

# ÉGIGÉRŐ PEDAGOGICAL PROGRAM

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### **Legislation currently governing the preparation of the pedagogical program**

- Act CXC of 2011 on National Public Education. law
- 363/2012. (XII. 17.) Government Decree on the National Basic Program for Preschool Education
- 20/2012 (VIII. 31.) EMMI Decree on the operation of educational institutions and the use of names of public educational institutions
- 32/2012. (X. 8.) of the EMMI on the issuance of the directive on the education of children with special educational needs in kindergartens and the directive on the school education of pupils with special educational needs
- 2003 CXXV. Act on Equal Treatment and the Promotion of Equal Opportunities
- 326/2013. (VIII. 30.) of 1992 on the promotion system of teachers and the legal status of civil servants. on the implementation of the law on public educational institutions
- 2011 CLXXIX. Law on the Rights of Nationalities
- 1997 XXXI. TV. on Child Protection and Guardianship Administration
- The XXVI. Law on the Rights and Equal Opportunities of Persons with Disabilities

- 15/1998 (IV.30.) NM on the professional tasks of child welfare and child protection institutions and persons providing personal care and the conditions of their operation
- 229/2012. (VIII. 28.) on the implementation of the Act on National Public Education
- 121/2013. (IV. 26.) on the Office of Education
- The founding document of the kindergarten

Égigérő Pedagogical Program was prepared using the national basic program of Ó kindergarten education . The program builds on family education because we believe that educating children is primarily the right and duty of families. According to our intentions, our program will help the versatile harmonious, differentiated development of the personality of 3-7 year old children entering our kindergartens and ensure the kindergarten childhood years lived in carefree love.

## **I. INTRODUCTION**

The Égigérő Kindergarten will open in September 2022 and is maintained and operated by the Childhood Foundation. We are proud of our kindergarten, which is located near the Danube in the XI. It is located in one of the most beautiful and secluded parts of the district, in our surroundings there are parks and pedestrian streets. In our kindergarten, four groups of children have 100 beds, spacious playgrounds, corridors, a gym, a development and a salt room. The gym is spacious and features a ribbed wall, a mirror, a climbing wall and lots of exercise equipment. In the specially glazed salt room, children can enjoy the beneficial effects of Praid salt by playing in the salt sandpit. In the development room, playful sessions take place in small groups or even individually. The group rooms are characterized by a cheerful colorful sofa , so a friendly, modern atmosphere awaits the children who come here. The playfulness of the building is ensured by the colored circles painted on the floor and the colorful graphic signs on the wall. Children's works can be placed on advertising spaces by teachers. An important aspect in the design of the institution was the development of environmentally conscious solutions and the application of smart solutions.

Our kindergarten is covered with spacious, modern equipment with shockproof coverings, so children can spend as much time outdoors as possible. The children's mobility needs are provided by the bicycle and football field, supplemented with water games, climbing frames, nest swings , slides and carousels. Ice cream dumplings are a popular place for children who want to talk and tell stories.

We strengthen the relationship between the family and the kindergarten through a number of joint events. Some of the programs and sports facilities take place in the kindergarten. For outdoor programs, we transport children with all modern minibuses equipped with safety and comfort equipment.

Children eat four times a day (breakfast, ten o'clock, lunch, snacks), the diet is very carefully put together to be delicious and varied. Children receive fresh vegetables and fruits every day.

We pay close attention to the fact that the food provided for children is low in sugar and low in saturation be fatty .

To achieve this, we constantly consult with the service provider's dietitian. We also consider eating habits at home (such as a vegetarian diet) and make sure that food-sensitive children receive separate, safe food.

We help your child develop in preparation sessions, but make sure you also have time to stay a child.

Today, every parent wants their child to learn a foreign language to thrive in the world more easily. Our kindergarten offers the opportunity to get acquainted with a foreign language, our main goal is not to develop "language skills", but to develop the personality in a bilingual environment, to arouse interest in the language, to create a positive emotional relationship.

Our kindergarten teachers have graduated from college, the nanny aunts have health experience and a high school diploma.

Our mission

During the existence of the kindergarten, our educational body develops the values and traditions - which results in a child-friendly atmosphere that takes into account the individual needs of children and satisfies their current needs, which promotes the realization of the kindergarten image formulated.

characterizes our pedagogical work the attitude of helping, supporting and accepting the adult-child and child-child relationship. Kindergarten teachers consider it an important task to create safety and tranquility in kindergarten groups. The praiseworthy attitude of the teacher, the strengthening of the positive behavior, the formation and development of the positive “I” image of the child. We strive to build and maintain an empathetic, collaborative relationship with each of the families who come to us for the healthy personality development of our preschoolers.

Building on the children's knowledge and curiosity, we strive to provide the necessary conditions for children's development. Our basic task is to satisfy the physical and mental needs of children. We consider it the task of our kindergarten to strengthen its role in creating opportunities and compensating for disadvantages.

To this end, it considers it important:

- the involvement of the board of education in comprehensive, institution-specific development programs supporting internal institutional innovation,

- the establishment, operation and maintenance of local, territorial and regional cross-sectoral cooperation in order to achieve the set goals,
- strengthening the inclusive education of the kindergarten,
- complex development necessary for the provision of quality education , as well as the **promotion of the learning success of children at risk of dropping out, the creation of equal opportunities .**

## II. PICTURE OF CHILDREN, KINDERGARTEN

### 1. *Child picture*

The basis of our child's picture:

- basic respect for the child,
- the caring love needed to unfold the personality of the child.

The child is a sensitive, developing personality with varying spiritual needs from individual to individual. Our child-centered, inclusive kindergarten education strives to satisfy them and to fully develop the child's personality; we consider it our task to explore the strengths and weaknesses, to develop the harmonious personality traits, to consolidate the values, to ensure equal opportunities, and to establish the competencies .

Working with families, complementing and supporting their educational activities - emphasizing the spontaneous maturation of children, we want to raise children, most of whom are ready to start school by the end of preschool.

We consider it important to strengthen the unity of speech and thinking in action and activity, and to organize educational and skills development processes based on the joy of discovery through experience, the basic condition of which is the application of a flexible daily routine and a consistent system of habits.

With equal access for children, we provide the same high quality activities in which they can participate actively and motivated according to their interests, development and abilities.

A child's personality can be developed and evolved most effectively through activities; thus, as a result of common experiences, our children become able to create imaginative, imaginative creations; they dare to express their thoughts boldly; - become curiously receptive, deeply playful, active, adaptable children , who are confident in the natural and social environment around them.

Our goal is to develop:

- flexible adaptation to change, ability to influence,
- critical thinking, decision making,
- k conflict management ability,
- the ability to protect the environment and adapt it accordingly,
- ability to think environmentally conscious,
- preservation and importance of physical and mental health,
- knowledge and protection of culture, homeland,
- ability to follow technical and scientific progress,
- ability to humanly shape human relationships,
- the ability of unconditional love
- the ability to act even when others are indifferent,
- they have the ability to be creative,
- their ability to distinguish between good and bad, right and wrong,
- equal respect for the rights and needs of the individual and society.

## **2. *Kindergarten picture***

In our Égigérő Kindergarten, in addition to their family experiences, children can experience belonging to a larger community that provides emotional and physical security through their activities, educational impacts, and environment. Through the work of the adults working here, the kindergarten provides an opportunity for the child's multifaceted development, it provides an opportunity to develop individual abilities. The educational development work in our institution is adapted to the age and development of the children, which is reflected in our agenda, our weekly schedule, the forms of activities offered, the knowledge conveyed to the children, the content of education, and our learning organization procedures.

The most important environmental relationship of a child is the family. Our kindergarten, based on family education, and in cooperation with parents, consider education based on children's activities and the encouragement of self-expression to be our essential tasks. The forms of our cooperation with families are varied, from the personal contact to the multi-person events to the opportunities that the kindergarten and the family create. In our education, we pay special attention to the preservation of environmental social and natural values and the formation of environmentally conscious behavior.

We strive to provide our children with abilities and skills that will help them integrate into the school community.

**Our goal is to take** advantage of the potential of play and thereby increase children's knowledge of the world around them. In kindergarten, while performing its functions, children create the **internal psychological conditions for the transition to the next stage of life - the school age**.

In our kindergarten, children discover their environment through play and play, and they also recognize their own possibilities and limitations. Their tendency to discover, their curiosity, their desire to act, the need to be compared to an adult, their motivations for socialization elevate the game to the rank of a psychic need. In our kindergarten, the role of the kindergarten teacher is different in two forms of play - free play and initiated or otherwise inspired pedagogical play.

#### *Principles of our kindergarten education*

Kindergarten upbringing and family upbringing serve child development together, the upbringing of a child is primarily the responsibility of the family, and in this process we attribute a complementary role to kindergarten. Our main goal is for children to learn the habits of coexistence in cooperation with their peers and adults, to learn to listen, to adapt, to empathize with each other while tolerating each other's otherness. We are working to continuously improve the conditions for the success of this task **by implementing targeted and personalized interventions following the identification of factors that increase vulnerability to dropout**. To achieve our goals, we need the support of our partners. The wide-ranging professional training, innovation aspirations and commitment to quality of our employees are the guarantee for achieving our goals.

We create a **supportive learning environment in** which all the conditions are in place for children **to develop their learning abilities optimally**. Our goal is to **establish the need and ability for lifelong learning by developing** our children's learning competencies in accordance with their individual abilities. We also apply the principle and practice of lifelong learning in our environmental education for sustainable development. Suitability for lifelong learning means the early identification of the needs and motivations for many learning situations and challenges, reinforcing the preventive function of kindergarten. We strive to implement an education aimed at the digital citizen of the information society and the use of ICT tools that **provide flexible learning pathways, while strengthening the specifics of age**. In the case of children who are lagging behind in learning and education, we identify the

reasons for their lagging behind and drop out, **we provide an individual development plan, and we measure and evaluate our results.** In our work, kindergarten teachers perform their educational work in a variety of individual ways.

Our pre-school education ensures the physical, mental, intellectual and moral development of children:

- Developing individual skills through differentiated treatment.
- By accepting and accepting otherness.
- By respecting freedom of play, through activities, the transmission of *educational* content and human values adapted to the age and individual abilities of the child.
- By creating a child-centered, experience-based kindergarten life in which children can get to know themselves.
- By conveying value to families and children.
- Applying non-discriminatory co-education and acceptance throughout preschool life.
- In the pre-school education of children belonging to national, ethnic and forced minorities, by ensuring the preservation, care and strengthening of their identity.

### 3. Objectives of our program

- Promoting the versatile, harmonious development of children's personalities by providing a **wide variety of activities** .
- Creating an opportunity for upbringing in a familiar, cheerful atmosphere, taking into account the age and individual characteristics of the child's personality.
- The upbringing of socially cultured children who meet social norms, in whom we sow the faith in itself and nurture this seed, is raised in the safety nest of the kindergarten.
- We will continue the loving upbringing of the family, and we will complement and develop it in a completely new way. Our **achievements together form the basis of school education**.

The purpose of our kindergarten education is:

- a loving, experience-based, activity-oriented, child-centered kindergarten life based on and complementing family upbringing ,
- educating open, interested children who are well-versed in the environment, looking for solutions to problems ,

- developing individual abilities while respecting children's freedom to play, knowing their different individual needs and characteristics,
- the harmonious development of the personality of the children, the reduction of their disadvantages, the versatile development of their abilities and competencies through complex activities,
- ensuring equal opportunities by integrating disadvantaged migrant children,
- full unfoldment of personality.

#### 4. Our pedagogical image

The successful implementation of our program presupposes an educator who is creative, able to constantly innovate, positively conveys national and human values, cooperates, experiments, is tolerant of following the needs of children, is empathetic, and stands for his profession.

- Love, understanding, initiative, suggestive power, openness, honesty.
- Socially sensitive with appropriate expertise and communication skills
- Empathy , optimism, tolerance, sense of humor, flexibility are characteristic.
- He has adequate self-knowledge, professionalism and exemplary behavior.
- His work is characterized by accuracy, regularity and predictability.
- Expected special skills:
  - communication skills (verbal and metacommunication),
  - communication and shaping ability shared attention
  - ability to organize
  - pedagogical tact,
  - imagination - sophistication,
  - professional self-education and conscious personality development, self-reflectivity

Its relationship with children is characterized by :

- he educates with his whole personality
- serves an appropriate, expected pattern,
- the relationship, speech and tone of adults are exemplary for children, they work in any field of work
- exercise consistent love
- he forms with wisdom, he directs, he is consistent, he is just
- trustworthy, respectful, family loving

- cultured, well-groomed, appearance moderate

**Relationship with co-workers:**

- open, honest, humble
- it preserves and enhances the professional authority of everyone
- seeks mutual assistance and peace
- conflicts , it helps to resolve it through discussion
- it is important that kindergarten teachers who work together are able to work together in the professional field as well as in their personalities in a way that benefits children.

**Relationship with our kindergarten :**

- strives to build a community of co-workers, an active member of it
- knows the history of our kindergarten
- keeps and keeps the rules and regulations of our kindergarten.

**Relationship with parents and families :**

- seeks a relationship based on a positive set of values
- his demeanor is honest but not intrusive
- educators are expected to be aware of the challenges and role expectations that parents with small children face today.
- an open- minded , accepting attitude, able to shape their relationship with parents in an open, partner-friendly way, support them in their children's upbringing, in their role as parents, promote and encourage the involvement of families in the life of the institution
- in order to develop children effectively, it interprets the family as a system, builds on the involvement and active participation of parents
- provides a supportive environment for strengthening the parenting competencies of parents, developing parental resilience and using support services

Kindergarten teachers also involve pedagogical assistants and nurses in the planning and implementation of community life and healthy lifestyle habits. As members of the community, they all take responsibility for achieving their common goals and objectives. In professional work, they help to create the best solution with an open opinion.

We strive to help parents in our preschool children learn about our program and identify with our educational goals. Cooperation for children is a cornerstone of pre-school education .

### III. TASKS OF PRESCHOOL EDUCATION

#### *General tasks of kindergarten education*

Preschool education is responsible for meeting the physical and mental needs of a preschool child.

We consider it our basic task to ensure the development of children, to prepare them gradually, but especially in the last year, **at the beginning of compulsory schooling, for school education.**

Contents:

1. shaping a healthy lifestyle,
2. emotional, moral, and value-oriented community education,
3. implementation of mother tongue, intellectual development and education

#### **1. Shaping a healthy lifestyle**

During the time spent in the institution, all children should benefit from the implementation of health education tasks that effectively improve their overall physical and mental well-being, health and well-being, and cover the whole kindergarten life and are important for the development of children's personality. **Our goal** is to prepare the child to protect his or her health and to develop a healthy, hardened, load-bearing personality. Health can be identified with a state of physical, mental and social harmony. It is important that our preschoolers and the adult community of the institution recognize the value nature of health. **Another goal of education for a healthy lifestyle** is to shape the need of children to live a healthy life and to promote their physical development.

- Establish a healthy lifestyle for children.
- Achieve daily movement development through training, free or organized movement activities, and movement games.
- protection, training, protection and preservation of the physical and mental health of children.

- shaping children's need for a healthy lifestyle,
- acceptance of difference, development of helpfulness,
- ensuring and implementing a healthy diet, in particular, reducing the consumption of high-sugar foods and beverages, foods high in salt and saturated fat,
- encouraging the consumption of vegetables and fruit and dairy products,
- providing a healthy and aesthetic environment in which they can travel safely and boldly.
- with the development of their positive emotions, they may feel motivated to protect their environment.
- caring for children, meeting their physical needs, creating a sense of well-being and security for the little ones
- within the framework of a flexible agenda to shape healthy lifestyle habits / body care, eating, dressing / shaping, so that children can serve themselves more confidently and independently
- shaping brushing, dressing, resting, disease prevention and health habits through exemplary adult behavior
- By satisfying their need for movement, we promote the development of harmonious, organized movement, which also has a positive effect on the development of their physical abilities.
- of prevention and correction supporting health education with the involvement of the parent, kindergarten teacher and special specialists

**Our tasks:**

- providing a healthy and safe environment, a homely, cheerful, relaxed atmosphere for the development of children.
- acquiring appropriate health and hygiene habits, brushing teeth, dressing, resting, disease prevention and health maintenance habits.
- providing a continuous, flexible agenda that adapts to the child's different pace of development, pace of life, and striving for freedom and independence.
- protection and training of children's health (breathing, healthy and vitamin-rich diet, peaceful rest)
- ensuring healthy nutrition, monitoring and registering the child's development, initiating and organizing specialist / expert examinations if necessary

- achieving a healthy diet, in particular by reducing the consumption of high- sugar foods and beverages, foods high in salt and unsaturated fats , and encouraging the consumption of fruit and vegetables and dairy products.
- children who are difficult to socialize, develop more slowly or have special abilities require special care - differentiated development; with the involvement of an appropriate professional
- habits related to the protection and preservation of the environment , establishing environmentally conscious behavior.
- feed children and protect their health by involving families and learning about their home habits .
- implementation of health protection with the involvement of specialists from the pedagogical service, also using preventive and developmental procedures.

## **1.1. HEALTH DEVELOPMENT PROGRAM**

Tasks of health promotion

- 1.1.1. Somatic health promotion (education for a healthy lifestyle)
- 1.1.2. Psychohygienic health promotion (mental health promotion)
- 1.1.3. Socio-hygienic health promotion

### **1.1.1. Somatic health promotion tasks**

*General goal and task :*

Somatic education encompasses the educational tasks of getting to know and familiarize the body and the body as a basis for knowledge of health protection, conscious health-protective behavior, as well as mental hygiene and the formation of movement habits.

of Kindergarten Education , as well as the protection of the child's health, health promotion, and the preservation of life and physical integrity.

