

**Personality Development (0-6 years)**

Code: 102024  
ECTS Credits: 12

Degree	Type	Year	Semester
2500797 Early Childhood Education	FB	1	A

### Contact

Name: Inés Martínez Capón  
Email: Ines.Martinez@uab.cat

### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: No  
Some groups entirely in Spanish: No

### Teachers

Montse González Parera

### Prerequisites

They do not contemplate .

### Objectives and Contextualisation

That the student know the processes development and learning that take place to the first infancy, that identify the interaction and social communication how a factor determining and that it contemplate the child how an able subject.

Objective:

Conceive the child of 0 to 6 years how an active subject, protagonist of his process of development and learning, that builds his own knowledges from the social interaction in conjoint activities, pautades for the culture and able to purchase significant levels of autonomy.  
Comprise the processes of development and learning that take place during the first infancy (development engine and corporal diagram; building of a personal identity and socialisation; cognitive development and acquisition of the language) and the function that in these processes have the own activities of the infancy (routines of personal care and game).  
Realise observations and interviews that allow to analyse aspects of the processes of development and learning, of the activities in those that take part the small and of the interactions that establish .

### Competences

- Accept that the exercise of the teaching function must be refined and adapted lifelong to scientific, educational and social changes.
- Analyse and recognize ones own socio-emotional skills (in terms of strengths, potentials and weaknesses) to develop those necessary for work and professional development.
- Deal effectively with language learning situations in multicultural and multilingual contexts.

- Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
- Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
- Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that make it possible to understand the psychological processes of learning and personality construction in early childhood.
- Demonstrating knowledge of the evolution of non-verbal communication and language in early childhood, knowing how to identify possible dysfunctions and ensuring their proper development.
- Guide parents regarding family education in the 0-6 period.
- Master social skills in dealing and relating with the family of each pupil and all families.
- Promote and facilitate early infant learning, from a global and integrative perspective of different cognitive, emotional, psychomotor and developmental dimensions.
- Properly express oneself orally and in writing and master the use of different expression techniques.
- Recognize and evaluate the social reality and the interrelation between factors involved as necessary anticipation of action.
- Systematically observe learning and coexistence contexts and learn to reflect on them.
- Understand developments in the evolutionary psychology of children in periods 0-3 and 3-6.
- Understand the educational and learning processes in the 0-6 period in the family, social and school context.

## Learning Outcomes

1. Accept that a teachers functions must be refined and adapted lifelong to scientific, educational and social changes.
2. Deal effectively with language learning situations in multicultural and multilingual contexts.
3. Demonstrate knowledge and understanding of the aims, curricular contents and criteria of evaluation of Infant Education
4. Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development.
5. Demonstrate knowledge of the evolution of nonverbal communication and language in early childhood, and be able to identify possible dysfunctions and ensure proper development. Effectively address language and communication learning situations in multicultural and multilingual contexts.
6. Demonstrate knowledge of the evolution of the fundamentals of early care and the bases and developments that enable us to understand the psychological processes of learning and personality construction in early childhood.
7. Guide parents regarding family education in the 0-6 period.
8. Know the fundamentals of early care.
9. Knowing how to promote the acquisition of habits related to autonomy, freedom, curiosity, observation, experimentation, imitation, the acceptance of rules and limits, and symbolic and heuristic play.
10. Master social skills in dealing and relating with colleagues and other professionals.
11. Master social skills in dealing and relating with the family of each pupil and all families.
12. Promoting and facilitating learning in early childhood, from an overall perspective and integrating the different cognitive, emotional, psychomotor and volitional dimensions.
13. Properly express oneself orally and in writing and master the use of different expression techniques.
14. Recognising the identity of the stage and its cognitive, psychomotor, communicative, social and emotional characteristics.
15. Systematically observe learning and coexistence contexts and learn to reflect on them.
16. Understand the educational and learning processes in the 0-6 period in the family, social and school context.

## Content

1. Development, learning, culture and education.

The human behaviour

The big theoretical prospects in evolutionary psychology and of the education

elementary psychic Functions and upper  
biological Inheritance, cultural and education  
Consciousness and language  
Development and learning  
The contexts of development and learning  
The familiar context as a natural context of development

2. The processes of development and learning in the infancy: affective, social, cognitive, communicative, psicomotors.

The individual differences in the processes of development and learning  
It nounat  
The processes psicomotors  
The affective and social processes  
The acquisition of norms ivalors social: the limits  
The process of building of the language written  
The cognitive processes

3. The activities of education and learning to the childish education.

The routines quotidianes  
The game  
The development of the drawing  
The contexts of education and learning: family and school  
The childish maltreatment

4. Procedures of professional work.

The observation.  
The interview.

