**** **ESOGÜ Faculty of Education Primary Education Department (Preschool Teaching Program)**
 **Course Informatıon Form**

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| **SEMESTER** |  Spring |

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| **COURSE CODE** |   | **COURSE NAME** | Early Childhood Traditional Children's Games |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 8 | 2 | 0 | 0 | 2 | 2 | COMPULSORY ( ) ELECTIVE ( X ) | TURKISH |
| **COURSE CATAGORY** |
| **Professional Knowledge** | **Content Knowledge** | **General Culture Knowledge** | **Elective Course** |
|  |  |  | General Knowledge( ) Content Knowledge (X) |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| 1st Mid-Term | 1 | 30 |
| 2nd Mid-Term |  |  |
| Quiz |  |   |
| Homework | 1 | 30 |
| Project |   |   |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |   | 1 | 40 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | During the course it’s planned to inform about the content of cultural children’s plays and implementations. Also, its planned to create the application skills of cultural plays in the scope of the aims of the program. |
| **COURSE OBJECTIVES** | It’s aimed to establish the consciousnes of being an individual in a society by the cultural plays. So, this will make possible to cultural transfers and national consciousness.  |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | The course will help to create an awareness of culture and the teachers will be fulfilled in the best way. |
| **COURSE OUTCOMES** | 1. Describes the culture
2. Knows and tells the significance of national children’s plays and toys in preschool
3. Associates the national children’s plays with development stages of children
4. Explains the social roles of national plays
5. Explains the factors that effects the transfer of national plays
6. Prepares activities for transferring the national children’s plays
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| **TEXTBOOK** | Asuda Başal, H. (2018). *Geçmişten günümüze Türkiye’de geleneksel çocuk oyunları*.. Ankara: Nobel Akademik Yayıncılık.Poyraz, H. (2012). *Okul öncesinde oyun ve oyun örnekleri*. Ankara: Anı Yayıncılık. Güneş, M. Ve Güneş, H. (2011). *Öğretmenler ve öğrenciler için yaşayan çocuk oyunları*. Ankara: Anı Yayıncılık. |
| **OTHER REFERENCES** | Oğuz, Ö.M.; Ersoy, P. (2007). *Türkiye’de 2004 yılında yaşayan geleneksel çocuk oyunları.* Ankara: Gazi Üniversitesi THBMER yayını.Özdemir, N. (2005). *Türk çocuk oyunları I, II.* Ankara: Akçağ yayınları.Özhan, M.; Muradoğlu, M. (1997). *Türk Cumhuriyetlerinde çocuk oyunları.* Ankara: Kültür Bakanlığı Yayınları. |
| **TOOLS AND EQUIPMENTS REQUIRED** | - |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | What is National Consciousness? Its Significance and Role in The Society |
| 2 | The Significance and Necessity of Traditional Children’s Plays in Preschool |
| 3 | The Relationship between The Development Stages of Children and Traditional Children’s Plays |
| 4 | Explaining The Factors Which Effects The Transfer of Traditional Children’s Plays |
| 5 | The Ways for Encouraging The Traditional Plays |
| 6 | Traditional Plays in Turkey and Relative Societies |
| 7-8 | Mid-Term Exam |
| 9 | Traditional Plays in Turkey and Relative Societies |
| 10 | Observations For Traditional Plays in Children Areas |
| 11 | Examples For Activities for Transferring The Traditional Children’s Plays |
| 12 | Planning Activities for Traditional Children’s Plays |
| 13 | Planning Activities for Transferring The Traditional Children’s Plays |
| 14 | Evaluation of Activities |
| 15,16 |  FINAL EXAM |

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|  **NO** | **PROGRAM OUTCOMES** | 3 | **2** | **1** |
|  | Be able to use Turkish language suitable for rules, effectively and properly, and to communicate effectively with students.  |  | X |  |
|  | Becomes a teacher who believes in principles and reforms of Atatürk, believes in democracy and the rule of law, aware of Turkish national, spiritual, moral and cultural values, and shows awareness of them in teaching profession. | X |  |  |
|  | Have pedagogical knowledge about his/her profession area, knowing contemporary teaching methods and techniques, methods of measurement and evaluation and applies them. |  | X |  |
|  | Be able to use materials, information technology and communication technology for required preschool education . |  |  | X |
|  | Recognizes the pre-school education institutions, refers to the characteristics, have knowledge about features of preschool teachers.  |  | X |  |
|  |  Be able to follow current national and international development about preschool education field. | X |  |  |
|  | Be able to take responsibility individually and as a member of group to solve the problems faced in practice of preschool education field. | X |  |  |
|  | Be able to have knowledge and information about the management in preschool education institutions |  |  | X |
|  | Be able to design learning envoriments support individual and collaborative according children's development and cultural characteristics.  | X |  |  |
|  | Be able to collaborate with families, communities, and other individuals and to contribute to children's development and learning.  |  | X |  |
|  | Be able to use multiple tools and methods of early childhood assessments to continuously monitor and document children’s progress and to guide instruction. |  | X |  |
|  | Be able to prepare an implemention training plans according children's development characteristic , interests, needs, environmental and cultural features.  | X |  |  |
|  | Be able to to explain aims, principles, vision, mission, structure and functioning of Turkish education system, classroom management approaches and concepts related to education. | X |  |  |
|  | Acquire modern knowledge and practice skills about preschool education and child development. | X |  |  |
|  | Have knowledge about children’s cognitive, psycho-social, emotional, moral , language development, self-care skills, sexual development and physical properties in the preschool period.  |  | X |  |
|  | Have knowledge physiological and anatomical characteristics of preschool children and can evaluate them with the characteristics of physical development. |  |  | X |
|  | Be able to prepare an implemention the different activities, such as science mathematics, music, games, art, drama, Turkish language and literacy preparation, that support pre-school education. |  | X |  |
|  | Be able to recognize children who develop differently, to understand the characteristics of these children and be able to introduce special practices to support them both at home and school. | X |  |  |
|  | Follows innovations in educational technology, applies these innovations in the classroom environment.  |  | X |  |
|  | Provides individual and professional development by having lifelong learning awareness and learns learning to learn. |  |  | X |
|  | Reaches knowledge about her/his profession area by using a foreign language at a basic level. | X |  |  |
|  | Be able to recognize the general characteristics of parents who have children in the preschool period as well as the children's needs in health, nutrition, education, and be able to use basic first aid skills. |  |  | X |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):** Assistant Prof. Dr. D. Neslihan BAY **Signature**:

 **Date:**