#### ***Areas of somatic education***

- 1.1.1.1 development of personal hygiene
- 1.1.1.2 development of environmental hygiene
- 1.1.1.3 developing the need for healthy eating
- 1.1.1.4 education for disease prevention
- 1.1.1.5 daily regular exercise, exercise

1.1.1.6 education for the prevention of accidents, first aid

**1.1.1.1. Improving personal hygiene:**

Personal hygiene education includes the physical care of the child, the satisfaction of his or her physical needs, and the protection of physical integrity. By this we mean keeping the body clean, caring for the skin, teeth, mouth, hair, senses, nails. The most intimate hygienic activity, knowledge. We also consider it important to shape the habit of healthy clothing and proper dressing, as well as the hygiene and storage tasks of clothing.

**Our goal:** to create a need for personal hygiene, to protect the health and physical integrity of children

**Our task:** getting used to basic hygiene tasks, practicing, checking and continuous correction .

Ensuring the conditions:

- All children are provided with their own personal equipment - towels, combs, brushing equipment, bed linen.
- In the changing rooms there is a locker (shelf) with a sign for all children, where their own clothes, change clothes, gym bag and shoes are stored.
- We have a sufficient number of washbasins and liquid-soap dispensers to suit the size of the children.
- The children's washrooms have a sufficient number of child-sized toilets, in which we solve intimacy with a door.
- A paper handkerchief is always available for wiping and blowing the nose for children, and we also take care of its hygienic storage.
- Water consumption is available for all children at any time of the day, for which the marked glasses are placed at an accessible height. During an epidemic, we pay close attention to compliance with hygiene rules.
- skin-friendly disinfectant for children and adults to prevent the spread of viruses .

**1.1.1.2. Improving environmental hygiene**

The tasks of health education can only be realized in a healthy kindergarten environment, the arenas of which are the group room and related rooms, as well as the yard of the kindergarten.

**Our goal :** to create the need for environmental hygiene and receptivity in children, to establish an environmentally conscious, environmentally friendly way of life.

**Our task** is to recognize the environmental activities in the kindergarten and our immediate environment, to establish a positive relationship with our environment and to develop habits of environmental behavior. Getting used to the right environmental hygiene activities by setting an example, involving them in the work, practicing.

Ensuring the conditions:

Optimal design and arrangement of the children's environment, with which we provide sufficient space for activities.

**1.1.1.3. Ensuring the conditions:**

- During the preparations with the children, we provide the conditions for a cultured meal: the necessary utensils (plates, cutlery, glasses, tablecloths, napkins) are available in the right size and quantity, in an accessible place, stored safely.
- We teach children the names of the foods served, and when introducing an unknown food, we think of the child tasting it first, so we provide entertaining knowledge about the food. We don't force the food, but we offer it, we try to make the new flavors fall in love with it.
- We introduce children to natural sources of vitamins, fruits, vegetables, plant seeds rich in various minerals. In order to enjoy a healthy diet, we organize vegetable and fruit days in groups with the support of parents.
- The feeding of children with special dietary needs is solved in consultation with the cooking kitchens, we pay special attention to the eating of these children (milk-sensitive, gluten-sensitive).
- We ensure continuous hydration at any time of the day.
- We pay close attention to the eating habits of children (indirectly families).
- In the case of an eating disorder - overweight, abnormally picky children - we keep in mind the importance of working with the family.

**1.1.1.4. Education to prevent disease**

We consider education to prevent infectious diseases. The basis of prevention is the observance of personal hygiene, regular washing of hands, use of handkerchiefs, keeping common objects and toys clean.

**Our goal** is to develop good health habits.

**Our task** is to prepare children for the prevention of the most common diseases by practicing knowledge and practicing the right behavior, and to practice the forms of behavior necessary for defense.

Ensuring the conditions:

- We provide all children with individual toiletries (towels, toothbrushes, toothbrush cups, combs), which we pay close attention to during cleaning and disinfection during the seasonal illnesses, and take care of their replacement if worn out (eg toothbrushes).
- By observing the hygienic rules and practicing the correct behavioral habits related to the prevention of diseases, we ensure the enhancement of the general defenses of the children's body and the prevention of diseases.
- seasonal infectious diseases - with the help of parents - we provide vitamin-rich vegetables and fruits, we emphasize the importance of consuming them.
- During this period, we pay close attention to compliance with hygiene rules. ( intensive ventilation, use of handkerchiefs, disinfection)
- In order to prevent diseases, we create the conditions necessary for the training and regular movement of children in accordance with the seasons, and we take advantage of all the opportunities for breathing, walking and hiking.
- To protect healthy children, we isolate the child when they become ill in kindergarten and make sure they receive adequate care as soon as possible.
- When recovering from an illness, we enforce the rules for returning to the community.
- We maintain regular contact with the kindergarten nurse and, if necessary, introduce multiple screenings (eg head lice).

**1.1.1.5. Realizing everyday movement**

The modern age and the technologies that go with it are driving the rising generation to a sedentary lifestyle. Deterioration in physical performance can lead to a decline in mental ability in the long run. To prevent this, our kindergarten provides daily exercise to promote the healthy physical and mental development of children. The versatile system of activities and tasks of the movement weaves through our whole preschool life . In movement competitions, children experience both success and failure. This is how they learn to handle them. As they move together with joy, their social relationships also expand.

This field of education means the shaping of the locomotor organs, the development of basic movement skills, education for exercise, and the realization of various movement activities. It includes training the body, getting used to the cold and warm up, gradual physical exertion, and physical education classes in kindergarten.

**Our goal** : to arouse the need for exercise, to be outdoors, to make regular exercise a habit , and to establish a healthy lifestyle.

**Our task** is to satisfy the children's need for movement, to maintain the natural mood, to train the body, to improve their physical strength and endurance, to adapt to the weather and to develop their load-bearing capacity.

Ensuring the conditions:

- We provide the opportunity for the tournament, the player's movement under the right conditions in the gym or in the group room, and in the open air, with and without equipment, in spontaneous or organized form every day.
- Our ongoing task is to positively reinforce physical activity, teach the necessary and sufficient rules, and monitor children's load-bearing capacity, physical development, dexterity, and endurance.
- When organizing physical education classes, we apply the main principles, so we take into account the specifics of age and individual abilities.
- Where possible, we organize these activities outdoors and, for the most part, implement them through movement games, with gradual difficulty in the tasks.
- We pay special attention to creating a sense of safety for children and to complying with accident prevention and hygiene rules. Sufficient, transparent location, safe equipment, good ventilation, clean floor.
- physiology recovering from the disease , as well as to children who need special attention.

**1.1.1.6. Education and first aid for accident prevention**

It is not enough to protect health, but it is also necessary to protect life by preventing unexpected events and accidents. Because preschool children have no sense of danger due to their age, it is our job to maintain their physical integrity and draw their attention to the dangers of the environment. A child accident is any accident that occurs when the child is under the supervision of a kindergarten. Taking care of the child's physical integrity and moral protection extends from entering kindergarten to leaving it legally, as well as during programs outside of kindergarten.

**Our goal** is to protect the health and physical integrity of children.

**Our task** : health protection, accident prevention knowledge, development and practice of health protection skills, control, continuous correction .

Ensuring the conditions:

- At the beginning of the year and beyond, we will discuss the accident prevention rules for the interior and exterior of the nursery, as well as the correct and incorrect behaviors, as needed.
- We teach our children the correct behaviors that need to be followed to avoid accidents.
- We introduce and practice with our children the safe use of toys, utensils, cutlery, and tools used in activities.
- We introduce the rules of the traffic to the children in the real environment during walks , and we also practice them during situational and rule games.
- With a similar pedagogical awareness, initiating situational games, we turn to the rules for the use of household appliances in households.
- In accordance with the prescribed regulations, we ensure that the chemicals used in the kindergarten are placed in a lockable cabinet and that all other information contained in the accident and fire protection instructions is observed. This is the duty of every kindergarten worker!
- of teachers and colleagues in the field of education in order to acquire and expand first aid knowledge.

**The tasks of the kindergarten teacher during the accident prevention and the accident:**

- It is necessary to create an environment that is suitable for the development of habits and behaviors related to accident safety, and to develop the child's behavior-seeking behavior.
- If an accident occurs in kindergarten, an ambulance, a doctor must be called immediately after the first aid is given, and the parent must be notified.
- Institutional protective and protective regulations must be laid down in the basic documents of the kindergarten.
- Accidents involving children in an educational institution must be recorded. Accidents involving children with an injury that heals beyond eight days should be investigated immediately.
- The kindergarten must allow the participation of the parent organization and community in the investigation of children's accidents.
- The institution must take the necessary measures to prevent similar accidents.

**1.1.2. Psycho hygienic health promotion**

The goal of developing physical and mental health is to promote balanced mental development, support the child's adaptation to the environment, and have a positive impact on the child's personality development.

A Nkt.62. Pursuant to Section (1) (g), the teacher is obliged to make all possible efforts to improve and preserve the child's physical health:

- information, compliance with and enforcement of work and accident prevention regulations,
- by identifying and responding to emergencies, involving the parent and, if necessary, other professionals.

The development of mental health in the daily practice of pre-school education cannot be considered a separate task, but an integral part of every moment of education. In the interests of mental health, we strive to achieve an optimal agenda, to achieve the harmony of mental work, and to create the need to live a life in accordance with the principles of a healthy lifestyle. Our goal is the all-round development of the personality, which makes the child fit for the full performance of his / her tasks, while striving for inner harmony with himself / herself and with his / her environment (natural and social) psycho-social balance.

Our task is to ensure the social security of children, to promote the free development of their talents, abilities, aspirations, personality traits, to process lasting psychological stress, to develop harmonious relationships and the ability to empathize .

### ***Areas of psycho-hygienic health promotion***

- 1.1.2.1. Healthy living
- 1.1.2.2. S troubleshooting
- 1.1.2.3. Prevention of unhealthy habits
- 1.1.2.4. Emotional education

#### ***1.1.2.1. Healthy living***

The content of a healthy lifestyle in kindergarten means keeping the rules of a healthy lifestyle, preventing social disorders, early prevention and correcting unhealthy habits .

Our goal is to protect the child from the harmful effects on his nervous system.

Our task : to ensure the healthy development of the personality, to protect the child's nervous system and spiritual life from harmful effects, nervous system-psychological overload, exhaustion.

Ensuring the conditions:

- When designing our kindergarten agenda, we always strive to ensure continuity while being flexible.
- Some of the activities on the agenda provide opportunities for children to take action and relax.
- Regularly recurring and repetitive activities provide emotional security for children.
- We strive to build and maintain balanced social relationships, prevent antisocial behaviors, and manage conflicts.

***1.1.2.2. Stress relief***

Stress is the body's ability to adapt to external stimuli that is finite and exhausting. The importance of its elimination lies in the elimination of the effects that cause damage, strain the nervous system, cause behavioral disorders and psychosomatic complaints.

Our goal is to protect the nervous system and mental health.

Our task is to eliminate stressful situations by avoiding the effects and situations of stress and to compensate for the effects of stress .

Ensuring the conditions:

- We strive to ensure that the exterior and interior of the kindergarten radiate safety and that the furnishings are adapted to the size of the children.
- We try to eliminate disturbing stimuli, such as continuous loud noises, vibrating light.
- Our agenda ensures regularity and flexibility in all cases.
- Avoid urging and waiting.
- We try to deal with conflicts , to teach children the right behavior by setting an example.
- Among our educational methods, conversation, listening and personal attention play a key role.

***1.1.2.3. Avoiding unhealthy habits***

Psychohygienic and educational tasks include the prevention of unhealthy habits.

Our goal is to introduce children to a health-protective model that protects them from harmful passions later in life.

Our task : to make children aware of the activities that lead to the protection and strengthening of health, the importance of proper nutrition, exercise and personal and environmental hygiene. The best example of this is a good lifestyle and a harmonious, cheerful atmosphere.

*Emotional education*

characteristic feature of a preschooler is the emotional control of the behavior. It is therefore essential that you be surrounded by security, homeliness, a cheerful, loving atmosphere during your preschool life.

Our goal is to create personality traits and behaviors that meet the expected emotional, moral and community standards by creating a permanent set of values.

Our task is to establish an optimal emotional and social attitude by developing the child's abilities. Creating emotional security through love and respect, which promotes the development of self-confidence and a positive self-image.

Ensuring the conditions:

- Our main task is to develop children's ability to integrate and integrate them into groups.
- We pay special attention to the integration of disadvantaged children with special educational needs.
- Developing the ability to adapt in a group is an important task, such as the development of health-protecting, law-abiding behavior, behavior that adapts to natural and social conditions, respect for human relationships, and polite behavior and acceptance of cooperation.
- Our entire preschool education is permeated by the confidential, tactful, and accepting behavior and love of a child-adult.
- We strive for these values to be present in the child-child relationship as well.

### **1.1.3. Social health promotion**

Social hygiene health promotion encompasses the tasks of health education arising from social coexistence. It is characterized by social, community coexistence, a common set of values, a common goal and action . In addition to the family, the kindergarten is the first organized community of a small child, which regulates its social and social life within its social educational function .

Our goal is to prepare the child for inclusion in the community, to be accepted as an equal person, to educate them to participate in cooperation by experiencing loving community experiences.

Our task is to teach children to resolve conflicts in an undisturbed, balanced pedagogical atmosphere, through the formation of harmonious relationships, through the balance of the individual and the community . By developing the personality creatively, following an

appropriate pattern - imitation, identification, encouragement after motivation, motivation - develop habits that help them to integrate into other social communities.

***of socio-hygienic health promotion:***

- Ensuring equal opportunities and inclusive education
- Health propaganda

Our goal is to accept children into the community, to accept them as equal people, to create a kindergarten atmosphere in loving cooperation. The aim of integrated pre-school education is to provide children with a need for special treatment or social disadvantage aged 3 to 7 during normal pre-school education, in accordance with the requirements set out in the National Basic Program of Pre-school Education and in accordance with our founding document . in addition to development, by exercising their rights as children, prepare them socially, intellectually and emotionally to become mature in school life.

Our task is for the kindergarten teacher to accept the otherness towards the children's community. All children have the same rights, regardless of their origin, gender, nationality, religion or physical injury.

**Ensuring the conditions:**

- We ensure a safe, loving atmosphere, and in addition to establishing the right rules for self-assertion, we consistently adhere to the right way to adapt to each other.
- We strive to ensure that all children can participate in organized kindergarten programs with similar rights, and it is the responsibility of every kindergarten teacher to help.
- In accordance with the expectations set out in the law, we are open to the tasks of integrative education, keeping in mind the objective possibilities of our institution. Our memorandum of association does not include an obligation to provide special care for children with SEN.
- We use the help of the right professionals to educate children with SEN who require special attention.

**Health propaganda**

Health propaganda means the wide dissemination of health policy measures, the understanding and liking of social policy decisions, and the mobilization aimed at their implementation. This is the task, as well as information to mobilize for the timely use of health care and to avoid unnecessary use. The early detection of diseases, the mobilization for screening, and the use of

periodic and regular care are the tasks of protecting the health and health of the individual and society.

In kindergarten, health propaganda is aimed primarily at parents, with the help of which we strive to coordinate the health education of the kindergarten and the parental home.

Our goal : to shape the habits of disease prevention and health preservation, to develop them into internal needs.

Our task is to provide a model of model adult behavior, health propaganda among parents - to develop the ability to strive for healthier choices.

### ***Regular health examinations, screenings***

The head of the institution is responsible for organizing regular medical examinations of children, as described in the SZMSZ . If possible, dental and general screening is recommended once a year.

## ***2. Emotional, moral, and value-oriented community education***

A characteristic feature of preschool children is their emotional control. Emotions dominate within the personality, so it is essential that children are surrounded by emotional security, a loving, cheerful atmosphere in kindergarten. The basis of education is unconditional acceptance. In a familiar atmosphere, children develop emotional attachment to their peers as well as adults. This gives a basic atmosphere that encourages networking, action and play.

**Our goal is** to the child should be able to work with the group, but should also be able to act on their own if they need to.

Creating personality traits and behaviors that meet the expected emotional, moral and community norms by creating a permanent value system. Facilitating the development of a child's personality in a positive direction by introducing it to the values and incorporating them into everyday life.

The main means of the development of social relations are primarily play, followed by joint activities, joint tasks and forms of learning implemented in different organizational frameworks. A well-established and consistent system of habits that is handled flexibly provides security for the child. It helps him to learn the basic rules and moral norms of human contact in the narrower and wider environment around him.

interactions arising from coexistence , its system of norms develops, which is the basis of the further developmental stage, school age, and at the same time the condition of becoming an

adult. Our educational body works on the basis of uniform educational principles, with uniform expectations, but with attentive treatment.

The basis of a child's development is to be surrounded by fearful, protective, caring love, continuous, stable security. Individual, differentiated treatment is needed to create a personal, intimate relationship that belongs to every child.

**Our tasks are** to establish an optimal emotional and social attitude by developing the child's abilities, to create emotional security through love and respect, which promotes the development of self-confidence and a positive self-image.

immediate, loving , family atmosphere that provides emotional security from admission to the end of preschool;

- By organizing a kindergarten life in which there is a lot of common experiences and common activities.
- Developing the ability to love and attach.
- Working together, togetherness , strengthens moral qualities such as compassion, attentiveness, self-discipline, diligence, perseverance, rule-keeping, selflessness, justice.
- Education for the love, respect, and esteem of oneself and others; acceptance of difference and education.
- Social and individual education is the development of the child's individual interests, characteristics and abilities within the community based on the norms of the group.
- Mitigation and reduction of emotional disturbances.
- Adapting to the rules of social life and strengthening self-assertion (independence, self-discipline, perseverance, development of task awareness, personal awareness).
- Children who are difficult to socialize, develop more slowly or have outstanding abilities require special care - differentiated development.
- The traditions and customs of the kindergarten / which groups may contain individual differences / deepen their belonging. The principle of community education is that the child, as an individual, finds a place in the community.
- on the child 's openness helps the child to get to know their narrower and wider environment, which is the basis of national identity, Christian cultural value, patriotism, attachment to the homeland and family, so that they can join nature in the human environment. good and beautiful, to appreciate them all. The implementation of this is supported by the institution 's cultural kindergarten program.

