PEDAGOGY AND PSYCHOLOGY COMPREHENSIVE EXAM

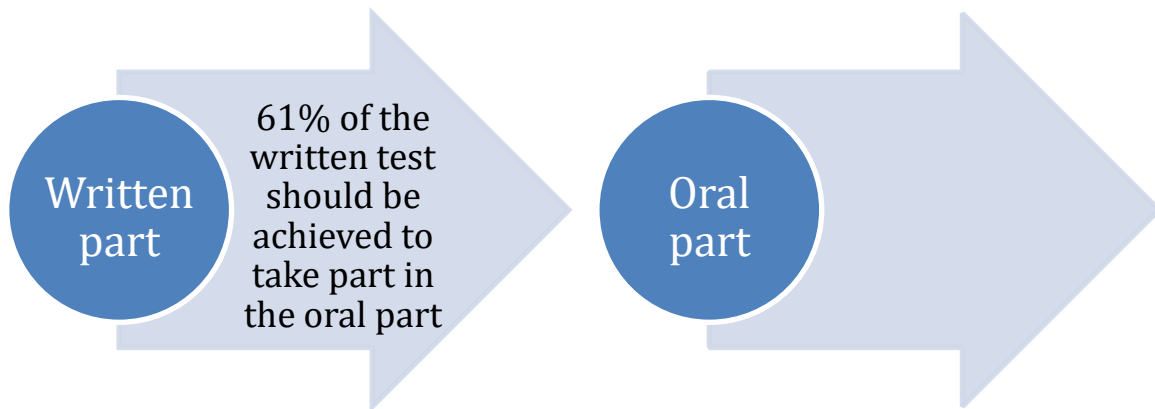**Kindergarten Education Programme**

KIDE06B10

2025

Dear Students,

The aim of the pedagogy-psychology comprehensive exam is to synthesize what has been learned from the subjects of psychology and pedagogy, to combine theoretical knowledge and previous practical experience.

To prepare for the exam, the lectures and seminars will include more processed curriculum, films seen and analyzed in the lessons, experiences gained in kindergarten internships and observations.

To help you prepare, we have marked the concepts for each item. In the exam, you should report on your theoretical knowledge and practical experience based on the processing of what you have learned.

We expect your thoughts to be articulated correctly, using professional language.

Parts of the comprehensive exam:

Written part → 61% of the written test should be achieved to take part in the oral part → Oral part

Topics of the PEDAGOGY AND PSYCHOLOGY COMPREHENSIVE EXAM

1. Getting to know children's development

– Child image in kindergarten pedagogy

– Education system in Hungary

– The main questions and theories of Developmental Psychology

– Main effects on development (inherited characteristics and/or environmental effects)

– Getting information about children (e.g. observation)

– Elements of school readiness

– Supporting children's transition

– Procedures, methods (eg. 'Step by Step' program)

Concepts, basics related to the topic

developmental psychology, nature and nurture, critical and sensitive period, temperament, Zone of Proximal Development (Vigotsky), professional observation, smooth transition, daily routine, readiness (mental, social, physical)

2. Family

– Ecological Systems Theory (Bonfrenbrenner)

– The concepts of definition of 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"

Concepts, basics related to the topic

family, ecological framework model of development by Bronfrenbrenner, parenting styles (uninvolved, permissive, authoritative, authoritarian), crises in family (divorce, moving, death/illness of a family member, abuse)

3. Emotional safety in early childhood; the emotional development and needs of preschool-aged children

- Emotional needs of children
- Emotional development in preschool-aged children
- Attachment: early attachment, the development of attachment, separation; play and attachment
- Starting kindergarten
- Providing emotional safety to children in kindergarten
- Introducing and setting customs, routines, and rules in a kindergarten group.

