IDENTIFICATION DETAILS

Degree: Child Education

Field of Knowledge: Social and Legal Science

Faculty/School: Education and Humanities

Course:

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**

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<tr>
<th>CLASSROOM-BASED ACTIVITY</th>
<th>INDEPENDENT STUDY/OUT-OF-CLASSROOM ACTIVITY</th>
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<tbody>
<tr>
<td>80 hours</td>
<td>120 hours</td>
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