



EÖTVÖS LORÁND UNIVERSITY
FACULTY OF PRIMARY AND PRE-SCHOOL
EDUCATION



Kindergarten Education Programme

Topics of Final Exam

1. Development of children between the age of 3 and 6 – Description through the example of a kindergarten group (general description and individual differences)

- Physical development between the ages of 3 to 7
- Development of gross-motor and fine motor skills between the ages of 3 to 7
- Cognitive and language development between the ages of 2,5 and 7
- Emotional and social development between the ages of 3 to 7
- Image of the child in kindergarten pedagogy
- Supporting children's transition (starting kindergarten, transition to school)
- Special Educational Needs (SEN), inclusion, early intervention

Concepts and keywords: characteristics of physical and motoric development, factors influencing motoric development; development of cognitive skills (attention, perception, etc.), Piaget's theory of cognitive development, assimilation, accommodation, adaptation, preoperational stage, egocentrism, conservation, theory of mind, awareness and knowledge of the world, space, time, concrete operational stage; phases of language development (especially of 2- to 7- year-old children), socioemotional development, development of self and gender, early intervention; smooth transition, school readiness (mental, social, physical),

2. Individual need of children - Description through the example of a kindergarten group from the aspect of needs (general description and individual differences)

- Basic biological and psychological needs
- Emotional needs of children
- The needs of expressing inner state; autonomy, free-play
- meeting children's needs in kindergarten
- inclusive education
- the role of somatic education in health education
- autonomy, competence in work-based activities
- individual differences in needs such as special educational needs (SEN), children from disadvantaged environment, multicultural education

Concepts and keywords: the basic needs of children (based on Skiera), daily routine, supporting autonomy, special educational needs (SEN), inclusion, inclusive settings, adaptivity, habit formation, agenda

3. Social relationships in the lives of children between the ages of 3 to 7

- Attachment: the definition of early attachment, the development of attachment (focusing on preschool-aged children), separation;
- Social development of preschool-aged children; social aspect of play
- adult-child relationship in kindergarten
- developing and improving children's social skills
- moral development and education
- challenging types of children's behaviour (e.g., conduct problems)

Concepts and keywords: attachment, separation, phases of separation, attachment and educational settings, socio-emotional development, development of friendships, social competencies, e.g. prosocial behaviour, empathy, categories of play from the social aspect (e.g. Parten), the behaviour and model role of teachers, moral development, heteronomous-autonomous morality, self-control, self-regulation, withdrawing behaviour of children, conflicts, aggression

4. Expressing inner state and experience – description and examples based on experience gained among children at kindergarten

- working with emotions and experience; elaboration
- the role of play from the aspect of elaboration
- types of play in kindergarten
- play in different environments (e.g., kindergarten, nature)
- storytelling and puppetry
- drawing and other forms of art
- physical activity, sports
- music and singing

Concepts and keywords: emotion, fantasy, play, functional play, constructive play, symbolic play, games with rules, elaboration, characteristics of symbolic play, development of symbolic play, characteristics of emotions between the age of 3 and 7, connections between emotions and play, children's literature, arts, PE, and music

5. Learning in kindergarten – examples from kindergarten

- definition of learning in psychology
- definition of learning in pedagogy
- peculiarities of the learning process of the preschool child
- basics of differentiated experiences, activities
- learning through free-play and adult directed activities
- learning through work-based activities
- learning in nature

Concepts and keywords: learning, Zone of Proximal Development, ways of social learning, adaptivity, differentiation, problem solving, questioning strategies, work forms (frontal, group, pair, individual), personalised treatment, learning motive, equipment

6. Families in the 21st century – Examples of the cooperation between families and kindergartens

- Ecological Systems Theory (Bronfenbrenner) of development
- The concepts of definitions of the family
- Family as a system, parenting styles
- Possible crises in the lives of families (normative and accidental crises)
- Connection between kindergarten and families, “keeping in touch”
- multicultural and intercultural education
- the role of kindergarten in educating families
- disadvantaged families, child protection

Concepts and keywords: ecological framework model of development (Bronfenbrenner), parenting styles (uninvolved, permissive, authoritative, authoritarian), definition of crisis, crises in family (divorce, moving, death/illness of a family member, abuse), multicultural and intercultural education – examples, the role of kindergarten in child protection

7. The preschool teacher – reflecting on the teacher candidate’s own experience

- personality of kindergarten teacher (personality and abilities)
- styles of leadership
- relationships (children, parents, colleagues etc.)
- professional self-reflection
- burnout in teachers
- the model role of the teachers

Concepts and keywords: classic leadership styles (democratic-autocratic-laissez-faire), the relationships of teachers (e.g., families, colleagues, other institutions, etc.), the characteristics

and elements of self-reflection, signs and symptoms of burnout, prevention, mental health, the difference between stress and burnout, stages of burnout, the teacher as a model, e.g. health education

8. The role of the kindergarten – introduction of the practice place(s) as examples

- Legal and content regulators (central and local levels)
- The purposes, principles, and main tasks of kindergarten education
- Main criteria
- Planning in kindergarten
- Steps of building a lesson plan
- An approach to preschool learning in reform pedagogy

Concepts and keywords: laws, documents (e.g., Act CXC of 2011 on National Public Education, National Core Programme for Pre-school Education, Local Educational Programme), purposes, basic and general functions, levels of planning (yearly, monthly, weekly - thematic, project, epocha, daily, lesson plan), reform pedagogy - examples

9. Art Education

- Development of visual competences.
- Visual skills and abilities: goals in developing children's personalities and opportunities for formative assessment.
- Learning through art in early childhood.
- Planning art tasks, settings in kindergarten.
- Principles and practice of workshop equipment.
- Process-based and/or product-based art education.
- Transdisciplinary ways in early childhood education based on art practices
- Complex means of art education: Built environment education
- Motivation in art education.
- Tools, materials, techniques for the purpose of collecting art-based experiences.
- Environmental culture, aesthetic education, communication of values in kindergarten-level visual education.
- Questions of decoration, demonstration, illustration and the role of these aspects in developing children's personalities.
- Reception and production: means of interaction.
- How to use artwork in children's everyday lives.
- Personal critical approach regarding art education's goals and tools.

