

THE STEPS OF THE VALUE CHANGES OF CHILDHOOD LEARNING FROM FRONTAL OCCUPATION TO PROJECT

ABSTRACT

The importance and the effect of learning before the age of 6-7 are well known. The essential of a good quality early education is a proven fact. (OECD 2002) Since the 1800s up to today, education history documents show the childhood learning specifics and changes. The childhood is a critical and important part of the development of the neural network (Gerald Hüther). The modern usage of IKT devices are essential today. The "Zöld Óvoda Program" highlighted the experience-pedagogy and the priority of project technique. Creating a special kindergarden project is required: getting to know the world from a child's viewpoint, best technique for the age group and getting extra value from the observation. The kindergarten teacher with modern education have a more intensive presence, bases the learning process of the child on observation, analyzation, rating; as the role, will only interrupt/help the process where appropriate its priority in this long and important age range.

TAGS

childhood learning, hidden imitation, unique treatment, experience pedagogy, project

INTRODUCTION

*"Some of the true doctrines of some,
others see only play places in kindergartens,
and only a very small number of middlemen can be dropped. "
(Ney Ferenc 1847)*

We acknowledge the principles of lifelong learning. We have learning activities from birth to death, but they are specially altered with changes in age characteristics. Unfortunately, we often ignore these factors: lifestyle changes (timing changes in the agenda, shifts in eating contents), and factors affecting life around us (other expectations in human life, new habits, new developments, restructuring of work activities, entertainment changes, etc.) all have different impacts and different expectations, or even resist. We live differently than 10-20 years ago, that is, we are not talking about change-of-the-turn, because we are experiencing fast-moving changes, and we need to respond quickly enough to stay alive, that is to say, for our successful lifestyle.

The importance of learning under age 7-8 is highlighted everywhere. It is the laying of funds, and as we know the basics determine the stability of the superstructure. This gives rise to development, which

can lead to many of the road junctions. You can secure soaring, discoveries, and enjoyment. They help to overcome obstacles and provide a wealth of room for success.

That is why we consider it important to create up-to-date learning processes in kindergartens. We do not have to learn as much as we were taught adults in our childhood. Though 150 years ago our predecessors have formulated the eternal principles that we still consider important.

1. Eternal principles in early childhood education

People are successful in life who have a healthy self-confidence, know their own strengths, their weaknesses, their willingness to initiate interpersonal relationships, their failure and frustration-tolerant ability to develop their own advanced action alternatives. It is important, therefore, for children to get acquainted with the basics of later life in the nursery and kindergarten in the nursery and in the nursery, as early as in the early childhood, from birth to the specifics of their age.

A very rich collection of educational history papers dealt with the content of activities supporting developmental child development. From these we can learn about the learning processes and characteristics of the given age, affecting the life of young children, trying to help fill the gaps and create the right development opportunities.

The following findings point out that what was important for our predecessors was important in the education process in toddlers, especially in the process of low-cost education.

"... In the 1800s, shelters were set up for toddlers, where emotional education was taken care of. They strive to make the employment of young children a pleasant way. Above all, their bodies and souls were to be protected from all harmful effects "(Ottó Vág, 1962, pp. 56-57);" ... the whole child is taken as it is, not as it should be ... it is cared for and cared for ... its physical integrity , its strength and skill are the main concern, ... cardiac training, "reads the curriculum for small children. (István Wargha, 1843, p. 27) The pedagogical principle emphasized in Tolna's small-mouth institute is that it should not be over-developed. "... all the forced masters or the day without any rushing, the nature can only be treated with the child by way of a way and in a way to treat the child with the child." (István Wargha, 1843, p. 24) "... The little-smoking institute is not a school ..." (Ney Ferenc, 1855, p. 2) "... must delight the child in the early years of his life .. play." (Ney Ferenc, 1855, p. 2) "... work experience ..." (Sándor Peres, 1900,), "Are active in the community ..." (Sándor Peres 1900, p. 4), "the game is unlimited freedom ..." (Károly Balla, 1911, p. 6)

These principles, which can be read in articles from the tutors of the kindergarten teachers and articles in the Childhood Education, show that well-known predecessors knew the special pages of treatment with the child. They knew what could be effective in educational processes. Special attention was paid to the special and important role of the game.

