

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year I, Semester I
Course Title: SERBIAN LANGUAGE			
Instructor: prof. Dušica Potić, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements:			
Course objectives The course aims to introduce students more thoroughly to the Serbian language grammar system at all linguistic levels. Likewise, the course aims to enable students to adopt various forms of language communication, as well as to acquire the culture of speech and writing.			
Course outcomes Students shall deepen their knowledge of basic terminology in the field of Serbian language. They shall be able to generalise and infer within the scope of the course, and they shall resort to a more sophisticated language.			
Course contents <i>Theory</i> Social, aesthetic and linguistic aspects of the culture of speech and writing. Vernacular and literary language. Phonetics and phonology. Alternation. Accents in the Serbian literary language. Morphology. Types of morphemes. Types of words. Categories of gender, number, case and person. Grammatical structure of a sentence. Lexicology. Lexical layers. Orthography. Communication. Language. <i>Practice: tutorials, other forms of instruction, study research</i> Speech exercises (phonological, accent, elocution). Oral and written syntax exercises. Lexicological and lexicographic exercises. Spoken and written expression exercises.			
Reading list Dimitrijević, R. (1969). <i>The Basics of Literacy Theory</i> . Belgrade: Vuk Karadžić Stanojević, Ž. & Popović, Lj. (1989). <i>Serbian Language Grammar</i> . Belgrade-Novı Sad: Institute for Textbook Publishing and Teaching Aids <i>Serbian Language Orthography</i> . (1993). Novi Sad: Matica srpska Jovanović, I. (2001). <i>Culture of Speech</i> . Pirot: I. Jovanović Nedović, O. (1973). <i>Culture of Speech (Art of Speech): Serbo-Croatian Language</i> . Belgrade: Academy of Art Ružić, Ž. (1978). <i>The Basics of the Culture of Speech</i> . Belgrade: Economic and Financial Guide Stanojević, O & Avramović, S. (1994). <i>The Basics of Rhetoric and Oration</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids			
Classes per Week:			Other classes
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Teaching methods: Plenary lectures (verbal method), group work, seminar papers.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: ENGLISH LANGUAGE			
Instructor: Sanja Petrović , MA			
Course Status: mandatory			
ECTS: 3			
Requirements: attending English at the previous level of education (either as the first or second language)			
Course objectives The course aims to assess prior knowledge of English language and extend students' vocabulary with the expressions necessary for working with pre-school children. Likewise, it aims to improve students' language skills by means of analysing children's and reference literature, as well as to provide students with a suitable basis for practical application of language skills during the second semester in which students attend English Language 2.			
Course outcomes Students shall be able to express themselves in a written and oral form (levels B1 of active skills and B2 of passive skills), i.e. they shall develop linguistic, sociolinguistic and pragmatic skills at the aforementioned levels. Students shall master grammar forms and vocabulary compliant with the aforementioned levels. They shall participate independently in discussions and they shall be able to translate independently reference texts. Students shall successfully communicate, they shall expand their vocabulary, master grammar forms and they shall independently translate reference texts.			
Course contents <i>Theory</i> The course aims to assess and expand student language competences. As a result, students shall have the opportunity to work on terminologically carefully chosen material which shall help them consolidate the prior knowledge and to expand their vocabulary with expressions necessary to work with pre-school children. The course is based on a grammatical and syntactic analysis of reference texts, as well as of excerpts from the novels by Mark Twain, Charles Dickens, Walter Scott, Lewis Carroll, etc. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises: translation, essays writing. Presentation: group work, PowerPoint presentation on a given topic, discussions on literary works and topics considered during theory classes.			
