



Course title¹	Supporting the Role of Preschool-Aged Children's Play Regarding the development of emotional, social and cognitive skills
Level²	<u>BA/BSc</u> <u>MA/MSc</u>
Duration	2 weeks
Department / Group / Center³	
Institute	
Faculty	Faculty of Primary and Preschool Education
Duration	2 weeks
Course Leader⁴	
Title	Dr.
Name	Sándor Mónika
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Administrative rank in university management⁵	
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Short description (100-150 words)⁸

This course gives an overview about the development of children at the age of 3 to 7. The lessons focus especially on the role of play in children's development. The course also studies the crucial role of play in supporting children in gentle transitions, e.g. transition to kindergarten or school.

Short description (2-3 sentence for promotion purpose)

- Presentation of good practices to develop emotional and social skills.
- Techniques for developing cognitive skills.
- Development of educative competencies.
- Learning self-reflective techniques.

Structure of the course

Presentation of good practices to develop emotional and social skills. (15 hours)

We provide an overview of the development of children aged 3-7.

The lessons focus especially on the role of play in children's development.

The course also studies the crucial role of play in supporting children in gentle transitions, e.g. transition to kindergarten or school.

Techniques for developing cognitive skills. (10 hours)

Cognitive skills include attention, short term memory, long term memory, logic & reasoning, and auditory processing, visual processing, and processing speed.

Children acquire the ability to perform many tasks that involve coordinating two or more ideas. For example, they can do elementary perspective-taking, in which they relate a representation of someone else's perceptual viewpoint with a representation of their own. This requires the coordinated functioning of cognitive areas.

We provide examples of cognitive development among children aged 3-7.

Learning self-reflective techniques Development of educative competencies (15 hours)

Self-reflection is about asking yourself thought-provoking questions so that you can develop a deeper level of understanding yourself. The biggest value added of self-reflection is that you can change how you see yourself and how you feel about certain situations and, in the end, how you act. New thoughts lead to new emotions and consequently to new actions. We would use this knowledge to develop pedagogical competencies.



Else, P. (2014). *Making Sense of Play. Supporting children in their play.* Berkshire & New York: Open University Press, McGraw-Hill Education.

Fabian, H. (2007). *Informing Transitions.* In: Dunlop, A. and Fabian, H. (eds.): *Informing transitions in the early years* (pp. 3–17). London: Open University Press McGraw Hill.

Smith, P. K. (2010). *Children and Play.* Chichester: Wiley-Blackwell.

Stanton-Chapman, T. L. (2015). *Promoting positive peer interactions in the preschool classroom: The role and the responsibility of the teacher in supporting children's sociodramatic play.* *Early Childhood Education Journal*, 43(2), 99-107. DOI: 10.1007/s10643-014-0635-8

Dinkelman, T. (2003) *Self Study in Teacher's Education: A Means And Ends Tool For Promoting Reflectivr Teaching - Journal of Teacher Education*

Target group⁹

Pre-service and in-service elementary teachers and kindergarten teacher.

List of lecturers (name + affiliation)¹⁰

Dr. Sándor Mónika, Department of Education, Faculty of Primary and Pre-School Education

Dr. Böddi Zsófia, Department of Education, Faculty of Primary and Pre-School Education

Bernadett Svraka, Department of Education, Faculty of Primary and Pre-School Education

¹ A kurzust ezen a címen fogjuk meghirdetni. Javasoljuk, hogy a célközönség érdeklődését felkeltő címet/alcímet fogalmazzanak meg.

² Melyik képzési szinthez feleltethető meg a kurzus? Szintén fontos lesz a promotálásban.

³ A kurzust meghirdető szervezeti egység.

⁴ Szakmai vezető. A kurzus szakmai összeállításáért (tanmenet, tananyag, oktatók stb.) felel.

⁵ Például tanszékvezető, dékán.

⁶ Az emailcímet és telefonszámot csak a belső egyeztetésekhez kérjük. Hirdetéskor, kifelé nem lesz publikálva.

⁷ Esetleges adminisztratív kérdésekben nem feltétlenül a szakmai vezetőt keresnénk majd.

⁸ A honlapra kitesszük majd.

⁹ Szükséges-e a kurzuson való részvételhez, hogy valamely területen legyen előképzettsége a hallgatónak?

¹⁰ A kurzus oktatásához bevonni tervezett oktatók.