Concepts and keywords: art education, arts education, visual education, materials, dimension, formalism, art processes, cliché, visual language, visual competencies, development, developing, art educational settings, assessment, inspiration, open pedagogy, differentiation, adaptivity, directed and uncontrolled creation

10. Maths

Exploratory learning about the outside world -- analysis of observed kindergarten activities and personal experience

- Development of mathematical thinking in children
- Foundation of mathematical thinking through pre-school activities
- Improving child's spatial orientation, orientation in plane and body schema orientation
- Set theory in conceptualisation
- Role of the mother tongue in conceptualisation
- Mathematical content in various activities: play, physical activities, children's responsibilities, caregiving activities

Concepts and keywords: number sense, measurement, patterns, shapes, spatial orientation, orientation in plane, symmetry, basic concepts, set, element of a set

11. Singing, music, singing game, children's dance – a conscious analysis of observed kindergarten activities, personal experience

- the foundation of the musical mother tongue (Kodály concept/principles, Forrai method)
- developing musical skills: singing in tune; development of rhythmic sense; awareness of musical form; ear training; listening to music
- the significance and personality-developing effect of singing folk games
- the relationship of music education to other forms of activity

Concepts and keywords: musical mother tongue: starting from folk traditions; the mother's musical language is dominant, the relationship between mother and child based on singing,

Has your country developed its own musical mother tongue that relies on children's songs and its own linguistic emphases?

How can you build upon this in your own country or adapt it to pre-school education?

Is there a law governing preschool music education in your country?

singing in tune; development of rhythmic sense; awareness of musical form; ear training; listening to music;

personality development: healthy lifestyle, cognitive and native language and emotional-community competencies

12. Forming a healthy lifestyle: a conscious analysis of observed preschool activities and personal experience

- - the necessity of and opportunities for instructing children between the ages of 3-7 in following a healthy lifestyle. Tasks for developing good health in the preschool.
- - physical exercise in the preschool
- - means of forming habits and their associated dilemmas in a culturally diverse environment
- - the educator as role model

Concepts and keywords: daily schedule; weekly schedule; varied activities; safety, continuity, and flexibility in the daily life of a preschool group; forming habits; daily routines; order in the environment; somatic, psychohygienic and sociohygienic health; tolerance, ethnicity, religions

13. Gaining active awareness of the outside world via content in the natural sciences -- a conscious analysis of observed preschool activities and personal experience

- - developing a natural science approach to thinking
- - children and the environment: ecological correlations, partner connections within nature
- - exposing children to sustainability in the preschool; forming environmentally-conscious habits
- - customs: traditional customs, 'green 'or other significant days
- - the presence of environmental science-related content in various activities: a primary focus on play, work-like and care-related activities

Concepts and keywords: environmental consciousness, environmental protection, sustainability, developing and awareness of sustainability in children, green organizations, ecological mindset

14. The role of movements and psychomotor activities in developing young children's personalities

- The contents of physical education in the kindergarten: movement skills and movement concepts.

- Introducing the skill theme approach in games. Locomotor, stability, and manipulative skill development.
- Interdisciplinary teaching via movement activities.
- The relevance of developmentally appropriate games and games education for motor coordination and cognitive development.
- Motivation and a positive learning environment in the kindergarten.

Concepts and keywords: daily physical activity, motor competence, perceptuomotor abilities, motivation, self-esteem, perceived competence, cooperative games, self-challenge, physical fitness, motor coordination, locomotor skills, stability and manipulative movement skills, space, effort, relationships as movement concepts, developmentally appropriateness, interdisciplinarity, managerial task systems, instructional task systems, correct posture

15. Bilingual education and language development (L1, L2, and occasionally L3) in the preschool with the help of children's literature. Analysing activities in reflection of preschool practical experiences: practice-based observations and reflections in the international context

- Language acquisition vs. learning (L1, L2, and L3), providing comprehensible and rich language input, developing young learners' communicative competence through meaningful and age-relevant activities.
- Integrating languages and different developmental areas. Multicompetence: the basis for bilingualism. Definitions and types of bilingualism.
- Content and Language Integrated Learning (CLIL): definitions and practice in Hungary and beyond. The role of using poems, jingles, lullabies, chants, jokes, riddles, etc., and TPR in the pre-reading phase.
- The importance of poetry, stories, tales, shared reading, puppets, and dramatisation in educating future readers.
- The necessary stages of a literature session in preschool.
- The impact of cultural media (picture books, illustrated tales, cartoons, puppet theatre, theatre, etc.) on preschool children's communicative, social-emotional, literature and cultural competence.
- The educator's role in young learners' holistic development.

Concepts and keywords: language and thinking, (second) language acquisition, comprehensible input, the right to be silent, stress-free environment, LAD (Language Acquisition Device), multicompetence, bilingualism, CLIL, developmental games, shared reading, speech impediments, signs of learning disabilities (e.g., dyslexia, dyscalculia, etc.), communicative competence, social-emotional competence, literature competence, cultural competence, pre-, while and post activities, cognitive processes, complexity.