

<b>Study Programme:</b> Early Childhood Teacher
<b>Course Unit Title:</b> Physical Development of Children
<b>Course Unit Code:</b> V-3-1-9-1
<b>Name of Lecturer(s):</b> Géza Czékus, Rita Horák
<b>Type and Level of Studies:</b> Undergraduate Studies (BA)
<b>Course Status (compulsory/elective):</b> Compulsory
<b>Semester (winter/summer):</b> Summer
<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> 2
<b>Prerequisites:</b> -
<b>Course Aims:</b> The aim of the course is that students gain a deeper knowledge in physical development of children, systematically follow and study physical development of children starting from their birth till they are 7 years old. Students will also learn about physical development disorders. Students will be able to apply their theoretical knowledge during their practical work.
<b>Learning Outcomes:</b>  Students will be able to transfer their knowledge in practice. Recognition and appropriate response to disorders in development. Integration of gained knowledge, overall knowledge about the work of a nursery school teacher.
<b>Syllabus:</b>  <i>Theory</i> Physiology of development during the antenatal and postnatal period. Period of nursling: growing, development. Anatomic and physiological characteristics. Psychomotor and physiological development of children till their 1 year; from 1 to 3 years; from 3 to 7 years. Methods and types of controlling children's health and development. The most frequent disorders in development of preschool children. Problems of overall hygiene: effects of climatic and meteorological factors on health; danger from too much sun; sunstroke; radiation, UV rays. Personal hygiene: principles of maintaining. Hygiene of the body, clothes and shoes. Illnesses. Rest, sleep, play. Forming hygienic habits. Hygiene of preschool buildings and objects. Most frequent injuries of children and first aid. Prevention.  <i>Practice</i> Observation of nursery school children of different age. Getting familiar with psychomotor abilities of preschool children. Learning about and practicing first aid. Observation of children with handicap.
<b>Required Reading:</b>  <i>Compulsory:</i> Czékus, G. – Horák, R. (2010): Biológia tankönyv. MTTK. e-book

*Optional:*

Barton, J. (1998): Testnevelés anatómia, élettan és egészségtan, Budapest, 1988.

Darvai, Sarolta (edit.) (2012): Az egészséges csecsemő és kisgyermek fejlődése és gondozása. Líceum Kiadó, Eger.

Darvai, Sarolta (edit.) (2012): Tanulmányok a gyermekkori egészségfejlesztés témakörben. ELTE, Budapest.

Интернет: Sulinet и други сайтови.

**Weekly Contact Hours:**

**2 (30)**

**Lectures: 1 (15)**

**Practical work: 1 (15)**

**Teaching Methods:**

Lectures, discussions, individual, pair- and groupwork.

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

**Pre-exam  
obligations**

points

**Final exam**

points

Active class  
participation

**10**

practical exam

15

Practical work

**15**

oral exam

**30**

Preliminary exam(s)

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Activities in nursery  
schools

30

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