The Childhood Education has been present since 1879 in the life of Hungarian kindergartens, but unfortunately it did not appear for a short period of time (1920-1924, 1944-1947) (Elemér Kelemen,

1997, 184-189.) The content of the newspaper gives a loose picture of the then time content and management work.

At the turn of the century, events in the first decades of the 1900s brought about changes in learning processes, in the education of small children. The effects of the Child Labor movement, the principles of Montessori education and the effects of social change can be read out of articles and reports.

The VII. (Reform of the Young Child Reform, pp. 1912, pp. 305-306), the following proposal for a decision, which contains recommendations in 7 points. Paragraph 3 emphasized individual treatments; points 5 and 6 included the importance of intellectual education and the foundation of elementary school education. It was necessary to acquire some basic skills to achieve a successful life of adult life, so she was in kindergarten education, especially during the two world wars, learning the elements of writing, counting and reading basic skills.

In Hungary, when the adoption of the Soviet education principles was realized, the kindergarten worker of the Ministry of Culture (Szabadi Ilona, 1953) recognized problems related to the mandatory occupation, and in 1953 a Methodological Letter was published in Kindergarten Occupations. This regulated the curriculum of kindergarten education. It included business sketches per subject, and sought to see with the kindergarten teachers the place of compulsory occupations in kindergarten education as a whole, but in practice - by focusing on the lessons themselves - it has led to the withdrawal of the kindergarten from another very important area.

The next national content regulatory document is Pedagogical work in kindergarten. A guide for nursery teachers who appeared in 1957. His significance was that he provided detailed guidance throughout the day spent in kindergartens and focused not only on compulsory occupations. "The appearance of this manual is not a turning point but an important station ..." (p. 113). In the 1960s, several publications appeared from well-trained professionals who, with reference to research findings, drew attention to changes in teaching-learning processes in pre-school education.

Theoretical research works and the practical aspects of further training demonstrated the importance of moving forward. In 1971, the program of kindergarten education, which has been the national content regulator for 18 years, has defined the nursery of the nation's nursery. In the 70's and 80's, in parallel with the development of 3-year college education, the results of the training courses revealed articles that highlighted the importance of pre-school education.

The 1985 Education Act introduced a fundamental reform in public education. One of the most important elements of this reform was the creation of self-sufficiency in kindergarten. The law declared the institution's professional autonomy as a positive principle. Previously, such legal declarations did not exist. The concept of kindergarten self-sufficiency has been formulated in professional analyzes and proposals. From the mid-1980s onwards, the number of kindergartens based on unique solutions grew in the country. With the Ministry's permission it was possible to implement special educational concepts other than kindergarten education. As a result of the well-organized and rich works of the development of kindergarten education programs, changes in kindergarten education have started in the channels of further training. In keeping with the education-centered principles of the 1971 program, the special atmosphere of their own kindergarten, the elaboration of specific special tasks took over "power" in kindergartens. At the same time, the Nursery Education (Advanced

Program) Program in 1989, which has been a national central content regulator for nine years, has directed the nursery content work.

From the beginning of the 1990s, the number of kindergartens that shaped the individual profile and the special profile increased. Its motives were multidirectional. On the one hand, the adherence to the professional interest of kindergarten teachers has been ad hoc with the development of educational work appropriate to the characteristics of a particular educational orientation. On the other hand, special services have also been involved in the "rescue of kindergartens". The emergence of parental needs has also led to the creation of courseware services in more and more kindergartens. Thus, kindergartens with a professional autonomy have greatly influenced the changes in the content of education. At the same time, nursery educators could not take over quickly and adequately in other kindergartens the changes that were desirable in relation to education. Thus, still the occupation's centricity, the tutor's kindergarten has "fulfilled" its task.

These processes have made the kindergartens more differentiated. The process of content renewal has accelerated. The emergence of an independent, initiating role of care was promoted by the emergence of applications and the positively conceived possibilities of self-indulgence. By winning a prize, setting up foundations, and individual motivations, the initiating kindergartens' foster wings were won in one professional area. The differentiation between the kindergartens was enormous. This was the case with the creation of a specific image: the creation of material conditions and the educational work. Thus, kindergartens with more professional backgrounds were created, from which the interested, kindergarten educators who wanted to learn came from all over the country. Of course, in this process, there are also kindergartens that do not care about the possibilities of change, in the usual, traditional context, a central content regulator. They were doing their work in the kindergarten education program.

