**ESOGU Faculty of Education, Department of Elementary and Early Childhood Education, Early Childhood Education**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 171913013 | **COURSE NAME** | Language & Concept Dev.ın Early Childhood |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | | **COURSE OF** | | | | | |
| **Theory** | | **Practice** | | **Labratory** | | | **Credit** | **ECTS** | | **TYPE** | | **LANGUAGE** |
|  | 2 | | 0 | 0 | | | | 2 | 4 | | COMPULSORY ()  ELECTIVE (X ) | | TURKISH |
| **COURSE CATEGORY** | | | | | | | | | | | | | |
| **Professional Knowledge** | | **Content Knowledge** | | | | | **General Culture Knowledge** | | | **Elective Course** | | | |
|  | | %100 | | | | |  | | | General Knowledge( )  Content Knowledge ( X ) | | | |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | | | |
| **MID-TERM** | | | | | | **Evaluation Type** | | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | | 1 | 40 |
| 2nd Mid-Term | | | | | |  |  |
| Quiz | | | | | |  |  |
| Homework | | | | | |  |  |
| Project | | | | | |  |  |
| Report | | | | | |  |  |
| Others (………) | | | | | |  |  |
| **FINAL EXAM** | | | | | | Homework- Project | | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | |  | | | | | | | |
| **COURSE DESCRIPTION** | | | | | | Theoretical approaches about language acquisition, language and concept development in preschool period, the importance, scope and role of teacher in literacy studies, inclusion of literacy studies in education program. | | | | | | | |
| **COURSE OBJECTIVES** | | | | | | Language and literacy development in early childhood, pre-literacy and pre-literacy activities, teacher's role, preparing literacy based learning program and learning environment, acquiring basic knowledge and skills related to evaluation of literacy studies. | | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | | Explain the development of language and concept in early childhood, the factors affecting it and the role of the teacher. Explain the scope of literacy studies in preschool education and applications for improving literacy skills. Be aware of the importance of preschool education programs, teachers and learning environments in developing literacy skills. Evaluates the application examples related to read and write preparation studies. Prepare educational programs and educational environments to develop literacy skills. | | | | | | | |
| **COURSE OUTCOMES** | | | | | | At the end of this course, students; 1) Learn the sounds, symbols used in the language and how they come together. 2) To be able to have information about the provision of stimulants and setting up suitable environments to support the child's language development process. 3) Gains knowledge of the process of using language as a communication tool. 4) Students will have information about the features and programs of children with language delay and language disorders. | | | | | | | |
| **TEXTBOOK** | | | | | | Temel, F. (2014). Erken çocuklukta dil edinimi. Ankara: Vize Yayıncılık | | | | | | | |
| **OTHER REFERENCES** | | | | | | Diken, İ. H. (2012). Erken çocukluk döneminde dil becerilerini geliştirme. Maya Akademi. Temel, F. (2014). Erken çocuklukta dil edinimi. Ankara: Vize Yayıncılık | | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | | Computer and data show | | | | | | | |

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| **Course Syllabus** | |
| **Week** | **Topıcs** |
| 1 | Definition of language and its importance in our daily lives |
| 2 | 0-3 age language development process |
| 3 | 3-6 age language development process |
| 4 | Stages of language development process |
| 5 | Components of language |
| 6 | Opinions about language development |
| 7-8 | MID-TERM EXAM |
| 9 | Physiological foundations of speech and language |
| 10 | Concept development process and its features |
| 11 | Concept development between 0-3 years |
| 12 | Approaches to concept development |
| 13 | Relationship between concept and language development |
| 14 | Classification of Concepts |
| 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, and needs, environmental and cultural features. | X |  |  |
|  | Be able 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):**

**Signature**: **Date:**