- We build on the openness of children, through which they can get to know their narrower and wider environment, which is the basis of patriotism and attachment to their homeland.
- The adult community of the kindergarten should help the child to develop positive relationships, trust and a sense of security.
- By providing personal minutes, we can help, share their own feelings, and provide an opportunity to hear their feelings and thoughts.
- We help them develop their moral qualities through activities based on shared experiences. Togetherness strengthens their compassion, helpfulness and attentiveness. They develop their will, independence, self-discipline, perseverance and sense of responsibility.

Every kindergarten group has a tradition, a system of customs, a symbol that provides a unique, individually colored atmosphere. The uniqueness of the groups is given by the symbol system, which can also deepen the sense of belonging in children.

We try to establish a good relationship with parents and grandparents so that there is enough trust in co-education. In this way we can get an idea of the individual characteristics and habits of children, on the basis of which we can deal with them individually and differently. During the habituation, the child can get acquainted with the usual rules of kindergarten life, which helps his / her social integration.

From the moment you go to kindergarten, we educate children to accept differences with our personal example, we consider it important that children help and accept each other.

Already during the reception, we carry out the activities in accordance with the planned habits, which we practice with lots and lots of emotional reinforcement, taking into account the children's individual abilities, pace and habits.

The **period of admission** strongly determines the developing emotional attachment of children to kindergarten, so we work with parents to create the calmest possible conditions for the integration of newly arrived children into the community. At any age, there is acceptance, tact, care, a loving turn, a positive, accepting attitude, a requirement for all kindergarten staff. In connection with the reception, the **kindergarten teacher is responsible for** :

- personal contact, taking a history of the child
- parental reception with a gradual reduction in time
- authorizing the importation of kindergarten children's favorite toys, objects and devices that enhance their safety
- promote the habits, equipment and staff of the group during the reception

- present the place and games of court life
- explain the rules of court life
- presentation of items for body care and eating and their use.

Creating a family atmosphere helps children develop social relationships. The shared experiences ensure the cooperation of the children until the end of preschool, in which their relationship with each other is formed. Tailored to the different needs of the children, we provide adequate time for the children to perform the activities at their own pace.

We give children the opportunity to choose an activity that suits their interests, so that they can often experience the mood and motivational state that feeds on the inside. Thus, different motivated actions develop at the same time, independently of each other, both individually and in groups where children are able to subordinate their spontaneous activity to joint activity.

Relationships based on shared experiences are crucial for socialization. This requires the development of the child's moral qualities: compassion, helpfulness, selflessness, attentiveness, the establishment of a system of habits and norms, especially with regard to contact with, acceptance and understanding of a disadvantaged child with special educational needs, that people they differ from each other.

Children's positive relationships only develop when they feel comfortable in the group. The adult and children's community of the kindergarten promotes the development of their trust and security. The basis of our education is unconditional love, acceptance, along with limitations, we take into account the different levels of development of children and their individual characteristics. Children are free to operate, but for safety and peace of mind we mark and raise boundaries. Behavioral management methods are used in the upbringing of a child who is difficult to raise or has a behavioral problem . We help develop child friendships by shaping them to connect with other members of the community.

Children are not able to resolve their conflicts at all ages , so they can ask us for help.

Children's behavioral culture is developed by the example, encouragement, patience, trust, and attitudes of adults that notice success and help them endure failure.

In order to develop children with special needs, we will contact organizations with specific assistance and specialists with special training as needed.

In terms of the development of children's behavior, the kindergarten teacher plays a model role in the communication, treatment and behavior of all kindergarten staff. The basic goal of our pedagogy program is to be able to accept the norms of action so that they become the children's own beliefs and become internalized .

**There are two conditions for this:**

**a.) thorough knowledge of the child**

Our program builds on the belief that a child is interested in their own development in a carefully designed environment. The guarantee of this is openness, interest and activity. In the knowledge of the child, we need to set individual goals, appreciating individual strengths and needs. However, we can only achieve this if we are able to:

- to get to know the child individually, to register the strengths and weaknesses of their abilities
- observe and evaluate the various activities and signs of the child
- to the conversations that reach the depths of the personality, in which the child is the main character, only in this way can we get to know his world of experience, interests and range of experiences
- the child 's products (child labor, verbal expressions, play, dramatization, conversation, etc.)
- children gain a sense of success by considering the developmental differences of children, and encouraging them to make tasks more difficult for themselves on a voluntary basis
- children with different levels of development and special attention have the right to move forward at their own pace in all situations
- the cooperative role of the kindergarten with specialists with special training is particularly significant

**b.) the way the rules are set up and practiced**

- make it clear to children what behavior is acceptable or undesirable;
- consistency is important in adhering to them, motivated by praise and positive affirmation
- as the requirements increase, children must be involved in shaping the rules and developing themselves
- we also involve staff and parents in the rules and development strategy

The development of will, self-discipline, independence, perseverance, task and rule awareness is important for community life. In the development of these forms of behavior, the communication between the kindergarten teacher and the other staff of the kindergarten, their treatment and behavior with each other and with the children is model, as children learn consciously and subconsciously through their example.

We consider it important to build on the openness of the child and help the child to:

- get to know its narrower and wider environment, the components of national identity, the Christian cultural values that are the basis of patriotism and attachment to one's homeland,
- be able to marvel at the good and beautiful in nature, the created world, and the human environment, become open and motivated to appreciate all of them.

Indicates the social maturity of our children:

- increased independence
- is able to satisfy his basic needs on his own, without being called upon to do so, in a given order
- the ability to adapt to the expectations of the environment
- is able to adapt to the new expectations, rules and norms of a new environment
- is able to connect and maintain a new community of children with unknown adults (new teachers), integrates seamlessly
- able to help peers when needed
- accepts the leadership role of the adult who deals with it
- disciplined and educated, he abides by the rules and accepts the consequences of his actions
- conflicts on his own, he can make compromises and, if necessary, ask for adult help
- temper and emotions according to his age
- able to adapt to peers, behave tolerantly, accept the other
- able to acknowledge individual successes, his sense of success deepened
- speak boldly, in the right tone
- willing to take on smaller assignments for the community
- he loves his homeland, protects nature, respects flora and fauna.

### **3. Implementation of mother tongue, intellectual development and education**

Our general goals:

- Realize the creation of a model-giving, speaking environment, an education in the love and appreciation of the mother tongue.
- of mother tongue competencies should be effective , resulting in the ability to communicate according to the child's age.

- Use the tools of language communication as an appropriate form of knowledge acquisition, thinking, and social interaction.
- Ensure the development of intellectual abilities (perception, perception, memory, attention, imagination, thinking) and creativity.

**The goal of our intellectual education is to develop** children's intellectual abilities (perception, perception, memory, attention, imagination, thinking) and creativity during the processing of experiences of activities that arouse curiosity and interest.

In our kindergartens, we provide a variety of activities during which children can gain concrete experiences as actors in illustrative situations.

We consider it important that children participate in cognitive activities with care and voluntarily, and be active in gaining experience, acquiring, organizing and expanding knowledge.

Mother tongue education is present in the whole process of pre-school education, an integral part of it. Mother tongue education is determined by the cheerful, calm, loving atmosphere created in the kindergarten, and the rich and eventful life of the kindergarten. Mother tongue education accompanies the whole day of kindergarten life, therefore it cannot be considered an isolated activity, it is an integral part of every aspect of kindergarten life.

We provide the opportunity for all children to talk naturally in life-like situations about what they are interested in and what they are busy with.

As the child acquires speech by imitation, it is important to have an exemplary, grammatically correct, beautiful speech in the environment.

When organizing activities, we take into account the possibilities of mother tongue education and speech development, so we implement the development within the activities, and we take every opportunity to initiate a conversation.

Our program builds on children's individual natural curiosity, sense of wonder, experience of **active experience based on perception, desire** to explore and experiment, and pre-existing knowledge. It assesses children's abilities and then provides individual development appropriate to the gaps. It takes into account the different developmental characteristics of children and develops the abilities on the basis of which learning and self-development are a pleasure for them. It helps disadvantaged, talented children who need special attention to experiences that help them overcome the resulting disadvantages and develop their talents.

Education for the knowledge, appreciation and love of the mother tongue takes place through the development of mother tongue competencies and the means of linguistic communication.

Means of implementation:

- maintaining and encouraging a natural sense of speech and communication,
- listening to children, supporting children's questions and paying attention to asking for answers
- colorful, experiential handing over of the cultural treasures of the Hungarian language

Our tasks :

- Awakening the interest and curiosity of children through a variety of activities;
- Providing versatile experience in the natural and social environment, systematizing their experience, developing the mother tongue;
- Enhancement of speech, enhancement and development of speech culture, correction of language deficits, development of speech perception, speech comprehension and expression skills.
- Systematization and expansion of the child's spontaneous and planned acquired experience and knowledge, practice in various activities, on the other hand, development of intellectual abilities (perception, perception, memory, attention, imagination, thinking-creativity.) Development of all intellectual abilities, especially imagination and creativity providing an enabling environment.
- possibility of integration based on language education and multicultural education to be an important aspect in the pre-school education of children belonging to national, ethnic and forced minorities .

of **intellectual education are:** systematization and expansion of the child's spontaneous and planned experience, knowledge, practice in various activities and life situations, and development of intellectual abilities (perception, perception, memory, attention, imagination, thinking - creativity). , in particular the provision of a stimulating environment conducive to the development of imagination and creativity, as well as the transmission of correct moral values and the nurturing of our linguistic heritage through Hungarian children 's poetry, folk tales and folk games.

***Mother tongue education***

Task to be implemented in all forms of activity. The development of the mother tongue and the shaping of different forms of communication are present throughout kindergarten education . Attention to the knowledge, appreciation and love of the mother tongue during upbringing is necessary to maintain and encourage the child's natural desire to speak and communicate, to listen to the child, to support the child's questions and to ask for answers .

**Its goal:**

- educating children who are contactable, communicative, able to express themselves and understand others
- promoting social relations and communication between people, creating the conditions for the educational process

**Our tasks:**

- Facilitate children's speech development, expand their vocabulary, and increase their communication skills through everyday activities.
- Through all tasks and activities, help the child to develop self-confidence, develop social relationships and **start the child's smooth school learning**.

**Tasks of the kindergarten teacher:**

- Creating a relaxed, balanced atmosphere for conversation.
- Have the style, pronunciation, dynamics, and proper application of emphasis in your model speech.
- Your speech should be understandable, simple and clear as it is suitable for broadcasting.
- Keep an eye on the children's mother tongue development.
- Providing the pleasure of speaking should characterize your work, educating children to speak boldly and tell their experiences.
- Support children's self-expression and creativity in native language games as well.
- Enable your children to listen to others.
- Encourage the child's natural speaking and communication skills during the upbringing to know, appreciate and love the mother tongue.
- Pay attention to listening to children.
- Its important task is to develop speech comprehension, to inspire and answer children's questions. Take every opportunity to improve your speaking skills and metacommunication. Monitor your children's emerging individual speech characteristics
- Consciously and constantly monitor the level of speech of children to determine development

- Observe the shortcomings, recognize the speech errors. - Get to know the mother tongue culture of the family, the characteristics of the landscape and strata, and the reasons for the differences from the common language.
- Draw parents' attention to the reinforcing effect of conversations and the joint activities that accompany conversation on the child-parent relationship that stimulates intellectual and emotional development.

## **ARC. Principles of organizing preschool life**

### ***1. Personal conditions***

In our kindergarten , the child is at the center of the educational work. Our kindergarten has the personal conditions recommended by law, as well as the number of people who support the pedagogical work with the support of the maintainer. The head of the kindergarten coordinates the tasks related to the organization of professional, community, economic and employer activities in the building, and is assisted by a deputy head. Two kindergarten teachers deal with the children who come to us per group, the work of the kindergarten teachers is assisted by a nurse and a pedagogical assistant per group .

The groups are made up of professionals who respect each other, accept each other and appreciate each other's work.

Égigérő Pedagogical Program is realized through their personality and professional preparation , therefore they receive support in their further training efforts. Self-education is both an internal need, an expectation at work, and a guarantee of quality work in our kindergarten. Our goal is to provide our kindergarten teachers with the most versatile training possible. Our educators participate in the processes of qualification, supervision and self-assessment in accordance with the career model. The internal training system of the institution and the activities of the working communities appear as the determining basis of the professional organizational development. The way of transferring the knowledge and competencies acquired during the various in-service trainings within the kindergarten / organizational units takes place during personal meetings or electronically. Our goal is to provide quality early childhood education for all children through the tasks outlined in our pedagogical program. Therefore, the direction of the planned accredited in-service training of our kindergarten teachers in the coming years will be determined by the goal and task system formulated in our pedagogical program, based on the needs of those involved.

In our institution, kindergarten teachers and non-pedagogical staff assisting the operation of the kindergarten must have the following expected personality traits:

- openness to contact with the child / adult
- empathy skill
- respect for the child, love, respect for his rights
- acceptance of otherness
- interest and emotional attachment to the micro- and macro-natural and social environment, folk traditions

The maintenance work and the maintenance of the playgrounds are carried out by a **gardener and a maintenance** worker. The **kindergarten secretary assists in** the administration . The work of pedagogical and non-pedagogical staff assisting the operation of the kindergarten is equally expected for the effectiveness of education:

- tolerance , \_
- sensitivity,
- openness,
- child love,
- an internally motivated desire for care, where childlike curiosity is a natural phenomenon.

They are aware that they must be reliable, authentic role models in all situations with their behavior and manifestations. In our kindergarten, which educates children from different countries, the task of the employees is to create an opportunity for the children to get to know each other's culture and mother tongue. The coordinated work of kindergarten teachers and non-pedagogical staff assisting the operation of the kindergarten contributes to the effectiveness of pre-school education.

## **2. Material conditions**

The Égigérő Kindergarten will open in September 2022, operated by the Childhood Foundation. We are proud of our kindergarten, which XI. It is located in one of the most beautiful and secluded parts of the district, surrounded by parks, pedestrian streets and the Danube. In our kindergarten , **four groups of children have 100 beds** , spacious **playgrounds**, corridors, a **gym, a development and a salt** room. The gym has a ribbed wall, a mirror, and lots of motion aids.

In the specially glazed salt room, children can enjoy the beneficial effects of Praid salt by playing in the salt sandpit. In the **development room** , playful sessions take place in small

groups or even individually. The group rooms have a cheerful colorful design, creating a friendly, modern atmosphere for the children who come here. The playfulness of the building is ensured by the colored circles painted on the floor and the colorful graphic signs on the wall, and the children's works can be placed on the advertising surfaces by the teachers. Our **yard is covered with spacious, modern equipment with shockproof coverings** , so we try to spend as much time outdoors as possible. The children's mobility needs are provided by the **bicycle and football field** , complete with a **colorful trampoline, climbing frames and a swing** . Ice cream dumplings are a popular place for children who want to talk and tell stories.

We strengthen the relationship between the family and the kindergarten through a number of joint events. Some of the programs and sports facilities take place in the kindergarten. For outdoor programs, we **transport children** with all modern minibuses equipped with safety and comfort equipment .

awaits the children who come to us with a gym, a well-equipped playground and a **green environment** .

characterized by the sophistication and richness of ideas in interior design solutions . The group rooms, designed and constructed by the interior designers, await the children who come to us, which are demanding and richly equipped with the tools, toys and furnishings used by the children. The designed playgrounds encourage self-forgetful play and offer a wide range of experiences. In the group rooms, in addition to the shelves for storing the play equipment, **we created well-divided corners, where we placed the equipment needed for each activity: a baby room, a fairytale hut, a craft corner, etc.**

At the same time, the building provides a suitable working environment for the staff of the kindergarten (nursery room , employee dining room, development room).

The buildings have an **indoor and an outdoor playground** , which are used alternately by the groups. We consider this important to ensure that children feel free and have a choice of games. In the yard, sandboxes, games that improve skill and movement, and shading for the summer period provide the opportunity for outdoor activities. The building, yard, garden and equipment of the kindergarten have been designed in such a way that it properly serves the safety and comfort of the child, corresponds to its changing body size, and ensures the preservation and development of their health. We also try to promote the development of our children by choosing our means. We replace everyday tools and special we will also supplement it with tools to be used in educational areas . (speech therapy, developmental pedagogical work) Our

toolkit reflects aspects of aesthetics and health protection. Tangible assets comply with the requirements of the asset standard.

### **3. Organizing preschool life**

When forming the kindergarten groups, we take into account the age of the children applying , the needs of the parents (siblings, the need to accommodate friends, the choice of a kindergarten teacher), and the situations requiring individual kindergarten teacher training.

### **4. Agenda , weekend**

To organize everyday life, we create an agenda that takes into account the composition of the group, the individual characteristics and needs of the children. Our agenda includes free play, movement development, the various activities on offer, outdoor play, exercise, meals and relaxation.

Stability and emotional security for the child in the course of daily life are provided by regular, recurring activities at the same time.

Flexibility creates opportunities to integrate unexpected events, unplanned programs that can be integrated into the educational process, into everyday activities.

When designing our agenda, we take into account the age of the children and the pace of their development, while ensuring a wide variety of activities during free play.

### ***Proposed agenda to help implement the program***

A flexible agenda ensures the healthy physical and mental development of preschool children. It adapts to the biological and psychological individual needs of children. It provides children with the opportunity for a rich, varied activity.

We spend most of our time on the agenda for the children’s main activity, play. Daily care and other activities (meals, organized experience, work), activities that fit into the process of the game. Optional and planned activities also take place throughout the game.