After the change of regime, other systems came into effect in public education by abolishing the central content regulatory documents. In the kindergartens, two, in the schools, three levels of content regulation introduced a documentary framework built on framework principles. These have caused enormous changes in theoretical professional development and practical education.

In the area of kindergarten education, the two-level content regulation came into force in 1999, three years after the birth of the nationwide basic program for kindergarten education (hereinafter referred to as the Basic Program). The nearly 300-page centralized control of all programs was replaced by a framework-based regulation, which defined the development content of the educational area in principle.

2. Goals and tasks in the basic documents of early childhood education

In the basic documents that were published, the goals and tasks contained / contained the expectations in accordance with the spirit of the current age and public education policy.

Everywhere, the foundation of a healthy lifestyle and the incorporation of modern activities for physical education have been fundamentally important. Movement as a core activity has always been important and is still a prominent activity in pre-school education. Caring for movement is an

important task because it is difficult to make up for it later. Early start helps to establish a good habit. If this occurs during pre-school education, the child will become a healthy lifestyle adult.

The elements of community education have been highlighted in the 1971 document and since then, which has well established the world of work, the steps of integration into society. In this process, the importance of intercalation, assistance, and coexistence with others has strengthened elements of basic theses in children. This promoted the implantation of preventive elements in the early childhood education process. In the process of realizing self-reliance in slow steps, the child reaches the level of thought, decision, responsibility, and responsibility, which, if based on a timely and firm foundation, helps him to avoid losing sight of the right way of life in society and in their own lives. It is important not to leave development stages, it is important for a child not to lose, it is important that a child does not stay. Because if you do not pay attention to tiny signs, then this may be, and these can lead to backlogs, problem solving, and even school leaving.

Providing methodological freedom can provide a colorful repository for the use of educational methods and tools built on small children knowledge in educational processes. In methods used in kindergartens, child-centeredness and education orientation dominate. Kindergarten educators build the environment around children to be ingenious and provide space and tools to meet the needs and needs of toddlers and to implement the planned developments.

In the last 16 years, the kindergarten education in kindergarten has been implemented in kindergartenship in Hungary (Szárny és teher 2009). Only 6% of kindergartens work with a received program. The sample programs were adapted by 25% of kindergartens and professional associations organized around the programs represented a very good professional base for program implementers. The yearly organizing professional conferences, presentations and meetings with the help of program writers provide excellent methodological assistance to nursery teachers who speak and work in a program language. 69% of kindergartens wrote a local education program that was determined by local needs and child needs and the opportunities of kindergarten, the strengths of the human resources of kindergarten teachers, and programmers of sample programs also provided assistance. Of these, the nursery schools of innovative kindergartens (39% of kindergartens) based on the practice of their own educational work, based on their own educational concepts, prepared local pedagogical programs / local pedagogical programs from 2012 onwards.

3. Analyzing today's professional implementation of early childhood learning processes

With the introduction of local education programs, some examples of self-realizing innovation activities have been introduced in kindergartens. This work was largely promoted by the open minded creative approach of the kindergarten teachers. More than 50% of them have a Bachelor's degree, they acquire special qualifications as a leader and a professional field, which helps very well the specialization and professionalization of a special field of expertise (talent management, art education, drama pedagogy, Green Kindergarten, .) Keeping a high level of participation in further training also justifies openness and a persuasive attitude.

In most kindergartens, tasks are set up to create opportunities for opportunities. Development activities have started in the field of movement, speech, art activities, sustainability pedagogy, and environment-

conscious behavior. The kindergarten teacher training program also provided the kindergarten teachers with comparative analyzes of the local pedagogical programs created by kindergartens and the competence-based program. Besides this, unfortunately, the content and methods of direct-driven development work are also heavily present in the practice of nursery education.

