



**SUBJECT DATASHEET**

**DEVELOPMENT OF PUPIL'S COMMUNITIES**

**BMEGT51A551**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

DEVELOPMENT OF PUPIL'S COMMUNITIES

### ID (subject code)

BMEGT51A551

### Type of subject

contact hour

### Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	0
Practice	16
Laboratory	0

### Type of assessment

term grade

### Number of credits

3

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
Feketéné dr. Szakos Éva	assistant professor	feketene.szakos.eva@gtk.bme.hu

### Educational organisational unit for the subject

Department of Technical Education

### Subject website

<https://edu.gtk.bme.hu>

### Language of the subject

magyar - HU

### Curricular role of the subject, recommended number of terms

Programme: Vocational instructor BSc - Technical instructor specialisation (from 2021/22/Term 1)

Subject Role: Compulsory

Recommended semester: 1

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### Direct prerequisites

*Strong* None

*Weak* None

*Parallel* None

*Exclusion* None

### Validity of the Subject Description

Approved by the Faculty Board of Faculty of Economic and Social Sciences, Decree No: 580251/13/2023 registration number. Valid from: 29.03.2023.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

The objective of the subject is to prepare the student to recognize the importance of community development and to implement community formation. Be able to provide a supportive learning environment for students. Have knowledge of secondary school student groups and their environment. Be able to interpret social processes affecting students and their possible negative effects.

### Academic results

#### Knowledge

1. Knows the characteristics of the age of the students and the methods of getting to know them.
2. Informed about the methods of cooperation with parents and with various professionals and professional institutions that support pedagogical work.
3. Knows the physical, emotional, social and learning characteristics of a student-centered learning environment.

#### Skills

1. Able to create a relationship system based on mutual respect and trust with the students, to jointly develop and accept the principles and forms of cooperation.
2. In professional situations, he is able to communicate professionally, clearly, openly and authentically with students and parents.
3. He is able to see the values in everyone and relate to all his students with positive emotions (love).

#### Attitude

1. Respects the students' personality.
2. Is open to asking for and accepting professional help in order to explore and solve conflict situations and problems.
3. Characterized by social sensitivity and helpfulness. He does his teaching work without prejudice.

#### Independence and responsibility

1. He is capable of professional self-reflection and self-correction in his decisions.
2. He has a considerable degree of independence in raising comprehensive and special questions of his profession.
3. It is characterized by cooperation and responsibility.

### Teaching methodology

Lectures, class exercises, written and oral communication, use of IT tools and techniques.

### Materials supporting learning

- Tankönyvek, jegyzetek, letölthető anyagok / Textbooks, notes, downloads
- 1. Arapovics Mária: A közösségfejlesztés alapfogalmai és a kulturális közösségfejlesztés paradigmái - Kulturális Szemle, Balogh László és Tóth László: Fejezetek a Pedagógiai Pszichológia Köréből <https://mek.oszk.hu/04600/04669/html/>
- 2. Kovács Henrietta : A közösségfejlesztésalapjai és a többfunkciós közösségterek- Kulturális Szemle
- 3. <https://education.ec.europa.eu/hu/focus-topics/improving-quality/key-competences>
- 4. Bodó Márton, Molnár Karolina, Uzsa Ilyé Pécsi Rita: Az Iskolai Közösségi Szolgálat bevezetésének tapasztalatai 2015. OFI (2015) ISBN 978-963-682-886-8
- 5. [https://mek.oszk.hu/04600/04669/html/balogh\\_pedpszich0015/balogh\\_pedpszich0015.html](https://mek.oszk.hu/04600/04669/html/balogh_pedpszich0015/balogh_pedpszich0015.html)
- 6. <https://osztalyfonok.hu/32>

## II. SUBJECT REQUIREMENTS

### TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

#### General Rules

2.1 and 2.2. the goals and learning outcomes set out in point 2 are achieved on the basis of mid-year written performance measurement, submitted thesis and/or project tasks and active participation in the exercises. Performance evaluation methods

#### Performance assessment methods

A. Detailed description of performance evaluations during the working period: Partial performance evaluation (homework): 1.

Summative

performance evaluation: a complex, written evaluation method of the subject and knowledge and ability-type competence elements in the

form of a closed paper, the paper basically focuses on the application of the acquired knowledge, 2. Thesis and/or project tasks to be submitted: a complex evaluation method of the subject's knowledge, ability, attitude, and independence and responsibility competence

elements, which takes the form of an individually or group task. 3. Active participation: a simplified evaluation method for the subject's knowledge, ability, attitude, and independence and responsibility competence elements, which takes the form of a prepared appearance and active participation in the consultations. B. Performance evaluation during the exam period (exam) X

#### Percentage of performance assessments, conducted during the study period, within the rating

- 1st partial performance evaluation (1st homework): 40
- 2nd partial performance assessment (2nd homework): 30
- 3. partial performance evaluation (3. homework): 30
- altogether:: 100

#### Percentage of exam elements within the rating

#### Conditions for obtaining a signature, validity of the signature

The condition for obtaining the signature is that 3.2. the student achieves at least 50% of the score that can be obtained according to point

#### Issuing grades

Excellent	96
Very good	87-95
Good	75-86
Satisfactory	62-74
Pass	51-61
Fail	50%

#### Retake and late completion

1) Homework can be made up in accordance with the current Study and Examination Regulations, upon payment of the fees prescribed in the Reimbursement and Allowance Regulations.

#### Coursework required for the completion of the subject

részvétel a kontakt tanórákon	16
házi feladatra felkészülés	50
egyéb felkészülés	24
összesen	90

#### Approval and validity of subject requirements

Consulted with the Faculty Student Representative Committee, approved by the Vice Dean for Education, valid from: 13.03.2023.

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

2.2. in order to achieve the learning outcomes set out in point, the subject consists of the following thematic blocks. Their length is usually 4 hours (two weeks), but depending on the composition of the students and the nature of the discussion of the problems proposed

by them, their proportion may change during each semester. In the syllabi of the courses announced in each semester, these topics are scheduled according to the calendar and other conditions.

- 1 Közösségfejlesztéssel kapcsolatos alapfogalmak. A közösségfejlesztés színterei. Közösségfejlesztési lehetőségek a szakképző iskolákban. A külső értékelés hatása a motivációra. Szorongás, stressz, megküzdés az iskolában. Csoportdinamikai jelenségek a közösségben. Versengés és együttműködés. Az oktató kapcsolatrendszerei. A tanuló-oktató, oktató-szülő, oktató-tantestület kapcsolatok dinamikája. A kooperatív oktatási módszer fogalma. A kooperatív oktatási módszer általános jellemzői. Az oktató szerepe a kooperatív oktatási módszer alkalmazása során. Válsághelyzetek a középiskolás diákok életében. Káros szenvedélyek: dohányzás, túlzott alkoholfogyasztás, droghasználat. Védőfaktorok kialakításának iskolai lehetőségei. Jó gyakorlatok a szakképző iskolákban.

### Additional lecturers

Feketéné dr. Szakos Éva egyetemi docens / assistant professor [feketene.szakos.eva@gtk.bme.hu](mailto:feketene.szakos.eva@gtk.bme.hu)

### Approval and validity of subject requirements