PERIOD	ACTIVITIES
6 <sup>00</sup> - 10 <sup>30</sup>	<ul style="list-style-type: none"> <li>➤ free game</li> <li>➤ planned optional optional activities related to learning</li> <li>➤ custom developments</li> <li>➤ body care</li> <li>➤ ten o'clock</li> </ul>

10 <sup>30</sup> - 12 <sup>00</sup>	<ul style="list-style-type: none"> <li>➤ playing outdoors, walks, casual observations</li> </ul>
12 <sup>00</sup> - 13 <sup>15</sup>	<ul style="list-style-type: none"> <li>➤ body care</li> <li>➤ lunch</li> <li>➤ preparations for rest</li> </ul>
13 <sup>15</sup> - 15 <sup>30</sup>	<ul style="list-style-type: none"> <li>➤ rest</li> <li>➤ body care</li> <li>➤ snack</li> <li>➤ talent management occupations</li> <li>➤ pre - school occupations</li> </ul>
15 <sup>30</sup> - 17 <sup>50</sup>	<ul style="list-style-type: none"> <li>➤ ensuring free play</li> <li>➤ individual skill development, talent management</li> </ul>

## V. CONTENT FRAMEWORK OF THE PROGRAM

### *The aim and tasks of activity-oriented kindergarten education*

We believe that the basis of true knowledge is the joy of childhood discovery. The real knowledge that a child develops on his own and acquires through action. Activity-based pre-school education considers the child's focus and the fulfillment of the kindergarten's educational function to be its basic task. The development of a child, a developing personality, is determined by a combination of genetic abilities, internal development and the specific laws of maturation, and spontaneous and planned environmental influences.

The kindergarten is an educational institution, and as such it strives to develop the personality of the child.

Aim: to develop the versatile, harmonious personality of children aged 3-7.

This goal is achieved in the following system of activities:

- Play and learning activities
- Social and community activities
- Work activity

Based on our program, we believe that the child must be oriented to something at all times, led somewhere. The task of the kindergarten is not just to prepare for school graduation in the narrow sense. The lives of children in kindergarten can only be realized through real activities

and educational work based on an active life. In accordance with the requirements of the Public Education Act, our kindergarten prepares the child **for school education gradually, but especially in the last year, through various activities.**

**Principles of children's activities in our kindergarten education.**

1. **Continuity:** the principle of continuity in our everyday kindergarten means the elimination of unnecessary waiting time. In our agenda, weekly schedule, half-yearly and annual schedule, we build activities on each other in such a way that they completely eliminate unnecessary waiting. In addition, ranking and following activities requires a certain amount of patience on the part of the child. That is, you must learn to subordinate the motives of your actions, to delay your desires, and to handle your frustrated situation patiently.
2. **The learning process:** During the various activities, the children also learn in kindergarten. Any activity that leaves a lasting imprint on a child's personality *is considered a learning activity* . The principle of continuity also prevails in the learning process, as the child is constantly learning things that build on each other, such as to speak, to behave, to acquire habits, to develop abilities, to acquire experience and knowledge. Taking into account the age specifics of children, we place great emphasis on *imitation-based learning* , which is mostly spontaneous, playful experience-making, model -following behavior-shaping , question-and-answer-based knowledge acquisition, observation, and problem-solving. In addition, a *directed, purposeful form of learning also appears. This plays a significant role in the school preparation process for large age groups* .
3. **Assistance, failure management** : Each child is treated as a one-time, unique, independent individual and everyone is valued for themselves. We strive to provide time and opportunity to cooperate, try, make mistakes, and restart without penalty. Our goal is to educate children who think independently, who can solve their problem, or at least try to solve it, who are able to endure failure and, as researchers themselves, acquire the knowledge that leads to their development.
4. **Complexity** : In our preschool life, we try to handle everything in a complex way and this characterizes our whole activity.

We strive to create a child-friendly learning environment when decorating group rooms. A well-designed environment facilitates inclusion and helps with independence, free play,

developmental processes, and resolving spontaneous or recommended problem situations in the project process. The separate areas - **activity centers** - contain a number of tools and materials that encourage play and discovery. The role of activity centers in group rooms is to separate calm and busy activities, to give groups of children to play without disturbing each other. The interior can be easily and quickly transformed **with furniture with castors** .

- We ensure that as many toys and objects made of natural materials as possible fall into the hands of children,
- We offer space and space for children-friendly games, made by themselves or together, which we take special care to appreciate and use.
- The processing of the experiences is facilitated by the tools and objects of use that are temporarily included in the group during the collection work related to the topic of the current project, which can also come from families.
- Activity centers provide a space for play, a place for the application of knowledge, a space for exploration, action and creation, as the child's experiences help in further active learning.

We provide additional tools for children with different levels of development in a variety of ways, resulting in a small experience for both the small and experimental children. Accident prevention, safe access and transparency are important considerations when using materials and tools.

#### System of activity centers:

- construction center DIY,
- manipulation center,
- nature knowledge center (outdoor activities),
- literary and singing music center,
- visual (artistic) center,

#### **1. Implementation of the DIY center - KiTech program**

The Égigérő Kindergarten was given the opportunity to implement the KiTech program. We consider it important that preschool education is an experience-based pedagogy based on the acquisition of experience, to which this program fits perfectly. Its tools are KiTech boxes, which are real, easy-to-use tools. High-quality, real tools are not only safe, they provide a sense of success in the creation. The main aspects of the location and equipment of the center:

- gives you the opportunity to relax

- your devices are secure

The activity centers ensure the division into micro -groups, the formation of smaller groups. It offers an opportunity for the socialization of children, in which personal, friendly relationships can develop as a result of common experiences.

## **2. Construction center**

In the construction center, children gain experience in **mathematical concepts** , relationships, the spatial properties of objects, and the characteristics of different natural materials, while learning to orient themselves in space. While they can play alone or in groups with building elements of different sizes and shapes, in addition to trying out random construction, they have the opportunity to design and build cooperatively, and to experience how individual ideas become a common product . Meanwhile, they experience physical phenomena such as balance, stability , gravity, the interaction of means. The special large building blocks are also suitable for creating motion-improving toys.

- area is covered with carpet
- the special building elements, we also place other tools related to the project and various tools used in everyday life (eg: small and large paper rolls, slats, large wooden boards, cardboards)
- a variety of accessories (human and animal figures, cars, off-road tables, etc.) will be made available to children to help them develop role-playing games.

## **3. Logic - Mathematical Center**

During the activities in the center of manipulation , table, social and rule games, the problem-solving, logical thinking of the children develops prominently, and their sense of rules and language expressiveness is strengthened. Through their experience in designing their own toys, their creativity and rule-making ability develop. Special tools for the development of mathematical thinking offer the possibility of sorting, comparison, estimation, comparison, grouping, counting and sorting. Their knowledge of mathematics can expand in their rules of play, board games, space, and life situations alike. They can also use elements of other activity centers to build their own spatial societies. The playful application and systematization of natural and social, mathematical experiences and knowledge is facilitated by the rules and board games created or purchased together. It serves as a place for children to make connections, to agree, to develop task awareness, perseverance, perception-perception,

memory, thinking, spatial perception, orientation, intentional attention, movement coordination, fine motor skills .

#### ***4. Implementation of the Nature Center - Green Kindergarten program***

The tasks of environmental education in kindergartens are the transfer and adoption of environmentally conscious behavior patterns, values and lifestyle habits in accordance with European norms, including Hungarian characteristics. In order to put education for sustainability into practice, the basic values of the Égigérő Kindergarten include the implementation of environmentally conscious education. The tasks of learning about the environment in kindergarten are based on the children's experiences at home - outside kindergarten. Therefore, we consider it our basic task to get to know the social family background and habits of our children. We want to incorporate these experiences into the everyday life of our kindergarten, and we also want to help the family continue the habits we consider valuable at home. However, this is only possible if we constantly cooperate with the parents as needed, setting a good example, giving them the opportunity to get an insight into active life in kindergarten and to participate actively .

#### **Highlights:**

- education for energy efficiency
- implementation of selective waste collection
- recycling options
- composting, mastering small garden care
- shaping environmental awareness
- shaping a conscious consumer attitude

As children experiment, they try to observe and understand their environment, so their natural curiosity leads them to learn on their own.

We provide an opportunity to observe the phenomena related to nature, various plants and animals in their own environment, involving as many senses as possible. The treasures, pictures and objects collected during the acquisition of knowledge are placed here. Some of the “green activities, games” that appear during the projects are planned in this center, while striving for environmentally conscious behavior. The nature center is dynamic, always interesting, thus keeping the child’s interest awake. Through experimentation, they can discover and search, thus gaining a wide range of experiences that facilitate the acquisition of knowledge, education

for the love of wildlife and the protection of the environment during action-learning processes

### ***5. Literature, singing, music, art center - Implementation of the Culture Kindergarten Program***

The Board of Education of the Égigérő Kindergarten considers it important to build a relationship between the kindergarten and cultural institutions, with the aim of incorporating the values conveyed by cultural institutions in our pedagogical work in shaping children's multifaceted personality and identity and encouraging their moral and emotional development. The activities at the center play a significant role in learning about poetry, the Hungarian folk tale world, folk and children's songs, rhymes, classical and contemporary literature and the world of music, and the development of speaking skills, vocabulary and musical skills. Folk song games, rhymes and puppetry develop children's great mobility, spatial vision and endurance. We encourage children to write their own songs and tales about their favorite characters, well-known or fictional characters, freeing their imagination. The literary, singing and music center provides an opportunity to work together to create storybooks for the current project. With the help of the "flip", they recognize and list, sing and recite familiar rhymes and songs based on their own drawings. In addition to folk poetry and song material, classical and contemporary literature may appear in it. The center is the venue for the discussion circle, experiential and drama pedagogical games, individual-community interactions, lap games, rhymes. If the group includes children of other nationalities, even migrants, **we provide an opportunity to get to know each other's language and culture**.

#### Art education includes:

- education for the reception and enjoyment of works of art (literary, fine arts, music)
- education for the creative activity of children by the arts

of **folk traditions** and the cultivation of folk culture as their task, and the preservation of traditions should appear in the activities. Kindergarten teachers know the origin of folk customs, their essence and symbols, and display them during the formation of celebrations. Knowledge of folk customs and traditions helps to absorb songs, rhymes, poems, develop musical skills and visual expression. Whenever possible, children will learn about the

characteristics of their environment during their excursions. Large groups take part in museum and zoo visits , among other things .

**The content of folk tradition in each form of activity:**

- **Poetry, storytelling** : Folk tales, rhymes, proverbs, weather predictions, humors, name mockers, riddles.
- **Singing, music, singing games, children 's dancing**: Rhymes, singing children's games, folk songs, instrumental folk music.
- **Drawing, painting, patterning, needlework : Twists, spinning**, weaving , beading, claying, gingerbread baking.
- **acquaintance with the outside world** : Riddles, folk predictions, famous days, folk customs.
- **Movement**: Skill and sports games. Introduce a longer preparation for each great day, for which the kindergarten teacher will provide a variety of activities on an ongoing basis to satisfy the curiosity of the children.

, planning, and working together while nurturing traditions make the waiting period a joyous, exciting one . The holiday itself should not be a forced, educated form, but a cheerful, liberated coexistence. The children will receive small surprises from the kindergarteners for Santa Claus, Christmas and Easter.

**The famous days held in our kindergarten in chronological order, their contents:**

**Significant days and holidays of autumn:**

- Harvesting → harvesting if possible (from September 15)

3-4 year olds: Listen to songs, rhymes, about apples, grapes, harvest. As you please, take part in the harvest, taste the grapes and taste the must.

4-5 year olds: Learn simpler singing games, collect and sort the fruits of autumn. If possible, take part in the preparation of the harvest (apples, grapes). During the trips, collect fruits (walnuts, acorns, chestnuts) and bake patties . Play a folk game, if possible, squeeze must, dance to folk music.

5-7 years old: Know a poem, a song, a rhyme about grapes. Dance, sing, play a vintage folk game, graze, squeeze the grapes. Make puppets from fruits, possibly simple instruments. Pop the corn, fry the pumpkin seeds.

- Martin's Day Greeting → (November 11)

**Famous winter days and holidays :**

- Advent → (from the first Sunday after November 30 to the fourth Sunday)
- Santa Claus
- Luca nap
- Christmas → (December 24-25-26)

3-4 year olds Familiarize yourself with the symbols of Advent: wreath, calendar. Have a short song, rhyme or poem waiting for Santa Claus and Christmas. Make simple pine ornaments, gifts for their parents. Watch the cherry branch in the water, the Luca wheat planted, get acquainted with the Christmas customs.

4-5 year olds: Keep an eye on the making of the Advent calendar and wreath. Put the cherry branch in water, plant Luca wheat, polish apples, paint on the window, bake gingerbread, make pine decorations with different techniques. Make a gift for their parents. Learn a song, poem, rhyme before Santa and Christmas. Eat apples, honey nuts, light a candle.

5-6-7 year olds Make an Advent calendar under the guidance of a kindergarten teacher. Expand one of the agreed tasks daily and solve the assigned task. On Luca's day, learn a rhyme, a poem to Santa and "Christmas". Plant wheat for Luca's day, watch the weather, make a table decoration. Prepare for the joint ceremony (poem, song) with a short program.

- Carnival → (from water cross to Ash Wednesday )

3-4 year olds: Decorate a paper mask with a simple technique, if you feel like it, dance, imitate the kindergarten dancer's movements.

4-5 year olds: Decorate a carnival mask, take part in carnival games, learn simple songs or rhymes. Listen to a funny tale, a poem.

5-7 year olds: Learn carnival songs, make masks or headdresses, get dressed. Take part in dancing, skill games, decorating and rearranging the group room. Bake a donut under the guidance of the kindergarten teacher .

**Famous days and holidays of spring :**

- Easter → (next Sunday after the first lunar moon after the spring equinox)

3-4 year olds: Learn watering poetry, paint eggs with the help of their kindergarten teacher, take a great walk around the kindergarten.

4-5 year olds: Take a big walk in the area, decorate eggs with wax, decorate their group room, learn watering verse.

5-7 year olds: Decorate the window with paint. Take bigger trips. Learn rhymes for watering, paint eggs.

- Green pruning, May: 3 -7 years old: Children in large groups should make a May tree for the little ones. In the yard of the kindergarten, decorate the trees and then walk around with small May trees singing spring songs.
- Children's Day: 3 -7 years old Children take part in playful competitions and skill games. Kindergarten teachers make gifts for children.
- Today's green: 3 - 7 year olds Aim: to educate to protect and preserve the environment, to develop habits related to sustainability,
- World Animal Day - children get to know the role of responsible animal husbandry,
- Water Day - have children engage in water activities in collaboration with kindergarten teachers, learn about the importance of water,
- Earth Day - Use the kindergarten teacher to plant the seeds and seedlings in the garden or in pots.
- Birds and trees day - children go on a trip to the forest, get to know the wildlife of the forest, its role in human life

## **6. School preparation workshop**

The view of the teachers of the Égigérő Kindergarten is that the preparation **for school life begins at the moment the child enters the kindergarten**. Getting started right is very important for every child. What matters for their future is whether they take obstacles easily or if a series of failures discourage them. That is why we have developed the school preparation program in order to strengthen and supplement the school preparation work of the group kindergarten teachers and to contribute to the proper school start of the children. THE There are two levels of pre-school activities for children who are entitled to special pedagogical benefits and who have been deferred to start their compulsory education .

### 1. Built into group sessions:

Part of the day-to-day planning work is developing the skills of children who did not start school at the age of 6. During their development, the kindergarten teachers compile the personalized development plan based on the expert opinion of the pedagogical service and the records of the document monitoring the individual development of the kindergarten.

### 2. Afternoon pre-school session

Children who are postponed to start school will join the afternoon pre-school session, where we will help with skills development, cognitive and movement development, according to a thematic schedule.

### **The planning process**

The basis of conscious, planned educational work is the design work of the kindergarten teacher. In planning, education and learning form a complex unit. Our plans for skills development, educational tasks, and the learning process are included in the group diaries throughout the year. Based on the detailed, elaborated plan, the group kindergarten teachers prepare a weekly schedule. The weekly plans based on complexity reflect the framework of the upbringing and development work planned on top of each other from week to week, provide space for recording the spontaneous activities initiated by the children, and reflect the methodological freedom of the kindergarten teacher in organizing activities and choosing methods. There are no set times for complex sessions, they can be done at any time during the day .

The development of a child's personality requires the constant observation of children. To this end, the kindergarten teacher makes notes of each child, which he or she records on individual sheets that monitor development.

## **VI. FORMS OF PRESCHOOL LIFE ACTIVITIES**

### ***1. The game***

#### **Play activity in terms of learning Learning in free play (spontaneous)**

The basic activity of a preschool child is play. The game is freely chosen by the children depending on their current state of mind and development, which is a source of joy for them. The role of play is of great importance in resolving internal tensions. During the game, the children are lived, real. they reflect their experiences in a special, sometimes transformed form, gaining new experiences throughout the game. By watching the children play, we can get an idea of their creativity, desires and fears.

These observations help a lot to get to know the children, and the joy of playing together helps to develop a harmonious adult-child relationship.

The toddler's first playmate is the adult. Knowing this, the teacher, pedagogical assistant and nurse also provide a mimicable pattern for the children, and then, when the free form of play remains an already engaging companion and assists in the role of facilitator. The educator is

also the driving force behind the formation of playgroups. The kindergarten teacher also brings the possibility of free play to the fore during the work of the designer. It occupies a prominent place in the agenda and schedule.

- Learning in the game (prepared and offered as planned). Both take place in the same system of activities, we only distinguish between the participation of the kindergarten teacher and the children. According to our interpretation of learning, learning in kindergarten is a continuous, largely imitative, spontaneous and organized activity that supports the development of the whole personality. It is not limited to the acquisition of knowledge, it takes place in situations that arise throughout the kindergarten day, in a natural and simulated environment, on excursions, in the forms of activities initiated by the kindergarten teacher, and in organizational and time frames. The primary goal of preschool learning is to develop the skills of the preschool child, to expand and organize his or her experiences. The kindergarten teacher builds on the children's prior experiences, experiences and knowledge when creating an environment that supports learning (tools, books, pictograms that strengthen the rules of the norm, etc.). Learning = problem solving, which: activates, assumes independence, life situation, you can choose from many ways, trying, strategy of independent solutions, flexible thinking which is imaginative, original and playful. The prerequisite for learning is the active activity of the child, the provision of direct, multi-sensory experience and the possibility of discovery, and the strengthening of his creativity.