Reading list: Read, C. (2007). <i>500 Activities for the Primary Classroom</i> . London: Macmillan Wright, A. (2006). <i>Games for Language Learning</i> . London, Cambridge University Press Wright, A. (2000). <i>Storytelling With Children</i> . London. Corn. u. Oxf. UP., B A selection of texts from the Internet Ristić, S., Simić, Ž., Vladeta, P. (2005). <i>Encyclopedic Serbian-English Dictionary (I and II)</i> . Belgrade. Prosveta			
Classes per Week:			Other classes
Lectures:2	Tutorials:2	Other forms of instruction:	Study research:
Teaching methods: Oral presentation, discussions, conversations, brainstorming, reading, text processing, writing, demonstration and presentation.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: RUSSIAN LANGUAGE			
Instructor: Jasmina B. Panić			
Course Status: mandatory			
ECTS: 3			
Requirements: : attending Russian at the previous level of education (either as the first or second language)			
Course objectives The course aims to enable students to use Russian language for the purposes of their vocation, as well as for their personal education, to manage reference literature and seek relevant information for professional purposes. Likewise, it aims to enable students to enrich their lexical fund and introduce students to linguistic and cultural data.			
Course outcomes Students shall be able to communicate in Russian. They shall translate texts by using dictionary and write abstracts and independently use reference books.			
Course contents <i>Theory:</i> Revision of morphological and syntactic structures. Characteristics of a complex sentence pertaining to the scientific style. Participle constructions. Active and passive voice. Word building. Aspect and tense. Synonymy, antonymy and homonymy. Interlingua homonyms. Adverb constructions. Independent communication in Russian language (abstracts, paraphrase, text interpretation). Oral and written translation (the use of dictionary). Selective and critical reading of texts. Introducing students to magazines and reference literature. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises, translation of reference texts, writing of summaries, play simulation.			
Reading list Vojinović, O. & Medaković, R. (1980). <i>Russian language for Pedagogical Academy students</i> . Belgrade. Дерибас, Л.А., Лобанова В.Г., (2005). <i>Учебное пособие по русскому языку</i> . Moscow. Рудан Д., Добрић М. (1994). <i>Давайте лучше говорить по русски</i> . Belgrade. Selection of texts from Russian magazines and reading materials.			
Classes per Week:			Other classes
Lectures:2	Tutorials:2	Other forms of instruction: Study research:	
Teaching methods: Oral presentation, conversation, reading, text processing, writing.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: FRENCH LANGUAGE			
Instructor: Ivica Panić, MA			
Course Status: mandatory			
ECTS: 3			
Requirements: attending French at the previous level of education (either as the first or second language)			
Course objectives Developing language competences in students (vocabulary, grammar, civilisation); enabling students to use independently reference books, documents and other sources of information (magazines, the Internet); enabling students to communicate in French at the basic level, to comprehend reference texts in the field of general and children psychology, pre-school and educational pedagogy, as well as to understand grammar units in French morphology and syntax.			
Course outcomes Students shall understand sentences, use expressions from the immediate environment, master communication in elementary and routine situations which imply simple and direct exchange of information. Students shall understand and use professional terminology, they shall express themselves in a written form, be aware of linguistic principles in the context of processed materials and they shall acquire selected contents with respect to culture and tradition.			
Course contents <i>Theory:</i> Grammar units processing (articles, prepositions, tenses, pronouns, verb groups...) Reference texts processing Processing literary texts for children written by French authors <i>Practice: tutorials, other forms of instruction, study research</i> Translating reference texts by using dictionaries. Translating literary texts for children written by French authors by using dictionaries. Written reproduction. Oral reproduction.			
Reading list: J. Girardet, J. Pécheur (2003). <i>Campus 2</i> . Cle international: Paris <i>Grammaire du français, cours de la Sorbonne</i> , Hachette, Paris, 1991 <i>Le micro Robert</i> , dictionnaire du français, Le Robert, Paris Selection of reference texts.			
Classes per Week:			Other classes:
Lectures:2	Tutorials:2	Other forms of instruction: Study research:	
Teaching methods: Interactive methods of teaching Active teaching methods			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction	20	Oral exam	30
Revision test	20	Practice exam	
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: GENERAL PSYCHOLOGY AND PERSONALITY PSYCHOLOGY			
Instructor: prof.Mirjana Stanković-Đorđević, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements:			
Course objectives Introducing students to basic knowledge of the history of the subject matter, tasks and scientific basis of general psychology, methods and fields of study of psychic processes and characteristics, abilities; introducing students to an integral study of a psychic life of an individual as well as with the concept of a personality and related concepts in psychology and with the most important theories of personality in psychology.			