## **Methodology**

Presencial In big group 30 enters the students in an area of the new learning for them, G.31 EI.17 EI.15 EI.12 EI.8 EI.9

offer the necessary conceptual frames in order to facilitate his

autonomous activity and gives a global vision of the contents of the temari.

Seminars vinculats to the sessions expositives 60 Seminars (with 40 students): they propose two línees of work EI.19 EI.10 EI.5 EI.8

Discussion of the readings proposed

Follow-up of the practical works: the intention is that the students can identify in a real situation, some of the aspects of the subject treated.  
posposen Interviews to adults and to children. Observation of activities of games and routines quotidianes in the familiar and school context.  
Preparation, follow-up, evaluation and exhibition of the works.  
Research of the necessary information for the realisation of the work.

## **Activities**

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Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed	110	4.4	
Type: Supervised			
Supervised	90	3.6	
Type: Autonomous			
Autonomous	100	4	

## Assessment

### Evaluation

The student will have to show that it has attained the competitions and the knowledges of the assignatura. In all the subjects there will be some compulsory readings and some practical works. The alumat will have to show in the deliveries and exhibitions of the practical works his advances and at the end of each block there will be a control written individual that will be indispensable to approve. The tests of individual control will have a weight of 60% and the practical works, realised in group, represent 40% of the final qualification. Students will have to pass both practical work and controls independently. Otherwise, the final grade will be the average of the failed grades. If a student does not submit all tasks, he/she will fail with a 3.

The tests of control will be in october, march and june.

The tests of control will be able to recover in a final examination, in june, that equal to a second announcement.

To the individual evaluation and to the practical works will value the expression written and oral.

Practical works in group and oral Expositions Preparation, realization and analysis of interviews and observations 40% EI.19 EI.10 EI.5 EI.18

and their exposition in class. Five practical works will be done in groups,

two during the first block, two during the second block and one in the last block.

Tests of control Written tests focused on the analysis of cases on the basic contents taught in

class and on compulsory readings. They will be done at the end of block 1, 2 and 3.

If a student fails one of these tests, he/she can pass a recovery exam at the end of June. 60% G3.1 EI.15 EI.12 EI.8 EI.9 EI.17

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Practical works and oral expositions	40%	0	0	2, 1, 16, 8, 5, 4, 6, 13, 15, 14, 9
Test	60%	0	0	2, 7, 1, 16, 3, 5, 4, 6, 10, 11, 13, 15, 12

## Bibliography

## Bibliography

### Bibliografía of reference:

Bassedas, E., Huguet, T., Solé I. (1998). *Aprender i ensenyar a l'educació infantil*. Barcelona: Graó.

Bruner, J., Linaza, A. (comp) (2002). *Acción, pensamiento y lenguaje*. Madrid: Alianza

Coll, C., Marchesi, A., Palacios, J. (comp) (1990). *Desarrollo psicológico y educación. Tomo I: Psicología Evolutiva*. Madrid: Alianza

Delval, J. (1998). *El desarrollo humano*. Buenos Aires: Siglo XXI.

Ferreiro, E.; Teberosqui, A. (1979). *Los sistemas de escritura en el desarrollo del niño*. México: Siglo XXI

Gassier, J. (1990). *Manual del desarrollo psicomotor del niño*. Barcelona: Masson

Paniagua, G., Palacios, J. (2005). *Educación Infantil: respuesta educativa a la diversidad*. Madrid: Alianza.

Phillips, A. (2009). *Saber dir no*. Barcelona: La butxaca.

Talarn, A. (2009). *Psicoanálisis al alcance de todos*. Barcelona: Herder

Triadó, C. (1988). *Psicología Evolutiva*. Vic: Eumo.

Vigotski, L. (1988). *Pensament i llenguatge*. Vic: Eumo.

### Magazines:

Col·lecció temes d'infància: Associació de Mestres Rosa Sensat i Diputació de Barcelona

Guix

Infància

### web interest:

Xarxa telemàtica educativa de Catalunya <http://www.xtec.cat/>

Ministerio de Educación, Cultura y Deporte <http://www.educacion.es/portada.html>

UNICEF <http://www.unicef.es>

Associació de Mestres Rosa Sensat <http://www.rosasensat.org>

Fundación Bernard van Leer, organización donante internacional, con sede en La Haya (Países Bajos)  
<http://es.bernardvanleer.org>