Concepts, basics related to the topic

the basic needs of children (based on Skiera); Erikson's theory (especially Trust vs. Mistrust), socioemotional development, attachment, types of attachment, effects on attachment, separation, phases of separation, attachment and later development, attachment and educational settings, transition to kindergarten, customs, routines, rules of a kindergarten

4. Physical, motoric and language development of children from the age of 3 to 7

- Physical development between the age of 3 and 7
- Development of gross-motor and fine motor skills between the age of 3 and 7
- Language development between the age of 2,5 and 7; the characteristics of speech and understanding of preschool-aged children
- The role of environment (especially kindergarten and teachers) in language development
- Supporting motoric and language development through play

Concepts, basics related to the topic

changes in body proportion with age, development of muscle, bone and nerve system, characteristics of motoric development, factors influencing motoric development, dominant hand, speech perception, receptive language, expressive language, phases of language development, especially: multiple-word sentences, more complex grammatical structures, adult-like language structure, early intervention

5. Cognitive development in early childhood and middle childhood
– Brief introduction of Piaget's theory of cognitive development
– The characteristics of cognitive development in early childhood, focusing on the period from 2 years to 7 years
– The connection between cognitive characteristics and play of preschool-aged children. – The characteristics of cognitive development in middle childhood

Concepts, basics related to the topic

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, types of play, symbolic play, awareness of rules

6. Play in Kindergarten (psychology and pedagogy)
– Definition and main theories of play
– Forms of play and their development
– Relationships between experience, feelings, and play in early childhood
– Environmental factors of play in kindergarten
– Supporting the play of preschool-aged children
– Characteristics and benefits of free-play and adult directed play in kindergarten

Concepts, basics related to the topic

play, characteristics of play, theories of play (e.g. Piaget, Vigotsky), functional play, constructive play, pretend- and role play (symbolic play), games with rules, elaboration, physical and social environment of play, appropriate climate of free-play, supporting free-play (entering, exiting play), directing play, play-based learning

7. Inclusive Education in Kindergarten
– Definitions of integration and inclusion; disability and special educational needs

– Forms of inclusive education

– The characteristics of effective inclusive kindergarten settings

– Factors of effective inclusion

– Advantages and possible threads that should be taken into consideration regarding inclusive education

– Differentiation

– Multicultural and intercultural education

Concepts, basics related to the topic

segregation, integration, inclusion, fully inclusive preschool, partial inclusion, programmes adopting integrated activities, disability, children with Special Educational Needs (SEN), factors: external factors, children with SEN, peers, family, teachers, other professionals, differentiation, multicultural-intercultural education

8. Social system of development

– Ecological Systems Theory (Bonfrenbrenner) of development

– Social Learning Theory of development

– Erikson's psychosocial development (especially stages 2, 3, 4)

– Social development of preschool-aged children; Social aspect of play

– The development of self, self-regulation, and gender identification

– Moral development of children

Concepts, basics related to the topic

ecological framework model of development (Bronfrenbrenner), psychosocial development (Erikson), Autonomy vs. Shame/Doubt, Initiative vs. Guilt, Industry vs. Inferiority, development of social interactions, categories of social participation (Parten), levels of group forming, peer interactions, friendship, self, self-awareness, self-recognition, self-concept (selfimage), self-control, self-regulation, gender, gender-role, gender-identity, gender-constancy, theories, moral development (Piaget: heteronomous-autonomous morality, Kohlberg's theory)

9. The place and role of the kindergarten

– Legal and content regulators (central and local levels)

– The purposes, principles, and main tasks of kindergarten education

– Main criterias and conditions of a kindergarten

Concepts, basics related to the topic

laws, documents (eg. Act CXC of 2011 on National Public Education, National Core Programme for Pre-school Education, Local Educational Programme), purposes, basic and general functions

10. The personality of the kindergarten teacher and his/her relationship with the child

– personality of kindergarten teacher (personality and abilities)

– styles of leadership

– relationships (children, parents, colleagues)

– reflection

– burn-out of teachers *Concepts,*

basics related to the topic

classic leadership styles (democratic-autocratic-laissez-faire), signs and symptoms, prevention, mental health, difference between stress and burnout, stages of burnout

11. Planning, organizational frameworks, methods, and tools for kindergarten experiences

– Peculiarities of the learning process of the preschool child

– Basics of differentiated experiences, activities

– An approach to preschool learning in reform pedagogy

– Steps to building a lesson plan

Concepts, basics related to the topic

adaptivity, differentiation, problem solving, questioning strategies, work forms (frontal, group, pair, individual), levels of planning (yearly, monthly, weekly - thematic, project, epocha, daily, lesson plan), personalized treatment, well-lead activity, learning motives

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