Less development of socialization capability development areas, lessening behavioral attitudes in nursery education. The emphasis on communication education and the emphasis on emotional education are found in all kindergarten education programs, but often in the field of practical education many emphasis is not given. In order to lay the foundations of civic education, it is not the understanding of knowledge (the curriculum of professions), the interpretation of the moral lesson of the tale, not the excessive celebration methods, but the existence of experience pedagogy. The experience gained from direct child experience has left a deep mark on the child's behavior and way of life. The proper interpretation of the field of emotional education and socialization, with the actual filling of content, can lead to the full development of early childhood civic education based on the local pedagogical program.

It is not a purpose to blend and merge different values, but it is a goal of cooperation, a sense of well-being, play, action, action-inducing atmosphere. Moral behavior is manifested in concrete action in kindergarten. Therefore, the development of the need for decision-making and the development of its capabilities should not be ignored. To decide, to choose, dilemma will only be given to young children if the atmosphere of the kindergarten permits, and even creates. The mature, self-made adult personality develops not only "so" at the threshold of adulthood, but it is even when it is possible to practice in early childhood, according to the age-old cheeks.

Responsibility for kindergarten is crucial in education, as most of the children here "learn" and often encounter situations that present coexistence and content. It is important that in the process of education, from the early days of the child, meet norms that the foundation of the nursery is the foundation of its own "methods". These are: education for each other and respect for each other, development of co-operation, responsibility, decision-making, choice, creativity, communication skills, self-worth, self-validation, environment values, respect for values of values and traditions. Specific opportunities for implementation of the areas listed for civic education may appear in local pedagogical programs, tasks, activities, situational opportunities within the framework of experience pedagogy, thus creating opportunities for experience in the everyday life of kindergarten education.

Differentiated individual treatment is included in almost all local pedagogical programs. This principle has been incorporated into nursery school documents, the system of further education for decades and has increasingly become the guiding principle of kindergarten education for decades. There are barriers to its implementation, in many places the high number of children per school, the pre-school education shortage, the lack of adequate qualifications have been taking place over the last 10 years (undergraduate deficiencies, e.g. in the field of practical training), and the overburdening of today's parental expectations: , the majority of which are in the forefront of parental needs, suppresses the free time provision and the spontaneous possibilities of socialization capability.

"Early childhood care and education is not just a response to labor market needs, but a long-term investment in the nation's health, education and human resources in the future. Good-quality early childhood education can help with the disadvantage of disadvantages. Long-term positive results include, among other things, better school performance, fewer special schools, mitigation rates and opportunities for lifelong learning. "(Euridyke, 2003) The OECD and the EU are revaluing the role of pre-school education in the reports.

4. The birth and effect of the Green Kindergarten Program

Traditionally, all kindergartens deal with environmental education, irrespective of whether or not environmental education is a priority among their goals. "Environmental Education" has been under the heading Environmental Education for decades in the core education programs and has created a closed block. The active knowledge of the outside world is broadly interpreted in the 1996 Fundamental Program, which has been the nursery since 1999. The Basic Program does not use the term environmental education either. The openness, mobility and creativity of green kindergartens illustrate the ways in which development opportunities can be exploited. The high number of applications, the number of applications for further training, the introduction of introductory courses, the development of targeted festive occasions, the extraordinary leadership of programs outside the kindergarten, the improvement of equipment etc. all attest to the fact that educators of green kindergartens, as a consequence of their outstanding commitment, undertake several tasks in their work to support the creation of nature close education and the foundation of nature loving and protective (Villányi, 2002).

In kindergartens where the development of environmental culture is a priority task and education for the habits of a safe lifestyle is laid down, the foundation of environmentally conscious behavior is achieved by the end of pre-school education. In a healthy environment, the strengthened partner-driven habit system provides the basis for developing basic skills.

In 2005, the purpose of compiling and indexing the Green Kindergarten Criteria System was to:

- help to establish the content characteristics of nursery education in environmentally conscious living,
- support the teacher for self-evaluation,
- to show the strengths and weaknesses of content development in kindergarten education based on actual data,
- assist in stopping the development of resources,
- make the kindergartens' work in the kindergartens transparent to the partners,
- Provide support for networking for kindergartens working in the spirit of the Green Kindergarten Program.
- Kindergartens who meet the requirements of the 20-point criterion system and have demonstrated their commitment to a successful application are part of the network as a member of the network. The Green Nursery Network offers the opportunity:
 - to develop and expand professional partnerships,
 - implementation of local and regional programs,
 - the development of resources (e.g. by tenders),
 - to create differentiated individual treatment (in the framework of further training)
 - to adapt the learning environment,
 - access to access,
 - to expand opportunities for opportunities,
 - the form and content of integration opportunities,
 - to create a healthy, sustainable quality of life.

