ISBN 963 7315 38 7</li> <li>6. Zvonkin, Alexander K. (2011): Maths from Three to Seven. The Story of Mathematical Circle for Preschoolers. American Mathematical Society ISBN 978 0 8218 6873 7</li> </ol>		