

<b>Study Programme:</b> Early Childhood Teacher
<b>Course Unit Title:</b> Introduction to Pedagogy
<b>Course Unit Code:</b> V-2-1-5-0
<b>Name of Lecturer(s):</b> Ágnes Demut, Beáta Grabovác
<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> Passed exam in Developmental psychology
<b>Course Aims:</b> Overview and interpretation of factors influencing learning process and in-class teaching as well as activities in nursery school. Interactions induced by characteristics of preschool and elementary school teachers and their pupils.
<p><b>Learning Outcomes:</b></p> <p>After successfully passing the exam, students will learn how to apply in practice their knowledge in didactics. They will become conscious pedagogues and be ready to calculate with all the factors influencing the teaching process. This is among others the difference between parents' and teachers' attitude.</p>
<p><b>Syllabus:</b></p> <p><i>Theory</i></p> <p>Types of pedagogues and early childhood teachers as well as elementary school teachers. School and preschool groups and classes. Central and periferic positions. Styles in conducting classes and management. Styles of parenting and teaching. Possible interpretations of class in school. Organizing individual and public teaching classes. Methods of organizing learning process and atmosphere of the class, as these are factors basically determining success in school. Values of the teacher/early childhood teacher – quality, quantity and content of feedback, its influence on motivation. Creativity – divergent thinking – cooperation.</p> <p><i>Practice</i></p> <p>Sociometric analysis of a group: making and filling in a questionnaire. Table of reciprocity and table of frequency. Sociometric indexes. Types of group structures and tasks of teachers/early childhood teachers.</p>
<p><b>Required Reading:</b></p> <p><i>Compulsory:</i></p> <p>Mirnic, Zs. (2009): Gyermekről nevelőknek, Fórum Könyvkiadó, Újvidék és Újvidéki Egyetem Magyar Tannyelvű Tanítóképző Kar, Szabadka (kijelölt fejezetek).</p>

Mérei, F. (2006): Községek rejtett hálózata, OSIRIS Kiadó Kft, Budapest.

Horváth, Gy. (2004): Pedagógiai pszichológia, Nemzeti Tankönyvkiadó, Budapest.

*Optional:*

Kagan, S. – Kagan, M. (2009): Kooperatív tanulás, Önkönet, Budapest.

Tóth, L. (1998): Pszichológia a tanításban, Kossuth Egyetemi Kiadó, Debrecen.

**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>10</b>	written exam	<b>60</b>
Practical work	<b>10</b>	oral exam	
Preliminary exam(s)		.....	
Seminar(s)	20		

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