

# Teaching guide

## IDENTIFICATION DETAILS

Degree:	Child Education		
Field of Knowledge:	Social and Legal Science		
Faculty/School:	Education and Psychology		
Course:	SOCIO-EMOTIONAL DEVELOPMENT		
Type:	Basic Training	ECTS credits:	8
Year:	2	Code:	7327
Teaching period:	Fourth semester		
Area:	Educational Processes, Learning and Development of Personality (0-6 years) (Psychology, Sociology)		
Module:	Basic Training		
Teaching type:	Classroom-based		
Language:	Spanish		
Total number of student study hours:	200		

## SUBJECT DESCRIPTION

During the Socio-emotional Development course, students study how each child becomes part of the social fabric and analyse the primary phases of socialisation, (formation of emotional bonds, acquisition of social values, rules and skills), which include acquisition of the cognitive tools for establishing relationships in society and for creating a specific identity, emotional bonding, moral development and methods of learning.

## SKILLS

### Basic Skills

Students must have demonstrated knowledge and understanding in an area of study that is founded on general secondary education. Moreover, the area of study is typically at a level that includes certain aspects implying knowledge at the forefront of its field of study, albeit supported by advanced textbooks

Students must be able to apply their knowledge to their work or vocation in a professional manner and possess skills that can typically be demonstrated by coming up with and sustaining arguments and solving problems within their field of study

Students must have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgments that include reflections on pertinent social, scientific or ethical issues

Students must be able to convey information, ideas, problems and solutions to both an expert and non-expert audience

Students must have developed the learning skills needed to undertake further study with a high degree of independence

### General Skills

To reflect on classroom practices to innovate and improve teaching duties. To acquire habits and skills for independent, cooperative learning and to foster this learning process among pupils.

To develop analytical, synthetic, reflective, critical, theoretical and practical thought.

To promote and encourage learning in early childhood, from a comprehensive, inclusive perspective encompassing the various cognitive, emotional, psychomotor and volitional dimensions.

To promote coexistence inside and outside the classroom and promote the peaceful resolution of conflicts. To be able to systematically observe learning and coexistence contexts and to be able to reflect on them.

### Specific skills

To understand the educational and learning processes in children aged 0-6 years, in the family, social and school contexts.

To be familiar with developments in evolutionary early childhood psychology in pupils aged 0-3 and 3-6 years.

To recognise the identity of each stage and its cognitive, psychomotor, communicative, social and affective characteristics.

To be able to promote the acquisition of habits of independence, freedom, curiosity, observation, experimentation, imitation, acceptance of rules and limits, and heuristic and symbolic play.

To be familiar with the pedagogical dimension of interaction with peers and adults and to be able to promote participation in group activities, cooperative work and individual effort.

### DISTRIBUTION OF WORK TIME

CLASSROOM-BASED ACTIVITY	INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY
80 hours	120 hours