



DESCRIPTION OF THE STUDY SUBJECT (MODULE)

Subject (module) title	Code
Game pedagogy.	

Annotation
<p>During the study of the subject, students will get to know and analyze the concept of games: origin, essence, historical interpretation. They will get acquainted with the philosophical, pedagogical and psychological theories of games, their change, interrelationship, problems of game classification. We will delve into the importance of various games as one of the main activities of a child at different age stages. They will discuss sensory - exploratory, functional, movement-enhancing games, etc. at an early age, creative role-playing games and their main components (idea, goal, motive, roles) and pedagogical conditions that promote long-term, individual creative role-playing games in preschool and pre-school age. They will get acquainted with the types, structure, and significance of didactic play in the process of children's sensory education, developing children's cognitive, artistic, and communicative competences. The educational possibilities of modern games (computer, etc.) will be discussed. The educational and artistic features of toys, the main types of toys, their significance for the child's mental maturity and socialization, the methodology of selecting toys for children of the appropriate age will be analysed.</p>

Teacher(s)	Department(s)
Coordinator: prof. Dr. Daiva Malinauskienė Other(s): lect. Vaida Padgurskytė	Šiauliai Academy Institute of Education

Degree of study	Subject (module) type
First	Mandatory

Implementation form	Period of execution	Execution language(s)
Blended learning	5th semester	English language.

Requirements for the student	
Prerequisites: Basics of Pedagogy, Psychology, Psychology of Child Development, Pre-school and Pre-primary Pedagogy	Co-requisites (if any): None

Scope of the subject (module) in credits	Full student workload	Contact hours	Hours of independent work
5	107	40	67

Purpose of the subject (module): competences developed in the study program		
<p>To develop modern pedagogical competence in the child's cognition, which ensures the successful individual development of each child in the field of playful activities. Studies are based on the idea that play is as a modeling of socio-cultural activities and a tool of educating children.</p>		
Subject (module) study objectives	Study methods	Assessment methods
They will get acquainted with the theoretical foundations of game pedagogy: they will discuss the concept of games: origin, essence, historical interpretation, philosophical, pedagogical and psychological theories of games, their change, interrelationship, problems of game classification.	Literature analysis, Traditional lecture, Video material analysis, Work in groups.	Examination; Written work; Classroom work and e-learning tasks.

Will be able to observe and evaluate what kind of pedagogical help a child needs during play, create an effective educational environment for babies and children that encourages play.	Literature analysis, Practical tasks, Exercises.	Exam. Classroom work and e-learning tasks.
They will teach you to understand the significance of play and toys for the child's socialization and education process, create toys and master the methods of leading the game, helping a child or a group of children to achieve specific goals, the ability to communicate and cooperate.	Discussion, Information search task, Video material analysis, and Practical tasks.	Examination; Written work; Classroom work and e-learning tasks.

Themes	Self-study time and tasks								Tasks
	Lectures/e-learning	Consultations	Seminars	Exercises	Laboratory work	Practice	All contact work	Self-employment	
1. The concept of games, philosophical, pedagogical, and psychological interpretation. Classification problems	2		2				5	5	Work in the audience and e. learning environment. Studying literature independently.
2. Play in infancy and early life.	2		4				5	10	Work in the audience and e. learning environment.
3. Creative role-playing games in pre-school and pre-primary age.	2		4				5	5	Work in the audience and e. learning environment.
4. Competence development of preschool and school-age children through play	2		4				7	10	Work in the audience and e. in the learning environment, preparation of a literal - visual (illustrated) presentation.
5. Didactic games and the methodology of directing them.	2		2				5	10	Work in the audience and e. learning environment. Studying literature independently.
6. Diversity of game educational environments and principles of development.	2	1	4				8	10	Work in the audience and e. in a learning environment, preparation of a practical task.
7. Meaning, types, use and educational possibilities of the toy.	2	1	4				5	7	Work in the audience and e. in a learning environment, preparation of a practical task.
Preparation for the exam and taking it								10	Preparing for the exam
Total	14	2	24				40	67	

Evaluation strategy	Weight %	Billing time	Evaluation Criteria
Active work in the audience, participation in discussions, practical activities	30	Constantly	The following aspects of working in the audience are evaluated: Active participation in discussions, detailed, reasonable answers to questions, formulation and raising of questions, problems, excellent performance of practical tasks - 3 points.