#### **Possible forms of learning in kindergarten:**

- behavior and behavior following imitation pattern and model following,
- spontaneous player experience,
- playful, action-based learning,
- acquisition of knowledge based on children's questions and answers,
- observation, experience and discovery led by the kindergarten teacher
- the practical problem solution. The kindergarten teacher can plan and rethink situations and conditions in advance. **Differentiation** must be applied in all situations. An important element of the activities of kindergarten teachers is the teaching of learning.

#### ***Tasks of differentiated development :***

- The teacher should behave acceptably towards the child who is difficult to handle in kindergarten.

- Reject Negative Behavior You must intervene immediately in the case of destructive behavior.
- Keep the children in the activity center so that they do not pose a danger to themselves and their peers.
- trust and situational games.
- If possible, be physically present in the child's space (physical contact can be reassuring)
- Allow you to hide in the resting corner

**Appearance levels for game types:**

***1.2. Practice game***

Ages 3 to 4: The toddler exercises different abilities as a result of repetitions. It helps the child to get to know his own body and immediate environment, and also helps to develop the basic movements. For practice play, there must be room for maneuver and toys, equipment and materials that satisfy the child's need for movement and manipulation . These should be plastic and wooden cubes stacked on top of each other. They can be pulled, pushed, toys, large dolls, which they can dress and undress as they wish. The kindergarten teacher should monitor the children's grooming, encourage them to tell more and more.

There should also be opportunities for children to practice in the yard (sand, water, gravel, tearing paper, picking buttons)

4-5 years old: The practice game is made up of baby kitchen toys. With the help of the children, the kindergarten teacher makes different shapes of salt - flour plasticine, which the children can then mix and stack as they wish. Play with larger seeds and fruits.

They can sort and stack larger colored buttons as they like. They can paddle to their liking, try. Have pullable, pushable cars, toys. Push the stroller, dress the babies. The kindergarten teacher should make sure that the children have enough space and peace of mind to try.

At the age of 5-6-7: Practice play should be allowed at this age as well, however, if we notice that the child is at this level only, the reasons should be sought and he should be helped through this stage of development.

***1.3. Construction games :***

Practice games are being replaced at a higher level of development by so-called creative games. At the age of 3-4: There is already some definite intent in this type of toy. The creative function "I made it" has a role to play. joy of creation . It is a transition from a practice game to a

constructive game, when children have a need to keep the work. To do this, the kindergarten teacher must provide a corner or a shelf where you can place the finished work. It is important that the building elements are solid and stable so that the building does not fall apart prematurely.

The size and quantity of the building blocks must be sufficient for all children to have access. An effective way to gather your first building experience is for the kindergarten teacher to play with the kids.

At the age of 4-5: An important task for a kindergarten teacher is to find a quiet place for the constructive child. There must also be a place for the works and the finished works. Children should use different materials and tools for their constructive activities.

5-6-7 years of age: Provide space and equipment for construction . With all kinds of toys, the child should be able to step aside to build and create in peace. The kindergarten teacher should encourage the children to make toys similar to real objects. If possible, children should have the opportunity to keep the works, show them off, and build on them the next day.

#### ***1.4. Symbolic role-playing game:***

It is the most typical form of play for preschoolers. A “Family Space” should be created for the group of children, which will provide a “family” atmosphere during the day by placing equipment and family photos.

At the age of 3-4: Get space for dad-mama and medical play. The kindergarten teacher has a role to play in making her play a role model for joint action. To do this, the kindergarten teacher must provide space and equipment. Objects from everyday life should be present in the group as a source of play).

They play role-playing games that involve simple actions and relationships with typical operations. The kindergarten design of the group room requires care .

At the age of 4-5: The need for co-operation and the division of roles develop. They insist on roles because of the attraction of assets. Because of the enrichment of role-playing, it is an essential kindergarten task to provide experiences. The kindergarten teacher helps the child to realize the ideas.

5-6-7 years old: This age is the main scene of role play. As a result of the experiences we experience together, we play together. In order for the game to develop, the kindergarten teacher should arouse the interest of the children. It is important to reinforce the valuable traits of initiating and active children so as to avoid exacerbating undesirable traits. The kindergarten teacher’s involvement in the game has a good effect on group play. It is important that you do

not interfere with the game. Role-playing can be intertwined with constructive and DIY activities. The kindergarten teacher will actively help the children to create the objects needed for the game quickly so that they have time to play with the new devices.

### ***1.5. Dramatization, puppetry***

A regular, repetitive fairy tale experience is a true breeding ground for dramatic play and puppetry . Puppet show according to the needs and abilities of the kindergarten teachers in the kindergarten.

At the age of 3-4, the movement of the puppet is of particular interest to children. Make the group your favorite puppet. Have some puppets that the kindergarten teacher uses often. These are also given to children.

At the age of 5-6-7, have puppets and screens that are appropriate for the size of the children. They can be used at any time. The kindergarten teacher should make puppets of different materials and techniques together with the child.

Management of experience, the role of experiences: Children always draw the theme of the game from their lives and experiences. The many effects of the environment will only be experiences that are coupled with inner experience.

**The purpose of the game activity :**

- the game itself, which is a voluntary, freely chosen activity on the part of the children, a source of joy for the children, which makes them cooperate, gives a way to relive their experiences, to enrich their experiences, to live their desires and creativity.
- Help the child to develop his / her free image, desires and ideas, and to experience and process his / her emotions.
- Provide a high degree of pleasure by re-experiencing experiences.

Among preschoolers, play is one of the most basic psychic needs of a child.

The child's daily play needs must be met and the role and function of play must be left irreplaceable. The game is a basic spontaneous activity, elementary, mental need, a source of joy for children aged 3-7 , which must be satisfied again and again, for a long time, deeply and undisturbed, so the game becomes the basic, most effective tool for personality development. Through this, you experience the diversity of the world around you, gain knowledge, learn, get pleasures and experience success . Play is the main source of experience for the child, but it is also the most effective way to develop his personality and to develop his skills and abilities.

**Task:**

- With all this in mind, the child's basic needs must be met on a daily basis in a recurring manner, for as long as possible and as smoothly as possible.
- To do this, the kindergarten teacher must be provided with experience opportunities, the right amount and quality of play equipment, the right space for several types of play, the design of nooks and crannies, and sufficient connected playing time.

**Tasks of the kindergarten teacher:**

- as often as possible, the kindergarten teacher plans action and thinking activities in order to arouse children's interest and curiosity, strengthen children's intentions and initiatives,
- development of intellectual abilities (perception, perception, attention, memory, imagination, thinking);
- satisfying the child's multifaceted interest in cognition and curiosity,
- to offer the child the opportunity to experience situations where they can learn about the joys of discovery and research;
- providing activities that meet the individual interests of children,

- developing children's independence, attention, perseverance, accuracy and sense of responsibility;
- help your child gain an experience in which they can learn about their own performance;
- creating an appropriate, calm, loving, child-friendly, safe group atmosphere, creating emotional security;
- providing adequate space, facilities, time;
- indirect, tactful game control (transferring a child to another activity);
- playing together according to the child's individual level of development; (control cannot be constant discipline, bullying of the child);
- providing an experience, ideas for different forms of play, developing rules and habits, consistent adherence;
- helping children of different ages and levels to play together;
- continuous agenda, accessible, varied, incentive tools;

**Prerequisite:** The conscious presence of the kindergarten teacher in the process of the game ensures the development of an experiential, in-depth child's play. In addition to the condition-creating activity of the kindergarten teacher, he achieves all this by playing together according to need and need, with his supportive, stimulating and motivating behavior, and with his indirect reactions. The comfort of the children is influenced by the effectiveness of the kindergarten teacher's attention to their actions and the children's experience of success. Sample and model tracking play an important role. The importance of free play is also reflected in the agenda and schedule of our kindergarten; this is why we provide children with as many contiguous times and opportunities as possible for play activities that are so important to their personality development. for free play Free play is based on children's free image associations, and the spontaneous form of learning prevails in it.

## VII. FORMATED ACTIVITIES

### 1. *Poem, fairy tale, dramatic play*

#### **Our goal:**

- The literary experiences we provide should contribute to the development of children's attitudes and worldviews.
- We nurture folk traditions through rhymes, tales, stories, legends and folk rhythms.

- love of Hungarian literature, the formation of their national identity, their consciousness, their positive attitude and their worldview through folk, classical children's and contemporary literary works.
- Educating children who are receptive to literature and culture through fairy tales and poems, and laying the foundation for educating them as readers by loving books.
- Educating children who are receptive to literature and culture through fairy tales and poems, and laying the foundation for educating them as readers by loving books. - Shaping and enriching the emotional, intellectual, aesthetic and moral development, imagination, creativity and thinking of children by providing a literary experience based on our Cultural Program .
- Helping the intellectual-emotional and aesthetic development of children, establishing positive personality traits, with the help of fairy tale experiences, ringing rhymes.
- Children are welcome to listen to and experience rhymes, poems and tales, to become a sensitive, active recipient of later literary experiences, and later to reproduce them.

Narrative, tales, riddles, sayings, and dramatic folk customs related to everyday traditions and customs, holidays , natural phenomena and changes play an important role in the education of folk traditions. The joys we experience together connect the kindergarten teacher and the children with unbroken threads.

**Tasks of the kindergarten teacher:**

- When selecting literary works, the kindergarten teacher takes into account the children's development and interest, adjusting to the group profile, their emotional state, and passing them from a simple chain tale, through animal fairy tales to fairy tales.
- tactfully and indirectly , gradually getting him used to listening to the tale attentively. The tale - in pictorial and concrete form - possibly reveals to the child the main emotional relations of the outside world and the human inner world, the possible and appropriate forms of behavior, by means of puppeting and dramatization.
- He applies storytelling, poetry, rhyming in a complex way, connects it with mother tongue education, singing, music and movement.
- In the course of his work, he makes sure to create as many opportunities, opportunities, time and space as possible and to provide the right quality and quantity of tools for processing the fairy tale experience, internal imaging, repeating tales, poems, rhymes, puppetry , dramatization, depiction, singing and music.

- The demanding compilation of the literature used. Literary works of artistic value provide children with a depth of aesthetic experience. The literary material is selected from folk rhymes, rhymes, folk tales, works by classical poets, writers and children. We also introduce the poems and tales of the poets and writers living today to the children. We also have a selection of classic fairy tales written for children .
- In the numerical application of both tales and poems and stories, he professes the principle of "little but well."
- Providing content for 3-7 year olds (storytelling, poetry, dramatic games).
- Developing children's language skills through poems, tales, dramatic games.
- She consciously incorporates the tasks of mother tongue education into the material of the sessions . She uses native language games to develop children's speech.
- Its important task is to develop speech comprehension, to inspire and answer children's questions.

During mother tongue education, the kindergarten teacher encourages communication between children by creating a personal example (paying attention, listening, talking) and creating communication situations.

The language use of the kindergarten teacher is exemplary if:

- Straightforward,
- Strives for a variety of sound,
- Pay attention to flawless, understandable, clear and clear sound production,
- His verbal and nonverbal communication are consistent.

The intimate relationship that emerges during the experience of literature creates a sense of security in children, which is especially important for children who need special attention.

Improving children's language skills with poems, tales and dramatic games:

- The first real poems of children going to kindergarten are rhymes and lap games.
- The movements and games related to folk rhymes are a great joy for children, because they feel safe in the lap and warmth of the adult. This repeated physical contact means a lot in the emotional encounter of the child and the adult.
- Folk tales, poems and rhymes reviving folk traditions are elements of the legend and tale of the world of Hungarians, which strengthen the children's attachment, patriotism and sense of identity. We put a lot of emphasis on this when compiling the annual material, and the nursery school was also included in the program.
- We find an opportunity for early enjoyment of hilarious rhymes.

- We will also introduce animal callers, sleeping pills and readers when the opportunity arises.
- We select from the rhythmic, musically influential, playful poems of our best-known poets. The plot of the chosen tales is characterized by simple, understandable, rhythmic repetitions.
- Through simple tales, we get children used to listening carefully to the tale.
- After listening to the tale several times, a dramatic adaptation of the tale according to the needs of the children may appear. During the simple scenes we present, children can get to know the puppets, and after getting to know each other, this activity can add color to the children's play.
- The props of poems, tales, and dramatic games help to evoke imaginary images and to develop a strong attachment to the tale.
- The most effective means of developing language skills are fairy tales, poetry, puppetry and dramatic play. Through these, children learn to pronounce correctly, to hear clearly speaking, and to speak grammatically correct.
- articulation of vowels and consonants can be developed and improved, and the laws of sound relations can be recognized.
- Children can learn many new concepts from tales and poems. In puppetry, a dramatic game, children can develop their abilities and express themselves. Dramatic situations provide an opportunity to increase the desire to talk, to tell poems independently, and to tell stories.
- Through puppetry we release the inhibitions the timid child also expresses.

## ***2. Singing, singing games, children's dancing, listening to music - art education***

**The purpose of music education** is to sing together, to feel the joy of playing together, which develops children's musical abilities, aesthetic receptivity, willingness to cooperate, and gives them the opportunity to experience and express their emotions. One of the most important principles of our music education is music, arousing and falling in love with singing, and getting to know Hungarian traditions. Singing is a spiritual need for the child, our goal is to enliven that need.

### **Our tasks:**

- providing and creating a quiet, peaceful place for literary, vocal and musical activities;
- books related to the singing music project are placed in an “inviting” way;
- children will also find the puppets, accessories, headdresses and instruments needed to develop their musical skills here;

- its equipment gives a special place to education in honor of traditional folk and European culture;
- the demanding compilation of the musical materials used. We provide children with aesthetic experiences with musical works of artistic value . we select musical material from lap games, folk children's songs, singing games, folk rhymes, rhymes, works of art;
- shaping the child's musical abilities (rhythm, singing, hearing, movement, dancing) and musical creativity;
- when choosing musical material and listening to music, we also take into account the children's national and ethnic affiliation;
- we respect the spontaneous singing-music initiatives of the young child because it is a condition for the development of their creativity.

### ***Tasks of the development***

#### **Rhythm development :**

- feeling even pulsation (especially important)
- observing the rhythm of songs and rhymes
- developing a sense of tempo and recognizing other differences
- developing a sense of rhythm by combining different movements
- getting to know dance steps.

#### **Hearing development :**

- sense of pitch
- tone sense o dynamic sense
- singing skills
- tonal sense
- development of sound care and sound training.

#### **Complex skill development :**

- sense of form (feeling the length of motifs)
- memory, with song recognition, echo
- improvisational skills, creativity (rhythmic, melodic games)
- internal hearing development

We keep our instruments in groups so that they are accessible to children at all occasions. Music education affects children's emotional world and aesthetic receptivity. It establishes the ability to absorb music, and its traces can be found in children's improvisations . Joy makes

you relive it, which is enhanced by the experience you have with your peers. Discovering, experiencing, and creating music as an aesthetic is built into a child's personality as a necessity. We consider it important that children get to know lap games that they can play with adults at the beginning of preschool. These are face, hand, finger, riding games. A link in the chain of love and security is the musical experience connected with tactful contact .

During games, children acquire musical skills and learn the basic concepts indirectly. They speak and sing louder and louder. We observe the silence, the sounds of their surroundings, the sounds of the noise and the tone of the melodic instruments with them. Smooth throbbing is sensed with different movements. We arouse their interest in listening to music so that they can listen to and enjoy it. We sing a lot in our daily activities when we deem it appropriate.

We consider it important to develop musical skills individually so that children sing as often as possible individually, in smaller groups, quieter and louder, higher and deeper. From the round games, we choose role-playing, pair-selection, weight-loss games. The movement material of these games , supplemented by simple dance steps, can be considered the folk dance of this age group. Children play a question-and-answer game with varied lyrics and rhythm motifs. Feel the even pulsation, the emphasis on the motifs and the rhythm of the rhymes and songs. We help develop their sense of rhythm by providing a variety of rhythm instruments. The formation of the rhythm band serves the development of the joint musical experience and cooperation well, it makes us work together. We strive to make the musical experience an everyday opportunity in kindergarten and to be connected to as many activities as possible.

We invent symbols with children for rhymes and children's games, they remind us of songs and make it easier to recall and relive experiences.

### ***3. Drawing, patterning, manual work***

Visual activities for preschool children include drawing, painting, patterning, building, DIY, crafting, imaging, shaping the environment, and getting to know the elements of folk art. Drawing, painting, patterning, building, imaging, handicrafts as different types of representation, as well as getting to know works of art, folk art elements, customs, traditions, national symbols, and the aesthetic object environment are also important tools for the development of a child's personality.

It is a place for creation and the reception of visual experiences, the practice of self-expression techniques, and getting acquainted with works of art. We develop children's creativity and

dexterity by offering a variety of tools (paper, writing, drawing, glue, scissors, stapler, punch, textiles, beads, yarn, buttons, asparagus, staples, ribbons) and a variety of creative activities. With the help of all this, they can also create their own board games, poetry and fairy tale books, costume accessories, puppets and role-playing instruments. During the practice of basic techniques - drawing, painting, shaping, gluing, tear-cutting, folding, needlework, we arouse their curiosity, develop their imagination, and encourage their initiative. We respect that it is not necessarily the product that is essential, but the activity itself. It is important to us to appreciate the work of the child, to use it in our toys, to gift it, to preserve it, or to decorate our environment with it.

