# Course Description

# PEDB22-108 Developmental psychology

**Leading lecturer: Dr. Jármi Éva**

Aim of the course

Aims:gaining complex knowledge about psychological development and socialization processes, pointing out the role of development-promoting and inhibitory effects on what all supports an individual’s resilience to hardship. The course introduces the main theories and the fundamental approaches of development to promote their integration and highlight their significance in practice. It also provides an overview of the challenges and developmental tasks of different ages, as well as the factors that help and hinder adaptation and social well-being.

Results and acquired competencies

Knowledge:

* The student is informed about the scientific theories of reflection and self-awareness and also familiar with simple techniques of self-analysis and group process analysis which helps to analyse educational and learning support situations and to reflect consciously on one's activities.
* The student has a broad knowledge of mental health in the field of pedagogy and is familiar with the tools and techniques of maintaining mental health.
* The student is aware of the main theories about social and cultural phenomena and understands the fundamental connections between pedagogical phenomena and cultural-socio-economic phenomena.
* The students are familiar with the main theoretical approaches and fundamental theories in developmental psychology, and understand the relationship between their human and worldview explanations. They know how to use these in their practical work to support personality development.
* They know developmental milestones in different domains and different ages.
* They understand that the behaviour of the growing individual does not conform to universal norms.

Skills/Abilities:

* The student is able to analyse, interpret, and be conscious of his/her professional views and activities; to renew and transform them if necessary.
* The student is able to independently interpret and process professional texts in at least one foreign language to improve his/her professional development and to support others.
* The student can identify the main objectives and needs of pupils and groups of pupils in professional cooperation and create an open and flexible learning environment.
* The student is able to organise and evaluate open, and adaptable educational, learning environments in different locations of public education, social institutions, other institutions and organisations, in accordance with the objectives and needs of individual pupils and groups.
* The student is able to recognise the practical applicability of theories and apply them in everyday life.
* The student will be able to use the content of the subject to reduce inequality.

Attitude, view:

* The student accepts that conscious, analytical, and developmental support activity is essential in all areas of society and is committed to promoting this approach at a societal level.
* The student represents that there are different places, spaces, forms, etc. of education, teaching, learning and that the actors influencing the development of knowledge and human competence are culturally diverse and in social interaction.
* The student accepts that his/her professional self-development, continuous improvement, and lifelong learning is the basis for supporting the development of others.
* The student is committed to implementing and supporting a reflective professional role and therefore considers it important to know and to apply the methodology of self-reflection and self-analysis in his/her professional activities.

Autonomy, responsibility:

* Responsible for analyzing, impartially interpreting, and raising awareness of own professional views and activities. They are committed to their own development.

Major topics:

* Factors and principles determining development. The role of socialization. Review the most important milestones of development both in thematic and chronological approach.
* Resilience, psychological well-being. Fostering healthy development.
* Socialization agents. Family and development. Parenting style. Resources and risk factors. Violence in the family.
* Psychological theories and approaches to development. Review and comparison of differences in approach.
* Cognitive development. Piaget and Bruner's theory.
* The beginnings of development. “Competent newborn” and “smart baby”. Caregiver-child relationship, fostering. Attachment.
* Psychoanalytic approaches to development. Freud's psychosexual and Erikson's psychosocial theories.
* Preschooler children. Development of self-control. The role of play and fairy tale. The role of secondary socialization institutions (nursery school, kindergarten).
* Theories of moral development.
* In primary school – changes in development. School education. Self-image and self-esteem. The importance of the peer group in development. Self-efficacy, ego-flexibility.
* Adolescence is characterized by changes and difficulties in different areas of development. Stages, deadlocks, the process of identity formation. Risk behaviours in adolescents.
* Characteristics of emerging adulthood, early-life crisis. Peer relationships, career choice. Middle adulthood, mid-life crisis. Old ages.

Evaluation:

The courses can be accomplished by attending classes and completing homework. The theoretical part of the course can be completed with a test/quiz, the practical lesson can be completed by several optional subtasks.

Readings:

Cole, S. R., Lightfoot, C. & Cole, M. (2018). *Development of children 8th ed.* Worth Publishers.

Furman, W., & Lanthier, R. (2002). Parenting siblings. In M. H. Bornstein (Ed.), *Handbook of parenting: Children and parenting (2nd ed.)* (pp. 165–188). Lawrence Erlbaum Associates Publishers