

<b>1. Tantárgyelem neve:</b>	<b>Methodology of Environmental Studies</b>	<b>Kreditértéke:</b>	<b>3</b>
Tantárgyelem besorolása:	kötelező		
A Tantárgyelem elméleti vagy gyakorlati jellegének mértéke, "képzési karaktere":		elmélet (%):	50
		gyakorlat (%):	50
A tanóra típusa:		lecture + seminar	
óraszám, az adott félévben:	1+2 weekly		
Az adott ismeret átadásában alkalmazandó további módok, jellemzők:			
<b>A számonkérés módja:</b>		exam (5)	
<b>A tantárgyelem tantervi helye</b> (hányadik félév):	4		
Előtanulmányi feltételek:	KIDE2210B04 Environmental Education II (weak)		
<b>Tantárgyelem-leírás:</b>			
Training of kindergarten teachers who			
<ul style="list-style-type: none"> <li>• have a modern approach and literacy in science;</li> <li>• are able to transfer the knowledge they have acquired to the kindergarten child in the process of kindergarten science education;</li> <li>• have an environmentally aware mindset, approach, values for sustainable living and the knowledge, skills and competences necessary for environmental education and education for sustainability;</li> <li>• knowledge of the content and methodology of environmental education and education for sustainability;</li> <li>• they are capable of shaping the environmentally aware thinking and behaviour of pre-school children, and of implementing the pedagogical content of sustainability;</li> <li>• have the skills and abilities to provide pre-school children with a wide range of experiential experiences of their natural and social environment;</li> <li>• have the methodological skills and competencies necessary for the development of environmentally aware behaviour in pre-school children, with particular attention to the integration of children with special educational needs and children with special needs;</li> <li>• are capable of developing the habits, skills and abilities of pre-school children which are essential for the fulfilment of the school tasks of environmental education and the development of children's environmental awareness and behaviour;</li> <li>• the ability to shape the environmental attitudes and behaviour of pre-school children and, through them, their parents.</li> </ul>			
The general and kindergarten characteristics of environmental education and sustainability education:			
<ul style="list-style-type: none"> <li>• Methodology, subject, purpose and tasks of environmental education and education for sustainable development in kindergarten.</li> <li>• History of environmental education: "environmental education" in the 19th century, "environmental education" in the 20th century, characteristics and content of today's environmental education.</li> <li>• Analysis of the National Core Program for kindergarten education from the point of view of environmental education.</li> <li>• The possibilities of environmental education in the everyday activities of kindergarten life: play, work-related activities; learning, poetry, storytelling; singing, music-related plays, drawing, modelling, mathematics, physical activity and active knowledge of the external world.</li> <li>• Environmental education from a world perspective. Outdoor activities, forest kindergartens etc.</li> </ul>			
Methodology of environmental education in preschool, elements of modern environmental education work, developing the environmentally conscious behaviour of preschool children:			

- Objectives, requirements and characteristics of environmental education.
- Characteristics of learning in the process of environmental education in kindergarten.
- Skills and abilities required to implement the tasks of environmental education in kindergarten. The basic principles and laws of learning in the process of environmental education in kindergarten.
- The methods of environmental education in the kindergarten: pedagogical method, scientific methods.
- Working forms (methods) in environmental education.
- The tools of environmental education in kindergarten: types, requirements related to the tools, origin.
- Locations of environmental education: room, yard of the kindergarten, garden, walks and museum, zoo, natural habitats. excursions. Responsibilities of the kindergarten teacher in organising walks and excursions. Preparation for the environmental education work in kindergarten: continuous, constant preparation, preparation for one session, a specific session, and the structure of the project.
- Preparation of at least two session plans about the themes of active learning about the outside world (natural and/or social themes).

Traffic:

- Basic knowledge of traffic: rules of pedestrian traffic, vehicles, developing traffic skills..
- Skills and abilities required to learn and master traffic basics.

Species knowledge – plant and animals of natural tree-dominated communities

**KÖTELEZŐ IRODALOM**

Böddi, Z., & Serfőző, M. (2019). Brief introduction of preschools and preschool teacher training in Hungary. *Gyermeknevelés Tudományos Folyóirat*, 7(2–3), 187–194.

**AJÁNLOTT IRODALOM**

Józsa, K., Török, B. & Stevenson, C. (2018). Preschool and kindergarten in Hungary and the United States: A comparison within transnational development policy. *International Journal of Educational Development*, 62: 88-95.

Podráczky, Judit és Holló, Katalin és Borbélyová, Diana és Nagyová, Alexandra és Józsa, Krisztián (2024) *A Comparative Analysis of Hungarian and Slovakian Preschool Curricula*. In: Józsa, Krisztián és Borbélyová, Diana (Szerk.) *Diagnostic Assessment of School Readiness*. MATE Press, Gödöllő. pp. 31-62

Samuelsson, I. P., & Kaga, Y. (Eds.). (2008). *The contribution of early childhood education to a sustainable society* (pp. 1-136). Paris: Unesco.

**TUDÁS**

- Knows the basic documents of preschool education, and is aware of the general goals and tasks of preschool education, the forms of activity, their content and their connections.
- Knows the different levels of planning used in preschool education, the planning theory and methodology, and the connections and characteristics of each level.
- Knows the pedagogical possibilities of education for sustainability in own field and type of institution.
- Knows the methods of getting to know a preschool child.

**KÉPESSÉG**

- Based on the knowledge of the age and individual characteristics of the 3-7-year-old children can determine and select the appropriate educational and developmental goals, tasks and contents, and are also able to manage, facilitate, analyze and evaluate the pedagogical process in a differentiated manner.
- They can enforce the principles of education for sustainability in their activities

**ATTITÚD**

- Committed to the selection of strategies, methods, activities and the creation of a supportive environment that promotes the systematisation and expansion of the experiences and knowledge of the 3-7-year-old child and the group of children.
- Their personality is characterized by non-prejudice, tolerance, social sensitivity, and helpful attitude, they have an inclusive and multicultural approach, and they strive to promote the preservation and nurturing of cultural identity and to support the integration of children into the community.
- Accepts that preschool education is child-, game- and activity-centered, inclusive, and the pedagogical effects used in preschool education must be adapted to the child's personality.

**AUTONÓMIA-FELELŐSSÉG**

- Takes responsibility for the 3-7-year-old children entrusted to him, for the children's group, for his activities in the educational institution.
- They are responsible for the multifaceted and harmonious development of the preschool child's personality, and for the creation of the personal and material environment necessary for healthy growth and development.
- Takes responsibility for the decisions made during the planning of the preschool educational process and for the consequences of his pedagogical activities.
- Within its scope, it assumes responsibility for the conscious shaping of children's behaviour towards sustainable development.

**A tantárgyelem felelőse**

Név:	Bauer Zita	Beosztás:	mestertanár
Tudományos fokozat:	-		