**Aspects of the equipment of the center:**

- fewer ready-made tools, more material requiring creativity;
- they can create independently with their tools, but they can ask for our help, they choose our suggestions;
- we encourage children to be creative, to experiment;
- basic materials are available in a variety of colors, sizes, qualities (eg for painting: watercolors, tempera, glass paints, textile paints, finger paints, natural colorants, crayons, felt-tip pens, colored pencils of various thicknesses, right and left handed scissors, etc.);
- available, we place the tools of creation, DIY and the tools for storing and presenting the work of their children at or below the eye level of children.

**Our goal :**

- Make representation a part of children's everyday lives.
- Be open and receptive to aesthetic experiences and positively shape their environment with their creations.
- They use the means of representation with security, during which activity their creative ability, aesthetic receptivity can develop, their cognitive ability, imagination, memory, space-form-color image can develop.
- As a result of the activity, create and try to display increasingly rich internal images.
- Getting to know the beauties of our environment through the tools of art, getting acquainted with the branches and techniques of art, as well as promoting self-expression and shaping taste.

- Familiarize yourself with the various techniques, materials , tools, and forms of representation.
- Develop their fine motor skills and dexterity through representational activities, which is one of the key tasks of preparing for school (writing-movement coordination) in the process of three years.
- Develop their tastes, creativity, imagination and creativity.
- Enrich their sense of space, shape, and color.
- Develop their openness to the beautiful, their sophistication and their aesthetic sensitivity.
- Enrich their inner images, develop their visual perception, memory, imagination, thinking, which significantly helps prevent school failures.

**Our tasks :**

- Development of children's spatial and color image, eye-hand coordination , visual thinking, fine motor skills and aesthetic sensitivity. - Experience with them the visualization of the spatial world in a plane.
- visual education with other areas of education ( eg literary education, music education, learning about the outside world, etc. )
- The individual pace of development, the emotional attitude and the personal experiences of the children, to create an opportunity for them to make an independent choice when displaying a topic, both in terms of the topic, the tool and the technique.
- Giving children a sense of success, experiencing the joy of free creation .
- Providing an aesthetic, creative environment
- During their creation, they get acquainted with works of art, elements of folk art, customs , traditions and national symbols.
- Providing experiences that arouse children's emotions, imagination and desire to create
- Providing introduction to the techniques and tools of representation / drawing, patterning, needlework /
- Offering a variety of technical solutions, from which children can freely choose to implement their ideas, depending on their individual development and imagination
- Offering newer technical solutions, leading to more attention, thinking  
It requires creativity, more and more organized movement
- Providing opportunities for craft activities, using natural materials where possible

- Depending on the maturity of the children, we will show an example of using the right tool,
- For various technical solutions and demanding representations
- Respect their own creations and those of their peers
- Let the children who need special attention and special treatment take part in the activity with joy and liberation, and enjoy the finished work with us.
- Showcasing children's creations at a community event and encouraging talent.

We help them develop their sensitivity to aesthetics by discovering beauty together in their creations. We help to give an example of how they express their emotions and impressions.

It is possible to fall in love with the representation, to develop the visual vision, to learn self-expression in this way on a daily basis. At any time of the day, children have the means to represent themselves. The children's products are placed in the group room at the child's eye level, on a message board in front of the groups, encouraging them to create more. In order to encourage the promises of talent and to keep the creative spirit, a temporary exhibition of the products provides an opportunity to present the children's work.

Separate depiction corners in the group room provide ideal conditions. The range of equipment it changes from time to time with a new material, but to develop the ability to act (fine motor movement, manual ability) there is always a suitable tool for drawing, painting, plasticizing, tearing, cutting, folding, gluing.

The result of the exercise is that the experience gained in the field of representation is applied to children in spontaneous situations as well. The tool and the freedom of time help the children to make the depiction a liberated, joyful activity. With the safe handling of the equipment, we will introduce the children from the moment they get to kindergarten. The safe use of tools, the diversity of techniques is a prerequisite for children to be able to realize their ideas. Depending on their individual development, they may be able to help us learn a catch. We consider it important that the example of adults, the love and demanding nature of depiction, develops the children's desire to depict, and the environment around them in the kindergarten stimulates them with its aesthetics and objects of equipment and use that convey good taste.

#### 4. Move

indispensable basis for the development of movement and all functions .

##### **The purpose of the activity:**

- Develop, shape and develop psychomotor skills and abilities in the free play, in the free play during the child's spontaneous, natural movement and in the activities consciously organized by the kindergarten teacher .
- Developing the natural, harmonious movement and physical abilities of children in a playful way.
- Developing children's orientation, adaptability, and personality will factors so that children remain free to move.
- Helping children orient themselves in space through personal example, participation in exercise games and recording habits
- In the case of children in need of special attention and special treatment, increased participation in exercise games and increased help in fixing habits.
- Through regular physical activity, they develop their fitness, physical endurance and stamina to become fit for a healthy lifestyle **for school learning**.

The development of children's physical and physical health, the enrichment of their movement experiences and the development of their movement culture are essential for the development of children's movement coordination.

##### **Our tasks:**

Provide our children every day with:

- adherence to the principle of graduality and regularity
- ensuring the comfort of children through multidisciplinary care activities
- preserving their natural movement, loving movement
- developing a healthy lifestyle through regular exercise
- expanding movement experiences, shaping mobility skills
- development of physical abilities, physical fitness
- structures and social skills through movement .
- stabilization of natural mobility skills
- helping the integration of movement elements into the range of natural movements
- healthy physical development
- developing the ability to peer
- providing the necessary conditions for mobility activities (place, time, means, method)

- development of fine hand movements as well as large movements, sense of balance (development of balance, eye-hand coordination, with rhythmic activity, development of sense of rhythm)
- development of body scheme (knowledge of body parts, shaping body coordination, developing body concept, developing laterality , strengthening dominance )
- developing social skills through movement (adapting to peers, shaping rules and responsibilities, developing their ability to cooperate and tolerate
- preparation of mental activity through physical activity ,
- increase self-confidence and self-esteem by performing successful movement tasks

When selecting tools and activities, we adjust to the age and level of development of the children . The game is also used as an essential tool in physical education. The great movement of children (walking, running, crawling, climbing) can be well developed in the yard of the kindergarten, where there is adequate space and many means for children to develop movement. Together with gymnastics, we help you practice your movements accurately.

Playing in the community makes the child smarter, more resourceful and more courageous. They have to accept rules during moving games.

It is important to protect each other's physical integrity, to choose accident-free locations and equipment.

Opportunities for movement development in our kindergarten:

- Movement in the group room, gym - Easy-to-move tools are available for children to exercise, expanding the possibilities of group room movements, ribbed wall, balancing tools, balancing funnel, egg armchair, trampoline, treadmill in the gym. The large gym of our Égigérő kindergarten, with a richly equipped set of equipment, fully satisfies the movement needs of children.
- Movement in the yard - In order to meet the increased mobility needs of children, we allow free movement in the air all year round. Our yard toys have an EU standard .
- Frontal knit activity organized in a gym or outdoors, On one or one day of the week, we organize games that develop physical activity and dexterity and endurance according to the composition and developmental development of the children.

## 5. *Active getting to know the world around you*

### **Our goal :**

- education for coexistence with the environment in addition to environmental protection
- education for environmental culture, which means establishing the habits of the right way of life, the right way of thinking and behaving, protection, smart and moderate use
- by providing activities, awareness-raising, knowledge acquisition, ability development, attitude formation, value and evaluation ability during active activity
- based on the ecological approach, the upbringing of children who are well-informed in their narrower and wider environment, protect it and are attached to their place of residence
- discover the quantitative and formal relationships of their environment through activities and gain **mathematical experience**

### **Our tasks:**

- learning and protecting the values of the homeland, local people, folk traditions, national, family and material culture through spontaneous and organized experience and knowledge
- experiencing the experience of belonging to a community
- development of the child's independent opinion-forming and decision-making skills, foundation and shaping of the environmentally conscious form of behavior
- the establishment of habits, systems of habits, forms of behavior, the conscious development of abilities and skills that help to form a harmonious relationship with the natural and man-made environment, more precisely with the values contained therein; laying the foundations for sensitivity to environmental problems , the right value system, nature and environmentally friendly behavior;
- acquaintance with the values of the natural and social world in the immediate vicinity of the child;
- developing a positive emotional relationship with the natural and social environment;
- to see the most important connections between living and non-living environmental factors using local characteristics;

- developing an environmentally conscious way of life (saving energy and water, avoiding waste);
- more conscious use of the personality-shaping, ability-building effects of play, especially sensitive play, than at present

**In connection with the seasons and green holidays, the child celebrates green:**

- They get to know the natural and man-made and social (cultural, historical) environment. In addition to material culture, the values of family culture are also emphasized. He uses the acquired experience (knowledge) in his game, constantly practices it, and applies it in his work activities.
- Knowledge of the narrower environment helps to establish attachment to one's homeland. Folk traditions have a place in the life of the kindergarten. Through this experience, he learns about the values of national, family and material culture, and learns to love and protect them.
- The practice of elements of folk crafts, the “proximity” of natural materials and the
  - working with them is a special experience and an emotional surplus for the versatile
  - in addition to gaining knowledge.
- You will gain experience about the objects and phenomena in your surroundings, their characteristic properties, which are essential for safe orientation and orientation according to their age.
- As your personal relationships expand, so does your “I” consciousness and ability to judge others. You have the opportunity to respect and accept differences in both the social and natural environment.
- He gains experience with mathematical content in terms of quantities and formal extensions, and develops the ability to express thoughts with activity and words.
- He / she develops his / her ability to form independent opinions and make decisions in contemporary relationships and in shaping the environment.
- The child develops a positive attitude towards the environment through his or her emotional attachment.
- explores the basic connections of the natural environment through complex experience. By arousing sensitivity to environmental problems , subsequent activity is based on it.

- The formation of environmental awareness and the establishment of a correct value system are aided by the elements of an environmentally conscious way of life that fits into the order.

We strive to ensure that these experiences always take place in the course of a spontaneous or organized activity of interest. By watching and learning about the child's interests and abilities, we help them to develop in relation to themselves. (We prepare and design individual development plans.)

We ensure that the activities organized for the development of the whole personality form, as far as possible, a direct complex unit with the other fields of education. It lies in the child's daily activities.

When choosing environmental topics, we strive to make observations and experiences in the natural environment processable. We also make these experiences with excursions.

The various walks, excursions, activities also serve to develop appropriate habits, habit systems, and forms of behavior, the internalization of which results in cultured behavior in nature. Enriching their personalities, love of nature emerges as a necessity.

The child goes through emotional attachment to appreciate and protect his or her environment.

## **6. Work-type activity in kindergarten**

### **Purpose :**

- Development of skills, attributes, habits and attitudes with active experience that positively influence the child's relationship with the environment, community relationship, fulfillment of duty.
- Respect for work, appreciation of the results of work, feeling the importance of work.
- Development of independence, perseverance, purposefulness, cooperation, failure tolerance.
- Develop their intrinsic motivation, realize that there are tasks they can do as well.

### **Our tasks:**

- providing the conditions for calm, happy, good-natured activities
- providing positive experiences
- providing work equipment of appropriate size, material and expediency for the work of children

- presentation of the intended use, orderliness, provision of the devices in a place accessible to children,
- creating sufficient time and work opportunities and sufficient opportunities to practice work skills more accurately while working
- taking into account the composition of the group when organizing activities,
- experiencing it with children, that through work-type activities one can constantly shape, change, make one's environment more pleasant and expedient
- the development of order, the need for orderly conditions

The most important activity in a child's preschool life is play, but anything else that is interesting to them can be just as much an experience for them as if they were playing. Therefore, we place great emphasis on incorporating work-type activities into the game, not separating it from it.

We organize children's work-related activities in such a way that they are a source of joy and unobtrusively develop their manipulation skills, independence, attention, will and thinking.

It is important that the tasks are initially undertaken voluntarily by the children and that they are happy to do so, as offered by the kindergarten teacher; then the children themselves notice the tasks that can be done for them in their daily lives. We draw your attention to the result of the work, its value, to experience that you can solve everyday problems on your own. They experience that their environment is changeable and they are able to create values themselves.

The children are introduced to the rules of work and the order of their moments.

Appearance of work-related activities in everyday kindergarten life :

- Preschool life is accompanied throughout by self-service work, performing tasks related to the child's own person, and satisfying his or her individual needs.
- The introduction of full-time work improves children's community relationships.
- Voluntary company activities and assignments related to nurturing the traditions of the group have a special developmental effect.
- Regularly recurring daily work activities to maintain order, e.g. stacking of toys.
- In order to love and protect our environment, the regular care of the living environment, which can be performed by children individually or in small groups, is of special value.

Through the effect of frequent recognition and praise, we make children happy to participate in the work.

## 7. Learning in activities

### Purpose :

- competence of the preschool child , the knowledge and knowledge acquired from the environment and during preschool life; this requires the creation of an environment that supports learning, during which the teacher builds on the children's prior experience and knowledge.
- Satisfying a child's curiosity and desire for activity.
- Expanding, enriching, organizing, developing the abilities and creativity of the child's experience and knowledge.
- Implementing exploratory, action-packed, playful learning embedded in complex activities. Developing competencies that **will enable the child to start a successful school life.**

The condition of learning is the active activity of the child , the direct experience that occupies many senses . providing opportunities for activity and discovery, and the consequence is strengthening children's creativity. During the activities, personalized concrete and positive evaluation helps to develop a realistic self-image and self-evaluation, therefore a differentiated evaluation should be sought. In the case of rewards, give priority to emotional rewards, instead of material rewards. We avoid punishment so that a positive attitude towards learning can develop .

### Task:

- Ensuring the processing of children's impressions from a narrower, wider environment.
- Development of forms and time frames of organized learning.

In kindergarten, learning is an activity organized spontaneously and for educational purposes. It includes the development of skills, behavior, motivation and the acquisition of knowledge . The primary goal of preschool learning is to develop the competencies of a preschool child . It follows from the age characteristics of the preschool child that he learns through the child's actions, sensory movement tactile perception. The engine of children's activity is the desire to play, the need to move, the desire to imitate. The stimuli in his environment make him active , trigger the need for effective behavior, while he acquires knowledge, skills and habits. The child experiences, learns when, how to pay attention to the world around him and his inner

signs several times in the process. He turns to the environmental stimuli and influences around him with sensitivity and interest, his active activity is influenced by the strengthening and accepting behavior of the adult, which makes it repeatable.

This is reflected in cognition, emotional life, and action. Maturation and learning interact with each other. The child is mature at any stage of his life to learn something, but not mature at any time, to learn anything. The learning tasks must be adapted to the maturing conditions that correspond to them. The pace of development resulting from the combination of maturation and learning varies from individual to individual. Through learning, the personality is enriched, acquiring the skills it needs to fulfill its tasks. During learning, we develop thinking operations and acquire knowledge. There are processes in learning when we don't even realize we're learning.

Carrying out the activities gives the opportunity to satisfy the interest, to gain experience, to "learn", to experience the joy of thinking, to create, to discover the beauty of the human and material environment. they will have more lasting attention, memory, enrich their imagination, develop their speech and thinking, and will be able to recognize and solve problems .

Forms of learning in the activities: (Suitable for both 3-6-7 year olds.)

Obligatory	Move Singing game, children's dance (for 4-5-6-7 years old)
Indirectly mandatory	Poetry, storytelling
Unbound	Drawing, painting, patterning, manual work Singing, music, Active acquaintance with the outside world, gaining mathematical experience Custom developments

Forms of work-based learning:

Frontal	Move storytelling, singing games, children's dance
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Micro group	Singing, music Drawing, painting, patterning, handicraft Active exploration of the outside world
Individual	Developing partial skills according to individual needs, poem

Suggested timeframes for learning in children per activity:

	Poetry, storytelling	Singing, music, singing games, children's dancing	Drawing, painting, patterning, needlework	Move,	Musical, moving minutes	Active acquaintance with the outside world
They are 3-4 years old	Daily 5-10 '	Heti 1x 10-15 '	Heti 1x 10-15 '	Heti 1x 10-15 '	Daily 2x6 '	Heti 1x 10-15 '
They are 4-5 years old	10-15 '	15-20 '	15-20 '	15-20 '	8 '	15-20 '
They are 5-6-7 years old	30-35 '	30-35 '	30-35 '	30-35 '	10 '	30-35 '

### Methods to be followed for learning in the activities:

The choice of methods should always be adapted to the children's physical condition, age characteristics, interests and curiosities. Rely on the children's experiences and current world of experiences, ensure the possibility of discovery and its joy. The kindergarten teacher should try to use as many different methods and techniques as possible and always do so

- we build on the child's interest and great degree of freedom - from the choice of theme and goals to the creation of products ;
- during the complex processing of the given topic, in addition to the possibilities offered by the teacher, small projects of the children also appear, the implementation of which - in addition to the help of the teacher - is the child's independent task;
- individual ideas are realized in children's small projects ;
- of the pedagogue facilitator is typical , we place emphasis on the helpful presence of adults, keeping the activities in the riverbed, indirect control, mutual cooperation between the child and the adult;
- we use the method of positive reinforcement during the developmental, playful activities that give the experience;

- the duration of the topic is always determined by the degree of interest of the children  
- it can last as long as the joint work can give something new, as long as the joint activity is an experience and joy for the children;
- the topic is processed with the involvement of families, close cooperation with families / brainstorming, collecting work, assistance in activities is important and necessary /.

Some possible ways to develop skills in the processing process:  
combine according to the situation .

**Such methods may include:**

- playfulness (one of the most important)
- providing opportunities for discovery and awakening;
- the use of collection, analysis and systematisation related to direct experience during walks;
- observation, conversations,
- taking into account spontaneous experiences;

**Principles for evaluating learning processes:**

- The happy, self-forgotten behavior of children is the result of praise, encouragement, and positive affirmation.
- When evaluating children, the kindergarten teacher should strive every day to ensure that each child receives some positive reinforcement during their activities.
- The kindergarten teacher uses differentiated, nuanced assessment, always highlighting the specific , good action.
- Creating an environment that supports learning, during which the teacher builds on the children's prior experiences, experiences and knowledge.
- the child's active activity , the possibility of direct experience and discovery that occupies many senses, and strengthening his creativity.