Course outcomes Students shall use reference literature, reproduce and comprehend important information in the field of general psychology and personality psychology. They shall infer, pose questions and critically examine basic theoretical assumptions of general psychology and personality psychology. They shall transfer knowledge for the purposes of inference and they shall individually approach the study of psychic life.			
Course contents <i>Theory</i> Historical development of psychology as a science; subject and tasks of psychology; methods and techniques of psychological research. Organic basis of a psychic life. Psychological processes: cognitive – feelings, observations, attention, learning, memorising and forgetting, thinking, affective processes; conative processes; psychic traits – temperament, characters, abilities. The concept of personality and related concepts. Socialisation, personality theories, psychoanalytical theory of personality, behavioural and learning theories – Bandura; humanistic theories – A. Maslow, K Rodgers, G. Allport; Cognitive-development theory of J. Piaget; Cultural-historical theory of L.S. Vigotsky. <i>Practice: tutorials, other forms of instruction, study research</i> Demonstration of techniques of psychological research, analysis of seminar papers, preparation for revision tests, revision tests, revision tests analysis			
Reading list. Stanković-Đorđević, M. (2013). <i>Psychology Topics</i> . Pirot: College of Professional Studies for Pre-school Teachers in Pirot Hall, C. & Lindzey, G. (1982). <i>Theories of Personality</i> . Belgrade: Nolit. Hrnjica, S. (1990). <i>General Psychology with Personality Psychology</i> . Belgrade: Naučna knjiga. Kondić, K. et al.(1997). <i>Psychodynamic developmental psychology</i> . Belgrade: Plato. Smirnof, V. (1970). <i>The Scope of Child Analysis</i> . Belgrade: Kultura Hrnjica, S. (1982). <i>Personality maturity</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids. Reference books for seminar papers: S. Freud (The Psychopathology of Everyday Life), Allport (Pattern and Growth in Personality), Rodgers (How to Become Personality) etc.			
Classes per Week:			Other classes.
Lectures:2	Tutorials:2	Other forms of instruction:	Study research:
Methods of Teaching: Monologue, dialogue, interactive learning methods – co-operative learning, student individual work, learning by means of computers and the Internet.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	40
Practical instruction		Oral exam	
Revision test	40	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions	
Type and level of studies: undergraduate vocational studies	Year I, Semester I
Course Title: FINE ARTS	
Instructors: prof. Dragana O. Dragutnović, PhD; prof. Bojana N. Nikolić, PhD	
Course Status: mandatory	
ECTS: 4	
Requirements:	
<p>Course objectives Developing perceptive fields in students (visual literacy), developing senses, awareness and creative response (understanding and creating visual messages); developing a richer and a more valuable relationship towards the world around us; introducing students to the basic elements of artistic expression and artistic grammar, to artistic, technical and motor tools; providing students with the possibility of learning about the existing media forms of transferring thoughts and emotions via images, as well as motivating them to create the new ones.</p>	
<p>Course outcomes Students shall master the laws of artistic expression, they shall become confident of applying the acquired knowledge and practical experiences in decision making regarding the form and manner of presenting visual messages. Students shall teach, recognise and develop children artistic forms and they shall work on their promotion. They shall acquire skills to transfer information through art.</p>	
