

<b>Study Programme:</b> Elementary Teacher
<b>Course Unit Title:</b> Introduction to Pedagogy
<b>Course Unit Code:</b> U-2-1-1-0
<b>Name of Lecturer(s):</b> Josip Ivanović, Mónika Csapó
<b>Type and Level of Studies:</b> Undergraduate Studies (BA)
<b>Course Status (compulsory/elective):</b> Compulsory
<b>Semester (winter/summer):</b> Winter
<b>Language of instruction:</b> Hungarian
<b>Mode of course unit delivery (face-to-face/distance learning):</b> Face-to-face learning
<b>Number of ECTS Allocated:</b> 4
<b>Prerequisites:</b> -
<b>Course Aims:</b> Studying theory and practice of different nations starting from the ancient times till nowadays, by learning about the earliest pedagogical practices with all the changes through history, learning about the phenomenon of pedagogical thought and the development of theory of pedagogy and education.
<b>Learning Outcomes:</b> Ability to do independent research in the field of origins and development of pedagogy and education by studying pedagogical works and independent processing of certain phenomena from the history of pedagogy, critical thinking about contemporary and past values of pedagogy and education.
<b>Syllabus:</b> <i>Theory</i> Pedagogy – concept, individual and social relevance, overall goal and mission of pedagogy, historical aspect and preconditions of pedagogy. Pedagogy in the closest surroundings. Pedagogy in ancient times (the Far East: China and India; the Middle East: Mesopotamy and Egypt; Pedagogy in the Ancient Greece: Sparta and Athens; Pedagogy in Greek philosophy: sophists, Socrates, Plato, Aristotle; pedagogy in Ancient Rome: M. F. Quintilianus). Medieval religious and worldly education and pedagogy. Education in the age of Humanism and Renaissance. Classics of pedagogy (J. Apáczai Csere, J. A. Komensky, J. Locke, J. J. Rousseau, J. H. Pestalozzi, P. Pázmány). German philosophical pedagogy. The establishment of the system of pedagogical science: J. F. Herbart, Herbart's descendants. The effects of the „philosophy of life” on pedagogy; natural and biological-antropological conceptions of pedagogy. Pedagogy of pragmatism. The creation and development of reformist pedagogy: work school, cultural pedagogy, social pedagogy, moral pedagogy. Comparative approaches of modern pedagogy. Alternative pedagogical schools and trends. History of Hungarian schools and education. History of South-Slavic schools and education. <i>Practice</i> Elaboration and presentation of some prominent pedagogues or pedagogical institutions, chosen texts from prominent pedagogical theorists.
<b>Required Reading:</b> <i>Compulsory:</i> Mészáros, István – Németh, András & Pukánszky, Béla (2005): <i>Neveléstörténet – Bevezetés a pedagógia és az iskoláztatás történetébe</i> , Budapest: Osiris Kiadó.

*Optional:*

Kron, Friedrich Wilhelm (2003): *Pedagógia*, Osiris tankönyvek, Budapest: Osiris Kiadó.

Жлебник, Л. (1995): *Општа историја школства и педагошких идеја*, Београд: Научна књига.

**Weekly Contact Hours: 3(45)**

**Lectures: 2 (30)**

**Practical work: 1 (15)**

**Teaching Methods:**

Lectures, discussions, individual, pair- and groupwork.

**Knowledge Assessment (maximum of 100 points):**

<b>Pre-exam obligations</b>	points	<b>Final exam</b>	points
Active class participation	<b>15</b>	written exam	<b>15</b>
Practical work	<b>25</b>	oral exam	<b>45</b>
Preliminary exam(s)		.....	
Seminar(s)			

The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.