**When rewarding, avoiding material rewards, use the following methods :**

- Verbal praise to both the group and the parents;
- Caressing, closeness to the body;
- Various gestures, glances, facial expressions that would also help to eliminate unwanted behavior;
- **The punishment should be completely avoided by the kindergarten teachers in the learning process, as it discourages the child's curiosity; the motivation .**

- The kindergarten teacher should strive to make every child realistic about his or her physical and spiritual values, but also about his or her shortcomings.

## VIII. DEVELOPMENT RESULTS AT THE END OF PRESCHOOL

The child internal maturation as well as family education and the kindergarten educational process as a result of young children majority the during preschool by the end of six to seven annual once reach the school life to start required development level . Enter the slow transition abba the state in which the from kindergarten to school ripen . The flexible schooling the age taking into account next to provides an opportunity for development according to to start school .

The to start school the below conditions existence required : physical , mental and social maturity which \_ both necessary for success school to work .

Physically \_ healthy developing child around the age of six eljut the first for deformation . They change body proportions , tooth replacement begins . His body is proportionate advanced , heavy-duty . Movement more organized , more harmonious . Strongly movement coordination is evolving and fine motor skills . Movement , behavior , physical needs satisfaction intentionally control able .

Spiritually \_ healthy developing child the during preschool by the end open with interest ready stands the to school step by step . For learning required abilities constantly are evolving . Perception , perception next differentiates . ( Strange significance of the square perception development of the visual and the acoustic differentiation , space awareness , spatial development of movement , the body scheme formation .)

### **In a mentally healthy child:**

- involuntary engraving and recall, in addition to direct recall, intentional engraving and recall appear, the duration of preservation increases; in addition to recognition, recall is playing an increasingly important role,
- the intentional attention that forms the basis of learning appears, the content and scope of the attention gradually increases, it becomes easier to share and transfer it,
- in addition to action-visual and pictorial thinking, elementary conceptual thinking is also emerging.

### **A healthy developing child :**

- understands, constantly communicates, speaks; can express his / her thoughts and emotions in a form that is understandable to others, at a pace and with an emphasis appropriate to his / her age; uses all syllables; forms different sentence structures, sentence types; pronounces vowels and consonants clearly (large individual differences related to tooth replacement are possible); be able to listen and understand the speech of others,
- has a basic knowledge of himself and his environment; knows his name, address, his parents' occupation, recognizes the times of the day; knows and applies the basic rules of pedestrian traffic; knows his or her narrower habitat, the plants and animals living in its surroundings, their care and protection; recognizes the connections between dress and weather. He knows the basic rules of behavior, the forms of behavior and habits that are necessary for the appreciation and protection of the natural and social environment are developing; he has elementary quantitative knowledge.

By the end of preschool, children are also socially mature for school. A socially healthy developing child is ready to accept school life and the teacher, is able to work together gradually, to make contact with adults and their fellow children, if the school atmosphere allows it.

**The socially mature child :**

- can adapt to more and more rules; be able to delay meeting your needs,
- his / her task awareness is developing, and this is manifested in the understanding of the task, in the keeping of the task, in the increasingly effective performance of the tasks; the development of perseverance, pace of work, independence and self-discipline ensures this activity.

During the compulsory schooling from the age of three, the aim and task of the pre-school education process is to promote the harmonious development of the whole child's personality. In the case of children with special educational needs, in addition to continuous pedagogical work carried out with the help of special specialists, only the level of development described above can be achieved. The school-leaving criteria for children with special care reflect the expectations of the host institution for children entering school.

## IX. KINDERGARTEN RELATIONS

### Kindergarten and family collaboration

#### *Forms of cooperation between the parent, the child and the teacher, possibilities for further development*

In order to create harmony between kindergarten and family education, our priority is to work with families, to establish, search for and deepen appropriate relationships. The **principle of mutual trust** required for this is always observed. Proper building and mutual nurturing of the relationship is important for this. The role of the family is significant, as it embodies basic behavioral and emotional patterns in the personality from the moment a child is born. In order to educate more effectively, it is important and decisive for co-education to get to know the children's family, their home environment, their life history and their developmental characteristics. We consider it important to consciously direct our attention to the development of a culture of behavior in cooperation with families.

In order to have an effective co-education, we consider it important to get closer to families, in which we take the initiative. We want parents to become our partners in pre-school education and to ask for our help in solving any problems or problems they may have. We regularly inform the parents about the children's everyday life, the programs organized for them, we acquaint them with their purpose and the tasks related to them.

Parents can get a sample from us to solve different parenting situations. In our everyday life and programs, we provide parents with the opportunity to learn about the various developmental games, thus trying to make them more aware of expanding their child's home play set and the ways to do so (shopping, making their own, exchanging).

Properly designed habits and behaviors make it easier for the child to integrate into the preschool community. Therefore, we consider it important to get to know the educational habits of families and to bring them closer to the educational habits of kindergartens.

**Our educational goal:** cooperation with families, helping and strengthening families. Kindergarten teachers are in daily contact with their parents, thus ensuring the conditions for continuous dialogue in order to co-educate and cooperate.

#### **In the field of cooperation**

- getting to know the personalities of children,
- getting to know families,
- uniform interpretation of tasks for the development of the child,

- coordination of assistance for the upbringing of children ,
- building mutual trust
- active involvement of parents in the upbringing of their own children
- liaison with the helping profession

**Our tasks:**

***Keeping in touch in kindergarten - The job of the kindergarten teacher***

- The kindergarten teacher constantly informs the parents about the life of the kindergarten and the situation of their child in kindergarten.
- The kindergarten teacher 's information about children is always realistic.
- The kindergarten teacher respects emotions, shows helpfulness, and assures the parent of his or her discretion .
- The kindergarten teacher allows the family to gain insight into the day-to-day life of the group, if required by the parent.
- It organizes an open day for a parent or group of parents, in which it is possible to observe the life of the kindergarten directly.
- It provides an opportunity for parents to discuss their problems related to their children's development and kindergarten life , as well as to discuss the results of the child's continuous monitoring, for which the family conversation (reception hours, family visits) is best suited.
- Our teachers provide help and support to parents in the upbringing and development of their children.
- should set an example for the parent and the child in his / her behavior and professional training.
- The parent should feel that they love their child in kindergarten.
- All our kindergarten staff need to approach families without prejudice.
- Our kindergarten teachers can find the most suitable way to make contact, cooperate and give help with each family individually.
- initiate an understanding and trusting behavior with parents of children living in disadvantaged, vulnerable environments .
- Égigérő Pedagogical Program to parents.
- Supporting the Parent Organization, ensuring partner-centered operation.

### ***1. Opportunities for cooperation between the parent teacher***

Our task is to get to know each other, to express opinions regularly, to formulate and implement common goals.

Forms of contact:

- Preschool enrollment - first encounter
- Family visit according to parents' needs - before starting kindergarten care; or as required
- Reception period: last week of August - integration assistance
- Daily dialogue, on bulletin board, continuous information
- Parents' meeting, host twice a year, at any time by appointment
- Open days - per year per group in January
- Joint programs, celebrations, events - fixed in the annual work plan
- Adoption of an annual work plan with the Parent Organization - last week of August

#### **further development of cooperation :**

- Improving the flow of information : launching and operating a kindergarten website. Organization of joint sports programs.
- In the framework of a short lecture, the kindergarten teachers and nurses give advice to the parents on supplementing the nursery diet at home in the framework of a short lecture.
- The toddler is "sensitive" to any act of violence. Not only strong physical stimuli cause damage to the health of the preschool child, but also the sight of acts of violence (brutality, bloodshed, murder). It is not enough to educate parents to prevent all this , but it is also necessary to encourage them to use the right methods of protection. In order to achieve this, we recommend the protection of the mass media that broadcasts violence as a discussion material for parental meetings.
- The widest possible support for parents in need of help (eg educational problems, etc.) with the involvement of their parents
- Increased support for multiple disadvantaged and disadvantaged children

## **2. Kindergarten - School collaboration opportunities**

Changes in the law, proper interpretation and practice of the date of compulsory schooling, establishment of the national basic program of pre-school education, according to which “a child enters a state of slow transition at the end of preschool in which he or she will go from pre-school to school”, the practice of previous years cooperation between the two types of institution is also more justified. We feel the importance of this primarily so that the two institutions learn about each other's concepts of upbringing and education , thus facilitating the change of institutions for children. It is also our duty to keep parents properly informed. We need to allow children to have positive experiences about school life.

### **Forms of contact :**

- school attendance
- inviting teachers to attend parent group meetings for teachers
- view preschool activities - professional discussions
- visit of the kindergarten teacher to the first classes, - class visit - information about the integration of our former kindergarteners
  - parents : informing parents about the dates of open classes and other school events on a bulletin board by posting leaflets sent out by different schools, with personal impact
  - Cooperation between kindergartens and art schools and associations

Our relations with art ensembles and music schools can greatly facilitate the realization of the main role of art education, the main objective of our chosen program. By cooperating with them, we can achieve that the music, the works of art and the aesthetic values of the environment are present in the everyday life of our kindergartens.

## **3. Institute of Educational Counseling and Speech Therapy, Committee of Experts, Family Care (Child Welfare Service)**

The current social situation of families changed living conditions requires from U.S nowadays that \_ the even closer and more cooperative than before relationship let's shape it who is this professional and professional service provider institutions .

And it's unfortunate fact that \_ getting more toddler has socialization , behavior problem . Anyway naturally no free forget about nurturing talent nor in which the Educational Consultant and Speech therapy To an institute large has a role to play. The special treatment requiring children in the case of need according to especially significant the kindergarten cooperating its

role the sectoral legislation specified special preparedness having with professionals . Keeping in touch Contents : Children observation , getting to know after - necessary in the case of - contacts admission the kindergarten initiates . The observation experiences depending on psychologist , development teacher , speech therapist visit the groups where the parents \_ consent in the community , or it " examines " children individually . The large group for children all year in October visit the psychologist and then the with kindergarten teachers consulted jointly \_ define the tasks . The large group children to his parents one year once parental holds a meeting to which theme the school graduation . Child Welfare service coworker in small group children to his parents keeps track of their services . Graduation examination - required in the case of - territorially competent experts committee the kindergarten leader refer the children . All three institution the kindergarten teacher and child protection responsible is responsible for communication .

Other forms of contact:

- Development pedagogy service
- Medical and physical education service
- Psychological service

#### 4. *With a nursery catering company*

During our contact we try to our observations grounded measurement with our results regularly provide feedback at all times food to a company which based on that to our children daily the five basic food group each member should to consume .

The basic food groups between the following we keep number :

- (1) bread , pastry , pasta , rice ,
- (2) fruit , vegetables ,
- (3) meat , fish , eggs ,
- (4) milk and dairy product ,
- (5) oil , margarine , butter , fat

Our goal is to the kindergarten food as much as possible rather to assure know the children for the whole napra solo appropriate foods the need for .

#### 5. *Fostering foreign relations:*

In order to create an educational space between the Hungarian-language institutions of the Carpathian Basin, the kindergarten strives to maintain contact with Hungarian kindergartens

abroad as much as possible. It builds on the good professional consultations established last year in Hungarian kindergartens in Slovakia and Transylvania .

The educational body of the Égigérő Kindergarten feels it is an important task to build and nurture professional relations with Hungarian kindergartens abroad. To do this:

- It announces a start-up competition by addressing the Hungarian-language kindergarten in the Carpathian Basin on topics aimed at strengthening the awareness of Hungarianness.
- It provides an opportunity to get to know the methodological and professional work of the kindergarten

#### **6. *Specialist, nurse:***

For our kindergartens, the nurse provides health care. The nurse monitors the care of the children and maintains constant contact with the kindergarten teachers.

Content of the contact:

Communication is handled by the head of the kindergarten.

The kindergarten nurse visits the kindergarten on a monthly basis.

#### **7. *horizontal relations between educational institutions and their nurturing***

Keeping up with the changes in our accelerated world is a big challenge in all areas of life. Competitive quality in the field of education can only be created if we are “up-to-date” and follow the changes in our field. However, the existence of the latest knowledge and information is not enough. They should be applied as quickly as possible, however, we will only be able to use them if we are well acquainted with our field of education, including kindergarten pedagogy, and have up-to-date information . Only with the possession of concrete , up-to-date evaluation data and analyzes can we make a good decision on which areas, what changes would serve to improve and increase efficiency. The determining factor behind all this is the mission of our organization.

The rapid changes taking place around the world today reinforce the importance in us of awakening in our children a desire to learn that will accompany them throughout their lives. In order to prepare children for intrinsically motivated learning, our pedagogical program seeks to establish the attitudes, skills, and abilities essential to present and future challenges.

However, in our fast-paced world, we have less and less time to keep **up with the changes** , **to test the research results** and to put them into practice. It also takes a long time to

**analyze the results and the effectiveness** . That is why **methods of learning from each other are** playing an increasingly important role in almost every area of our lives . Perhaps the most important feature of **horizontal learning is that it conveys good practice**. A lot of time and energy can be saved by **exchanging knowledge and methods between institutions** , benchmarking , which is a big cult today . Our organization **can only be a learning organization if we know and apply the ways of horizontal learning**. It is therefore a necessary condition that the kindergarten teachers are also committed to the leadership committed to quality, ie they profess the organizational philosophy of continuous development and continuous improvement.

Implementation tasks

- Operation of a hospital system in which kindergarten teachers participate twice a year in national meetings related to the promotion of folk traditions.
- Administrative and practical tasks related to hospitals: organization, reception of visitors, administration
- Workshop operation: methods and procedures to be used during workshop work, documentation of workshop work → joint summaries → in-house or other usable experience
- Organization of participation and other possibilities on demand
- The tasks of establishing and nurturing relationships that support horizontal learning, as well as content implementation, should be included in the current annual work plan.

#### 8. *Cooperation with the maintainer of the institution*

On the part of our institution, our pedagogical program is a kind of commitment to the Childhood Foundation - as the maintainer of the institution - regarding the quality of kindergarten care provided to its citizens and to the families who use the kindergarten. The costs spent by our maintainer on pre-school education are part of the Foundation's budget, so the question rightly arises as to how the money spent on public education is used. In other words, how efficiently and effectively do we operate, do we perform our core function , and can we account financially and professionally for the resources made available to us.

Objective: To work effectively and efficiently with the maintainer of the institution and its staff, by constantly reviewing the possibilities of the relationship, with regard to the following contents:

- clarifying the maintainer's expectations for institutional documents
- elaboration and operation of the aspects and procedures of the report
- regulation of the order of data provision
- agreeing on procedures for measuring partner demand and satisfaction
- other contact content

*The relationship between the kindergarten and the caretaker mainly covers the following main areas:*

- drafting and amending the founding document of the kindergarten
- financial, management activities, approval, adoption and modification of the annual budget
- check our kindergarten:
  - from a management point of view
  - operationally
  - from the point of view of legality
  - in terms of the effectiveness of professional work
  - child protection activities here
  - measures taken to prevent accidents to children
  - evaluation of professional work in kindergarten
  - approval and modification of the SZMSZ, the Rules of Procedure and the Pedagogical Program

*Aspects of the kindergarten's annual report in the light of the general expectations of the institution*

**Areas and expectations to be assessed annually:**

**1. Pedagogical processes** - Planning - Implementation - Monitoring - Evaluation - Correction

1.1. **The annual work plan** is in line with the strategy documents and the plans of the working communities.

1.2. Based on the findings of **the report at the end of the school year** , **the next school year is planned.**

1.3. **In accordance with the pedagogical program and individual development plans** , **individual assessment is carried out** , which can be traced in the **development diary (notes).**

The results of the children are continuously fed back to their parents / guardians and to the child in a form appropriate to their age and level of development for developmental purposes.

1.4. During the preparation and modification of the strategic and operational documents of the institution , the information revealed during the audits is used.

## **2. Personality and community development**

2.1. The management of the institution and the educator concerned have information about the social situation of each child.

2.2. Parents are involved in community development within the appropriate framework.

## **3. Results**

3.1. We record and **analyze the institutional results: the results** of measurements organized on the spot on a regular basis or on other grounds, possible sports, other competition results, recognitions. The results of the satisfaction measurement of children staying in kindergarten after the age of 6 (parent, kindergarten teacher, those who help with pedagogical work), educational indicators, etc.

## **4. Internal relations, cooperation, communication**

4.1. The professional groups of the educators form their own scope of work and work according to an independent work plan. Their work plan is defined taking into account institutional goals.

4.2. The staff of the institution shall have access to the information and knowledge necessary for their work.

## **5. External relations of the institution**

5.1. The institution informs its external partners in the usual way on the spot ( information is provided orally, digitally or on paper).

5.2. We are constantly reviewing, providing feedback and improving the information provided to our partners and providing them with opportunities to comment.

## **6. Conditions of pedagogical work**

6.1. The institution regularly assesses the existence of the infrastructure necessary for the implementation of the pedagogical program and **indicates the shortcomings to the maintainer** .

6.2. **The head of the institution regularly assesses the needs** and has a realistic picture of the human resource needs of the educational work.

6.3. The shortage of human resources in need and the problems that arise are indicated to the maintainer in time.

**7. Compliance with the expectations formulated in the national basic program of kindergarten education and the institutional goals formulated in the pedagogical program**

7.1. In the plans (annual work plan, further training plan, five-year action plan) the sub-goals, tasks, responsible persons and result indicators indicating the implementation of the pedagogical program can be well followed. The head of the kindergarten is responsible for liaising with the maintainer, and another employee of the kindergarten is authorized to do so.