There are currently 20 base stations that support the network of 898 kindergartens in our country. Their activities provide the foundation for an effective environment-conscious approach to early childhood education. By providing sustainable development, nursery educators help the mediation of environmentally conscious values, habit forming, behavioral development and strengthen the

foundation of environmental and nature competences. All these tasks can be found in the local educational programs and are implemented in the practice of kindergarten education. There are several ways and methods to accomplish the tasks you are pursuing. Whether in the days of a season, or in the process of processing project themes, in multi-day, seven-day organizational modes or experience pedagogical methods, based on complex approaches. Each path is feasible if the kindergarten teacher provides a rich and active experience gaining experience and experience to children attending kindergarten. The Green Kindergarten Program, presented here summarily, is a Hungarian specialty, committed by committed professionals (Kovács, 2018)

5. The emergence of the IKT world requires a different learning methodology

But we know what's important for a toddler's life if unconscious, hidden patterns in everyday life spell contradictory impressions on their environment, the baby as a sponge. Early childhood sensory receptors capture, absorb the movements, behaviors and behaviors of those around them, and this builds on the foundations of their adult existence. Where does all this lead? - we can ask and fear that we have experienced our children changed. (?) Others are interested in what we are interested in in our childhood. Pulling away, they put their laptops, mobile phones, their language gadgets or TV in the evening. Playing, running, sand, singing, dancing, playing party games do not want to play.

Movement and speech development has become spectacularly problematic in our country in recent years. In the research institute of the Psychiatric Clinic in Göttingen, the importance of motion and body feeling, the development of speech, thinking, and general abilities were examined. They also found that a child sitting in front of the screen "does not feel his body". Free, uncontrolled run-off, creep climbing and jumping will keep the child's ability to keep up. The screen's images block the "internal movement", the function of fantasy and cause it to stagnate (in the frontal part of the crust) where the urge for the world is born, where we "plan" our actions and where we are aligned, we hold under our control other parts of our central nervous system operation. Gerald Hüther, who emphasized the above, pointed out that early childhood was an important and critical period for the development of a so-called neuronal network responsible for brain activity. Later, there is no substitute depth learning process - at all times automatically and intuitively! "So in real development, it is never a matter of schooling or kindergarten development, but of spontaneous processes, which have a bearing on the movements of the whole body, and the speech and the thinking.

Yes, the world around us has changed. We live differently, other habits have become dominant in our everyday lives. There are also good sides of it, and the information society has made our lives more prosperous. But there are elements of rapid development, changes that have not been made for the consequences. A toddler who can handle the camera of a mobile phone better than her teacher does not pay attention to the story if she does not experience it. If we do not bring close to nature to environmental education, we select animals for animals, but it is no wonder if you find boring life in kindergarten. Free games, such as experience and experience, the great school of discovery, are really useful in toddler's life. This is well enriched by the proper provision of ICT tools. Thus, IT tools do not get a prominent role in the games in the kindergarten group, but "only one game among the others". If they are introduced and used, their use is not a privilege.

Porkolábné Katalin Balogh, a psychologist, highlighted the role of mirror in his research (1995, 1995) as an important tool for self-image development. The mirror image, the photo, plays a very important role in developmental processes. Photography is done at the touch of a button and is a very popular way of working with mobile phones. Almost everywhere we see photographers on the streets, in workplaces, in families, in celebrations, in learning and in entertainment. So the pattern is very strong

for children. By using the straps on the cameras, parents do not fear that the machine will fall to the ground. In this way, many pre-school children are given the expensive camera. The child proudly photographs and can immediately see the results of his activity. This full identification with the activity of the beloved adult causes very powerful joy, the positive effects of which influence the development of the child's spiritual life.

Your completed photos and linking your home-made videos can become important parts of educational work. Thus, the products created during these IT tools provide a great deal of use in a kindergarten community, at home in the family, and among friends and acquaintances. For example, children like to look at photos, and conversing remembers common experiences. Who did what, when and how he did it. Who remembers you. An excellent tool for sharing a common experience is photography and video.