			<p>Participation in discussions, detailed answers to questions, performance of practical tasks - 2 points.</p> <p>Participation in many discussions, quite detailed answers to the questions asked, satisfactory performance of practical tasks - 1 point.</p> <p>Rare participation in the discussion, questions not answered or answered incompletely, unreasonably, - 0 points.</p>
Verbal, visual (illustrated) presentation	20	At the time allotted during the semester	<p>The evaluation shall include the following aspects of the report:</p> <p>The structure of the report is clear, constructive and logical, and there are all the necessary parts, the wording and style are in line with the requirements of the scientific report; critically and diversely analyzed the chosen topic from the problems of the game pedagogy, the conclusions are based on – 2 points.</p> <p>The structure of the report is clear and logical, and there are all the necessary parts, the wording and style are in line with the requirements of the scientific report; critically analyzed the chosen topic from the problems of the game pedagogy, the conclusions are based on – 1.5 points.</p> <p>The structure of the report is quite logical, not all the necessary parts are there, the wording and style do not always meet the requirements of the scientific report; too little knowledge from game pedagogy theme is analysed, the conclusions are not fully justified - 1 point.</p> <p>Very shallow message or no delivery -0 points.</p>
Exam	50	At the end of the semester	<p>The following aspects of the exam are evaluated:</p> <p>A student knows the theoretical material perfectly and very well (according to the topics studied), is creatively able to apply the acquired knowledge in practical situations - 5/4 points.</p> <p>A student knows the theoretical material (according to the topics studied) and is able to apply the acquired knowledge in practical situations - 3 points.</p> <p>A student knows only the basic theoretical material (according to the topics studied) and is able to apply the acquired knowledge in practical situations according to the examples provided -2/1 point.</p>

The author	Year of authorisation	Title	Periodical no. or publication volume	Place of publication and publishing house or web link
Mandatory literature				
Juodaitytė, A.J., Malinauskienė, D., Musneckienė, E., Bražienė, N. and Lenkauskaitė, J.	2018	Modern childhood and the education of children: socio-cultural contexts: a study of science.		Šiauliai: Šiauliai University.
Dambrasukas, J.	2006	Game and culture in Lithuania.		Vilnius: Aidai.
Monkevičienė, O. (comp.)	2001	Head of Early Childhood Education: A child under three years old: Parents, guardians, educators.		Vilnius: Minklės.
Grinevičienė, N.	2006	Development of children's playing abilities.		Klaipėda: KU Publishing House.
Jakimavičienė, A.	2017	Game theory. Methodological tool.		Kaunas College.

				https://dspace.kauko.lt/bitstream/handle/1/1177/Zaidimu%20teorija.pdf?sequence=1
Hakkarainen, PE, Brėdikytė, M., Brandišauskienė, A., Sujetaitė- Volungevičienė, G.	2015	The development of a preschooler child: a game and self-regulation: monography.		Kaunas: Vitae Litera.
Education Supply Center of the Ministry of Education and Science	2014	Description of the achievements of preschoolers.		https://www.smm.lt/uploads/documents/Ped
Education Supply Center of the Ministry of Education and Science	2015	Methodological recommendations for preschool education.		http://www.upc.smm.lt/ugdymas/ikimokyklinis/medziaga.php
Monkevičienė, O.	2022	A set of methodological materials for preschool educators "PLAY AND DISCOVERIES"		https://www.emokykla.lt/titulinis/pradzia/metodines-medziagos-rinkinys-ikimokyklinio-ugdymo-pedagogams-zaisme-ir-atradimai/45979
Additional literature				
Boyd, D., Bee, H.	2011	A growing child (textbook).		Vilnius: Vaistų žinios UAB
Edenhammar, K., Wahlund, C.	1997	Without games, there is no development.		Vilnius.
B. van Oers	2012	Culture in play		New York: Oxford University Press.
Articles on the Internet optionally				