**Documentation of pedagogical work** (Highlighted from the glossary of the Guide to the Qualification System for Teachers )

Key definitions and content requirements for the design process:

- **Annual plan: A planning** document prepared by the teacher , which is based on the national basic program of kindergarten education and the pedagogical program of the institution. Its aim is to give the teacher an overview of the whole-year educational process in the given group in connection with an activity. The annual plan includes the name of the group, the number of sessions and the breakdown by topic. In connection with the sessions, it also gives the main didactic tasks, the skills and abilities to be developed, as well as the related knowledge. The teacher can supplement the annual plan with his / her experience and comments during the year.
- **Learning-teaching unit:** A unit of the learning-teaching process, in the framework of which the child achieves an educational goal by processing a given content of education and teaching topic. There is a defined time frame attached to the learning-teaching unit. One type is the thematic plan. **Thematic plan:** One type of learning-teaching unit. The planning document prepared by the teacher , which is based on the national basic program of kindergarten education, the given field of education and activity, the pedagogical program of the institution and the annual plan prepared by the teacher. **It aims** to provide an overview of the learning-teaching process of a specific topic in a given group. In addition to the annual plan, the thematic plan may include the name of the group, the number and division of sessions, the didactic tasks assigned to the sessions, the skills and competences to be developed and the related knowledge, the main methods, organization and teaching tools used. . **Session plan** A planning document prepared by the teacher , which sets out the aims of the session, the educational strategy, the structure and course of the session, the methods and organizational methods used, and the tools. The syllabus may include a concise description of the child's and teacher's activities, as well as the teacher's instructions, as well as possible children's responses and response activities. It is advisable to attach the worksheets for children, the processed texts, other aids to the syllabus in the appendix during the professional examination, qualification, filling in into

the portfolio, and it is also worthwhile to include the ICT literacy contents. **The aim of the pedagogical documentation is** to display the system of principles, goals and tasks of the pedagogical program, leaving the choice of methods and tools to the choice of the kindergarten teachers. The task of the kindergarten teacher is to logically structure the various activities, informal and bound activities along the goal and task system of the pedagogical program . **The daily practice of pedagogical work is expected to be in line with the annual and related thematic planning** . Deviations can only occur in justified cases. Pedagogical documents at the institutional level National Basic Program for Kindergarten Education (Basic Program)

- **The Group Log** ; educational and development program for groups of children
- **Admission and Absence Log**; time frame: daily, according to the current management instructions.
- **Measuring the developmental status of children**
  - Individual Progress Tracking Document a
  - **Development Diary: Aims to observe children and provide differentiated support for development based on** cognitive abilities .

## **X. FAMILY EDUCATION SUPPORT-CHILD PROTECTION, STRENGTHENING SOCIAL COMPETENCES**

A special area of family care is child protection work, which aims to help families in need, which the child protection officer does with adults living and working with children. The reasons for the risk may be: unemployment, financial disadvantage, possible drinking or other addiction (drug use), loss of a parent, carelessness, under-education. Children with upbringing and social problems, or children without parents, are at a disadvantage compared to their peers who live fuller and more balanced lives. An essential condition for harmonious personality development is an emotion-rich, cultured environment and a loving upbringing. Possible injuries, deficiencies and traumas cause psychological disorders, which are manifested in their play and behavior, and negatively affect the development of their personality.

### Preventive tasks

Paying attention to the noticeable signs - the anomaly, noticing the differences is important, we can raise the children, who are physically and mentally healthy, by looking for the roots and performing the resulting tasks. It is always possible to explore and discuss problems on demand.

*The purpose of child protection in kindergarten is:*

- the early recognition of the problems of children living in multiple disadvantages and disadvantages, or in a situation endangered in some way, to deal with the problem, to help, to compensate, to reduce the disadvantages .
- Children with special needs should be given the optimal level of development and self-help.

*In order to achieve our goals, our tasks are :*

- building good relationships with families
- tolerance , trust, acceptance of the child among peers
- tolerance gradation creating security
- meticulous observation of the child,
- highlighting positives enforcing children's and parents 'rights
- cooperation with organizations providing special services
- assistance for various benefits according to the social and financial situation of the families
- organizing catching up

*The task of child protection in kindergarten:*

The child protection officer will assess the changes as needed, but every 3 months. His responsibilities include informing families about the help forums, the availability of their professionals, keeping an eye on them, noticing small, warning signs, and looking for practical help with tact. It can also play a role in supporting contact and facilitating ongoing collaboration. When analyzing specific cases, the group's educators and the child protection officer work together to decide what to do. We consider it an important pedagogical task to tolerate the different language and culture resulting from national, ethnic and worldview differences . We help with integration, we strive for mutual acceptance of differences.

In the course of our work, we consciously pay attention to the solution of communication difficulties, speech development, learning about different cultures, and, if necessary and possible, national customs / e.g. eating / retaining.

**The kindergarten education board is jointly responsible for the undisturbed development of children and the protection of children.**

*Competence levels in the field of child protection:*

**First Level Preschool Teachers:** Receiving Signals from Children and Parents Discovering a disadvantaged or vulnerable situation. Differentiated and individual development that fits the personality of children in this circle

**Second level of child protection is responsible for:**

- information from teachers → Based on the available information, the child protection officer has the opportunity to provide counseling and resource exploration (social support, food support, etc.) to disadvantaged or vulnerable parents and to contact the family support service.
- He works closely with kindergarten teachers; assess the number of disadvantaged and vulnerable children in kindergarten and the causes
- If necessary, she initiates a family visit with the group kindergarten teachers
- Coordinates child protection activities among kindergarten teachers
- It maintains a register of vulnerable and disadvantaged children and, if necessary, cooperates with the staff of the Child Welfare Service.
- If you do not have the opportunity to take further action within your own jurisdiction to prevent the child from being endangered, you should seek the help of the Child Welfare Service or the Guardianship Authority.

**Third level is the kindergarten teacher :** Directs and controls the child protection work in the kindergarten Enforcing the interests of the children and monitoring the enforcement. It is your responsibility to contact the relevant child protection and family support organizations as needed .

**Duties of the kindergarten teacher:**

- provide training for the child protection officer and report on what has been said
- evaluates and rates the effectiveness of child protection work once a year
- on a regular basis, consult the child protection officer and the relevant kindergarten teachers on the application for regular support and take appropriate action
- in case of suspicion of a crime committed against children, provides assistance to the guardianship authority and child protection specialist as necessary
- inform parents in writing of the identity and contact details of the child protection officer
- it helps parents prevent and resolve their problems

***Raising disadvantaged and multiple disadvantaged children***

Reducing social disadvantages Inclusive pedagogy - Integration by preserving peculiarities, adapting to differences with goals and tasks.

Pedagogical activities to help alleviate social disadvantages

- Activities to help alleviate social disadvantages
- The most common causes of disadvantage (environmental, material, health, child's personality)

**Our tasks are to alleviate social disadvantages**

- Our activities to alleviate social disadvantages
- Help offered to parents

Activities to help alleviate social disadvantages are a feature of our kindergarten program, child-centered and family-oriented. We encourage partnerships with services that support parents, provide resources for them, and provide services to children.

**Organizational tasks :**

- integration grouping
- minimizing unjustified absences
- the establishment of opening hours enabling parents to get to work and walk
- cooperation of the educational board (regular team work with the participation of all staff, case discussions, hospitalizations)

**Priority areas of pedagogical work:**

- complex condition assessment when entering kindergarten (detailed anamnesis)
- communication education (vocabulary, language expression, speech comprehension, promotion of speech perception)
- emotional education, socialization (promoting integration into institutional education, trust, acceptance, cooperation)
- education for a healthy lifestyle (development of health awareness, nutrition)
- conscious development of social sensitivity
- modern kindergarten pedagogical methods (methods based on the child's initiatives, differentiation, cooperative techniques, use of movement, music, methods of partnership with parents)
- child protection, health care and social work activities
- pediatric counseling (joint programs for parents with cooperating partners)

- initiating and organizing child welfare services (collecting and donating clothes, toys, books)
- active cooperation with the social welfare system
- networking with non-preschool organizations, in particular the network of child welfare and family support services (support for parents, exploration of resources) (early skills development advice)
- regular information about children's development, discussing individual development diary entries, showing and analyzing children's works, providing opportunities for parents to participate in classes. (open day in the group, kindergarten)
- individual conversations (reception hours), exchange of views related to raising children, getting to know and understand the customs and values of the family, exploring the resources of the family, forming parent communities, organizing events
- preparation of institutional self-assessment

#### **Expected effects, results:**

- Children integrate and feel safe in the host nursery community.
- Parents experience the positive effects of an inclusive environment, so they too can help their child be accepted and developed.
- educational board of our kindergarten treats and develops children with abnormal development and situation with appropriate competence , for which it continuously acquires the appropriate qualification.

#### **Measures for equal opportunities for children**

**Aim:** To develop children's self-esteem, self-esteem and self-efficacy. In the case of social competences , tolerance is the development of solidarity and the ability to work together.

#### **Tasks:**

- Observing and assessing children, facilitating their involvement ,
- Playful development of fine motor skills, line safety, writing skills,
- Development of attention concentration with a creative approach,
- Development of thinking skills and
- Developing interoperability capabilities.
- In order to ensure the success of the upbringing of disadvantaged and multiple disadvantaged children, we establish and operate a relationship with the Mayor's Office's Welfare Department and the district's child welfare and family support

institutions, as well as the nurse service. We take part in their trainings and use their advice to compensate children for their disadvantages. We provide them with equal access in all areas of preschool life. We provide them with a greater degree of individual attention and personal care.

- Supporting the transition from kindergarten to school by implementing pedagogical work supporting the achievement of school maturity (establishing learning abilities, preventing the development of learning and other partial ability disorders, urging solutions, tolerance of monotony, concentration , creating the necessary level of creativity)
- Work in support of school administration by supporting school choice (information for parents)
- Follow the development of the children at least in the first year of primary school
- Keeping in touch with parents, establishing a personal relationship with each parent
- Ensuring individualized habits for children a

### *Information about the child's compulsory education*

The provisions relating to the commencement of compulsory schooling (hereinafter: commencement of schooling) shall be governed by the provisions of the following legislation in force as of 1 January 2020:

- 2011 CXC. Act on National Public Education
- 2016 CL. Act on General Administrative Procedure - Decree 121/2013 on the Office of Education (IV. 26.) Government Decree
- 229/2012. (VIII. 28.) on the implementation of the Act on National Public Education
- 20/2012 (VIII. 31.) EMMI Decree on the operation of educational institutions and the use of names of public educational institutions
- 15/2013 (II. 26.) of the EMMI on the operation of pedagogical professional service institutions **From 1 January 2020, the Office of Education will decide on the participation of a child of compulsory school age in a kindergarten until another year of education. The proceedings are initiated at the request of the parent .** The parent may attach to the application any document or documents that he or she considers important , such as a form for monitoring the child's development, so that the experts dealing with the application can indirectly take into account the opinion of the

kindergarten. However, the attachment of a progress form is not mandatory. At the request of the legal representative, ie the parent or guardian, the procedure, the acting authority and the legal remedy set out in the above-mentioned laws and regulations shall apply to the application.

## XI. OUR TRADITIONS, OUR TRADITIONAL FAMILY PROGRAMS

### *Our traditional family programs*

**Creative afternoons** - traditionally organized three times a year in connection with Martin's Day, in connection with the Christmas and Easter Festival with the participation of parents, family members and children. This program provides an opportunity to shape and shape the adult and children's community. In addition, it is of great value that they are more attached to the toys and objects made together and that more attention is paid to their protection. These days, young and old can work with simple, ordinary and special materials and tools. Its organization is governed by the formal and content aspects of the implementation of parental meetings.

**Égigérő Family Day** - aims for parents and children to spend pleasant minutes with us while engaging in sporty playful activities. We are preparing for the event with sports programs, programs for children and parents.

**Earth gardening** - the aim is to strengthen the love of plants and the environment, the importance of protecting them through joint gardening and gardening

**Open days** We welcome parents who come with their children before the choice of kindergarten several times a year.

In addition to these programs, we organize a number of joint events, which take place in different groups, such as celebrating children's birthdays, waiting for Santa Claus, Christmas, March 15 , carnival, Easter, mothers' greetings, and children's day games. , year - end family programs. These programs are colored by traditional and group-specific elements.

## XII. Monitoring and evaluation system of the pedagogical program

### **Internal control:**

It is carried out by the head of the kindergarten, the deputy head and the head of the working community - continuously on the occasion of visits, special days / holidays, and the evaluation takes place in June each year at the end of the diligence period (at group, working community and kindergarten level).

**During the introduction of the** educational process, documentation and verification:

- we plan the custom and rules of the educational plan plans every year,

- planning organizational tasks every six months
- development plans on a weekly basis, with associated reflection
- continuous review of educational plans, group diaries, which takes place annually
- we make and evaluate the records of the individual development of the children every year, on the basis of which we prepare the activities of differentiated development,
- continuous recording of recruitment and absence logs
- continuous monitoring of children to **reach the level of development required for school work**
- preparation of annual reports at the end of the diligence period

**Output:** Every three to four years by examining children entering school at the end of the educational process. Comparison of input and output indicators The internal control, evaluation and system of our pedagogical program

a) **Examining the structure of the program :**

- Whether the requirements of the program meet the objectives.
- How children's activities serve developmental purposes.
- Whether and how the tasks of the kindergarten teacher help to realize the children's activities.
- Whether the local device system is suitable for achieving the given goals.
- Is there adequate coherence between the different areas of education and development? - Whether the material conditions correspond to the program.
- The preparedness of the board of educators — especially the coordinated activity of two kindergarten teachers working in a group of children — is adequate.
- Is the relationship between the nursery and the family appropriate.
- What are the local needs of parents for kindergarten.
- Are the financial resources and possibilities of the program adequate?

b) Review, evaluate and, if necessary, reinterpret our **mission statement**

c) Feedback to the program in the annual report based on an **examination of the results of children leaving school each year .**

d) **The evaluation of the work of the teachers and the staff directly assisting the educational work** is carried out annually, and the results of the evaluation are fed back into the program.

e) **Transmission of the obtained results to the maintainer .**

The pedagogical program is presented and introduced to the parents in the framework of a parental meeting, and the program is accessible and available to everyone in the kindergarten office / website.

### **Measuring and evaluating children**

#### **Purpose :**

- Get to know the child's current level of development and condition.
- The direction of development should be ensured from the knowledge of the children's needs, the observations of the kindergarten teacher and the analysis of the test results.
- Show a picture of where the child has developed in relation to himself or herself and where he or she is lagging behind.
- Assist in planning and selecting the most appropriate procedures in the educational work by defining the areas to be developed and the outstanding skills.
- Pre-school education should be effective, based on a thorough knowledge of the child's personality and condition, in order to ensure the achievement of a higher level of development according to one's own abilities and pace.
- Let development itself be the goal and the result.

#### **Kindergarten teacher tasks related to the management (measurement) of the documentation monitoring the development:**

- Preparation of the anamnesis data sheet.
- At the end of the admission-habitation period, record the experiences so far as part of the documentation monitoring the development.
- With observations and measurements, the presentation of the child's personality ability areas (development of movement, vision, hearing, intellectual abilities, cognitive functions , social abilities, speech development, mother tongue abilities, emotional, willful abilities, and play).
- Recording the results of the observation and measurement in the documentation monitoring the development of each child.
- Knowing the results, after evaluating the child 's level of self - development, conscious planning of developmental work.
- In the individual development plan, the definition of the area to be developed, the planning of targeted tasks, activities and games for this purpose, which promote the further development of children in order to reduce disadvantages or because of their outstanding abilities.

- We plan development only for those areas of ability that require specific tasks.
- Involve the help of a specialist if necessary, knowing the competence limits of the kindergarten teacher.
- Regular and appropriate, meaningful information to parents about their child's development.
- Confidentiality of child development documentation.

The inspection is performed by the kindergarten teacher.

## **Validity provision**

**The pedagogical program of the Égigérő Kindergarten was completed in 2021.**

## **Validity**

**After approval by the maintainer, it will take effect from the date of promulgation (September 1, 2022) and will be valid until revoked.**

## **Evaluation and review of the pedagogical program**

The implementation of the goals and tasks defined in the program is continuously examined by the Board of Education. At the end of each school year, the professional working community of teachers evaluates in writing the results of the realization of the general goals and tasks formulated in the program.

## **Rules for modifying the pedagogical program**

### **an amendment to**

- The driver
- any member of the Board of Education
- the professional working community, the parent organization
- maintainer of the institution

### **The reasons for the change may be:**

- legal legislation
- a change in the memorandum of association in the tasks specified by the maintainer
- a proposal based on the results of the annual evaluation of the Board of Education

**Amendments to the pedagogical program shall be approved by the Board of Education in accordance with the applicable and current legislation and approved by the maintainer.**

## **Disclosure of the pedagogical program**

The pedagogical program is open to the public

**One copy can be viewed at the following people and places:**

- maintainer of the institution
- the archives of the institution
- at the head of the institution
- on the institution's website
- in the groups of the institution
- in the EMS database

Documents placed in the institution can be viewed by anyone during opening hours.

**Information about the pedagogical program**

For the parents of the admitted small group (3 years old) children, at the first parental meeting, the head of the kindergarten or the person entrusted with the competence delegated by him / her keeps comprehensive information about the content of the pedagogical program.

The head of the kindergarten or the person entrusted with the powers delegated by him or her shall provide information on the pedagogical program to the parents of the children who establish a legal relationship later with the kindergarten, which can also be viewed on the kindergarten's website at all times.

In addition to the above, parents can also request information from the head of the kindergarten or the group kindergarten teachers during group parent meetings at the kindergarten.

Questions related to the pedagogical program can be asked by the head of the institution at any time during the school year, who will give a meaningful answer to it within the administrative time. The exact date of this will be determined in advance with the parent.

For oral inquiries, you may receive oral information from the persons designated to represent the nursery school. A written question may be submitted at any time during the school year to the head of the kindergarten, who will provide a written answer within the administrative deadline.