Traditional gaming equipment can be associated with an IT tool, for example, a truck loaded with a cube can be fitted with a camera that, while on the move, carries a photo of the road while driving the child in the driver's car for construction. Photographs taken after printing can be viewed in a variety of ways. You can identify each image with the detail of the actual thermal device, and you can put the route up. Before you draw a sketch map, which you can now add to the photographs. You can work with it, recall action, and talk about the route as your child's level of development allows. The point is to speak verbally what he sees and what he understands. At the same time, the development of mother tongue education and the development of space is realized with the active participation of the child. Experience the characteristics of spatial motion and vision (Villányi, 2007).

The overhead projector, which is no longer a truly used tool at school, can be used very well in nursery experiences. Devices, objects, liquid substances or colored glassware placed on an illuminated surface provide different spatial experience. In many places, the children themselves put objects, toys themselves. Their observation experiences are discussed, they often give voice to their astonishment, e.g. they cried out or jumped when they expected something different from what they saw. If they do not understand the cause-effect relationships, they turn to the kindergarten teacher for explanation (Villányi, Zsemler, 2007)

These experiences will have a positive effect and if you have a lot of such experiences during your kindergarten life, you will still have questions of a question, that is, your interest in life - we hope for your whole life that can help your learning pleasure and prosperity in life. This is the moment in which you can become grasped, or it is an opportunity to curb the dropout, which can strengthen the child's development, thus eliminating the disadvantage or dissipation.

6. The characteristics of the special kindergarten project method

The intensive presence of a well-trained kindergarten teacher, an observer-based follow-up, analysis, evaluation, only in a justified case, helps determine the role of early childhood learning. Applying appropriate methods of nursery learning process results in results. The use of the project method is common in our country as well, and kindergartens are used, but there are many elements in the adaptation process that do not match the theoretical theses of the Basic Program or, in other words, ignore the development level of kindergarten. In one case, the pre-school pedagogue has an over-the-counter role in each activity or places the children in front of tasks that exceed their abilities. Thus, the benefits of the project learning method are lost.

To avoid this, we started the research and testing processes of the kindergarten project method. There is a very wide range of nursery learning theories and methodological procedures in the world. Based on the pedagogical and methodological knowledge, the following theoretical background was formulated.

The main aim of the research and development work is to develop a special kindergarten project method that ensures the theme of the child's interest and existing knowledge, the special kindergarten-level skills development methods. Provide value-added and self-assessment of teachers.

It should be started that the month of September is cognition in the nursery school for rehab, integration, and adoption. During this period, kindergartens learn about the children involved in their group. By the end of the month, the activity and development content can be stopped in a large way in which deficiencies and strengths can be formulated: priority areas of activity or weaknesses, problems of family life, existing skills abilities, areas requiring development, etc. So, in the knowledge gathered, the two kindergarten teachers in the group can decide which of the 6-8 complexes can be implemented, which can be achieved by applying a project method. The compiled 6-8 themes or activities or complex activity schemes (named after the principles of the local pedagogical program) will be distributed from October to June of the following year (there are kindergartens where a project plan is planned for summer.) Some local holidays merge project, where they are the dividing line between the two projects or the product is the content of the holiday day.

A project plan consists of four step-by-step steps.

First step: Before starting a project theme, you need to get to know the knowledge, interest, and experiences of the children involved in the group. The "what is needed" need to be understood. There is a "survey" in all areas of kindergarten activities, that is to say, situations need to be created in the daily processes in which children's speech skills, vocabulary, skill, movement and the contents of their competencies can be observed. This cognition phase on a specific topic is approx. it lasts for a week. (Some have little to say, but there are a lot of things to do. Fortunately, this time is not adjusted, there is a way to make changes according to local needs.)

table 1 Projekt Diary (Villányi, 2017)

1. Observation and planning phase	
Creating children's knowledge and starting areas for development and creating conditions (what interests the child, what are missing areas - a survey of games, activities, sensitization)	
Play	Getting to know the outer world – experiencing mathematically
Moving	Work-like activity
Poet tale	Singing, music, singing games
Cooking in the kitchen	Healthy lifestyle
Drawing, plasticize, painting, and manual work	Native language education, communication
Social education	Moral education

