

Course Unit Descriptor

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| Study Programme: Early Childhood Teacher |
| Course Unit Title: Methods of Teaching about the Environment |
| Course Unit Code: V-4-1-6-0 |
| Name of Lecturer(s): Éva Borsos, Rita Horák |
| Type and Level of Studies: Undergraduate Studies (BA) |
| Course Status (compulsory/elective): Compulsory |
| Semester (winter/summer): Summer |
| Language of instruction: Hungarian |
| Mode of course unit delivery (face-to-face/distance learning): Face-to-face learning |
| Number of ECTS Allocated: 4 |
| Prerequisites: - |
| Course Aims: Students will acquire systematic communicational skills in order to work with children of preschool age and bring closer to them objects and phenomena present in their closest surroundings. Concepts and significance of learning about our environment. Students will also have the opportunity to do research in the field of environmental studies as well as teaching about the environment for children of preschool age. Students will be able to work independently and work with children. |
| Learning Outcomes: Practical and creative application of theoretical knowledge and skills. Students are prepared for organization of work. Teaching about the environment adjusted to different age groups and working conditions. Constructing surroundings where children spend their time in the nursery school so that they may recognize the variety of objects and phenomenon. Methods for development of logical thinking and creativity. |
| Syllabus: <i>Theory</i> Theoretical questions: methods of learning about the environment, definition, connection to other disciplines, position in the system of disciplines. Social surroundings, social relationships. Humans as social beings and practical beings. Social values as the most general framework for the development and education of children. Children and social surroundings. Characteristics of social, emotional and empirical development of children in the forming of concepts about natural and social surroundings. <i>Practice</i> Forming concepts in preschool period, spontaneous and scientific terms. Nursery schools as social and natural environment, educational surroundings. Nursery school as living space for children and adults. Practice: informative and preparing. Observation and analysis of activities in nursery schools (different age groups). |
| Required Reading: <i>Compulsory:</i> Czékus Géza, Major Lenke, Horák Rita (2013): A környezetünk és a környezetismeret módszertana. Újvidéki Egyetem, Magyar Tannyelvű Tanítóképző Kar, Szabadka. Czékus G. (2011): Kísérletetek. MTTK, Szabadka. Каменов, Е. (1995): Модел основа програма васпитно-образовног рада са предшколском децом. Одсек за педагогију Филозофског факултета Нови Сад, Виша школа за образовање васпитача, Београд. Каменов, Е. (1997): Методика 1. део. Одсек за педагогију Филозофског факултета Нови Сад, Виша школа за образовање васпитача, Београд. Како приближити деци природне науке кроз активно учење (2005): Београд: Институт за психологију. Természettudományi Lexikon D-G (1965): Budapest: Akadémia. <i>Optional:</i> Bihariné Krekó I.–Kanczler Gy. (1997): A környezeti nevelés és az óvoda-iskolakert kapcsolata. ÖKO-Fórum Alapítvány, Budapest. Einon, D. (1999): A tanulás kezdetei. Aquila Könyvkiadó, Budapest. |

Fraiberg, Selma H. (1990) : Varázsos évek. Park Kiadó, Budapest.
 Horváth Z. (2003): Közvetlen környezetünk, Nemzeti Tankönyvkiadó, Budapest.
 Интернет: Sulinet и други сайтови.
 Leach, P. (2003): Picik és kicsik. A gyermeknevelés kézikönyve a születéstől az iskoláskorig. Park Könyvkiadó, Budapest.
 Winnicott, D. (2000): Kisgyermek – család – külvilág. Animula Kiadó, Budapest.
 Искри: Óvónő, Új Kép, Új Pedagógiai Szemle.

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| Weekly Contact Hours: 4 (60) | Lectures: 2 (30) | Practical work: 2 (30) |
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Teaching Methods:
 Lecture, practice, presentation, discussion, presentation, pair and individual work, consultation.

Knowledge Assessment (maximum of 100 points):

| Pre-exam obligations | points | Final exam | points |
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| Active class participation | 5 | written exam | 30 |
| Practical work | 25 | oral exam | 15 |
| Preliminary exam | 10 | | |
| Seminar(s) | 15 | | |

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