After collecting these experiences, the two kindergarten teachers enter the second stage of the design level and develop a development plan: what kind of content development needs the children

(organizing experiences, organizing local natural and social experiences, compiling complex activities - inside and outside kindergarten, fairy tale, singing, sorting, compilation of methods, compilation of toys and tools). In fact, the development of organizational tasks also involves the development of development themes. When, what's to be done precisely.

table 2 Projekt Diary (Villányi, 2017)

2. Developmental phase	
(modes of realization, sensitization, methods, tools, scheduling, exercises in activities)	
Play	Getting to know the outer world – experiencing mathematically
Moving	Work-like activity
Poet tale	Singing, music, singing games
Cooking in the kitchen	Healthy lifestyle
Drawing, plasticize, painting, and manual work	Native language education, communication
Social education	Moral education

The second step can take up to one to three weeks.

Activities include activities that include new knowledge, concepts, behaviors, and rules. There is a need to create situations and experiences in the environment within and outside the kindergarten. Here is an important aspect of time: you should not over-condense activities, leave needs as you develop your activities, and leave your individual initiatives, make progress, and enforce or help enforce it.

During this time, you should also be able to practice, that is, repetition because experiencing repeated experiences gives you real joy and a sense of enjoyment in toddlers. And most of the time, there are also individual, creative intentions for change, which also have the potential to unfold. At the same time, feedback from the kindergarten teacher is also good. There are good opportunities for evaluations during the activities. (They are already telling the new tale singing, singing, taking part, directing, explaining to each other, etc.)

At the end of this section, the content of the third stage is chosen - selecting the theme of the product, as the third step starts with the addition of added values.

table 3 Projekt Diary (Villányi, 2017)

3. Measurement of added value	
Rating chapter – where we are now	
Play	Getting to know the outer world – experiencing mathematically
Moving	Work-like activity
Poet tale	Singing, music, singing games

Cooking in the kitchen	Healthy lifestyle
Drawing, plasticize, painting, and manual work	Native language education, communication
Social education	Moral education

Its added value is a summary of summaries of games, a new knowledge, skills, and skills in the field of skills, which means playing a day or two-player activity in the group of children, which means a longer summative analysis for kindergarten teachers. In each of the fields of activity, the results are drawn up (new knowledge, skills, what new techniques have been learned, who can do it independently, who is left out, who knows more, etc.). It takes two to three days. On these days, after the group work, it is necessary to perform very close and thorough analysis work for the two kindergarten teachers. Tracking personal development here is important.

The third stage ends with the project, and this product, the content and time of which determines the possibility of parental involvement. It is a common experience with the family to realize the closing product. This usually takes only one day. There are events, exhibitions, cooking, a joint day of several groups, or a visit to each other. The contents, commitments and activities under these products also provide information to the kindergarten teachers who watch the children.

After this, stage 4 will be made when the results of the first step are combined with the results of the kindergarten teachers. (what did you do ahead, what's missing, what's needed, etc.) The content elements of an individual development journal are highlighted and the results of the project have to be reflected in the child's development journal: how can we know more? Here, based on the analysis and evaluation, the added value becomes detectable.

Finally, in the group diary, the pre-school pedagogical evaluation, self-evaluation, reflections are recorded.

table 4 Projekt Diary (Villányi, 2017)

4. Project summary	
8 competence area, educators voluntarily self rating based on a list and writing self reflection	
Play	Getting to know the outer world – experiencing mathematically
Moving	Work-like activity
Poet tale	Singing, music, singing games
Cooking in the kitchen	Healthy lifestyle
Drawing, plasticize, painting, and manual work	Native language education, communication
Social education	Moral education

SUMMARY

Small-parent education can only be achieved by adults who are relaxed, balanced, happy and self-confident in their lives. They have the time and the ability to create a lifestyle and way of life based on

the principles of individual differentiated treatment. The intensive presence of a modern kind of kindergarten teacher, whether it is "idle" but active, an analyst who follows and evaluates activities, as well as his role as facilitator in the early childhood learning process. Cooperation and networking among adults around the toddler play a key role.

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