<p>Course contents <i>Theory</i> Image speech, visual language and visual sign. Stratification of a work of art. The significance of a creative act. Types and media of an artistic creativity. Art elements: dot, line, colour, shape, surface, volume. Art techniques: drawing, painting, sculpting and graphics. Drawing – expressive tools, drawing materials and tools: carbon, pencil, chalk, felt-tip pen, ink-fountain pen, ink-reed, wood stain, lavished drawing. Types of drawing: sketch, study, cardboard. Painting and techniques: tempera, watercolour, gouache, oil, fresco technique, encaustic, mosaic, stained glass, tapestry, batik, collage. Painting motifs: self-portrait, portrait, genre, landscape, still life. Themes: mythology, religion, history and allegory. Real and imagined objects and relations. Abstraction. Sculpture: relief and full plastic. Division according to the purpose: monumental, decorative and independent. Sculpting material: wood, stone, clay (terracotta), porcelain, bronze, steel, wire, aluminium foil, paper, laminated paper-plastic (paper-mass), didactically unformed material, spent material. Techniques: sculpting, carving, casting, tapping, sgraffito. Type of printing and division of graphic techniques. Principles of composing works of art: rhythm (domination, alternation, variation, gradation, radiation), contrast (colour: colour to colour, light-dark, warm-cold, complementary contrast, balance (symmetrical, asymmetrical, optical), proportion, harmony, unity. <i>Practice: tutorials, other forms of instruction, study research</i> Art elements. Dot (motion, thickening, graphic modelling, coloured dots and optical mixing of colours – pointillism, perforation, pixel-the basic dot for representing an image on the screen, line (character – thick, thin, long, short, intermittent, broken; direction – straight, horizontal, vertical, bias, curve, corrugated, spiral; meaning – contour, texture, structure; graphic modelling, line and shape, line and shadow), colour (spectrum, chromatic and achromatic colours, basic and derived colours, mechanical and optical mixing of colours, chromatic value – amount of light, tone and purity or intensity, saturation, tone values, colour degradation), colour modelling – tone painting (local colour, colour and shape, light-dark); colour modelling – colour painting, shape (natural and artistic, geometrical and free, organic shapes, free and functional, two-dimensional and three-dimensional, literal two-dimensionality of screen and lack of dimension in mirrors and glass, contours and textures), surface (tactile sensation, texture and facture), volume (mass and space, spatial shapes and shaped space, tactile values of the material, hollowed mass, in-and-out). Art techniques and drawing materials. Drawing (line shaping), coal, pencil, coloured pencil, chalk, felt-pen ink, ink-reed, ink brush, lavished drawing. Art techniques and painting materials. Painting (colour shaping), tempera, pastel, watercolour, tone painting. Fine art techniques and sculpting materials (spatial shaping), relief, clay, polymer clay, play dough, cast in plaster. Assemblage. Graphic techniques and materials. Monotype and cardboard print.</p>	
<p>Reading list: Bryan, B. (1997). <i>Drawing and painting</i>. Belgrade: Jugoslovenska knjiga. Karlavaris, B et al. (1982). <i>Fine Arts for the First Year of the Pedagogical Academy</i>. Belgrade: Institute for Textbook Publishing and Teaching Aids Karlavaris, B et al. (1982). <i>Fine Arts for the Second Year of the Pedagogical Academy</i>. Belgrade: Institute for Textbook Publishing and Teaching Aids Hadži-Jovančić, N. (2000). <i>Children's Studio I, drawing and painting</i>. Belgrade: Institute for Textbook</p>	

Publishing and Teaching Aids			
Hadži-Jovančić, N. (2000). <i>Children's Studio II, printing and sculpting</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids.			
Classes per Week:			Other classes
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: lectures, tutorials, workshops, consultations			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	20	Practice exam	20
Revision test		Oral exam	20
Seminar paper	30		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: GENERAL PEDAGOGY			
Instructor: prof. Tatjana K. Marković , PhD; Teaching assistant: Dragana Janjić			
Course Status: mandatory			
ECTS: 4			
Requirements:			
Course objectives Introducing students to the necessary scientific and professional pedagogical terminology, as well as with various theoretical procedures, concepts and models of education and upbringing; enabling students to critically accept different approaches to education and upbringing, as well as to become acquainted with the characteristics of general upbringing.			
Course outcomes Students shall obtain a higher level of professional competence. They shall develop awareness of the reputation of a pre-school teaching profession, as well as of the general pedagogical culture of a pre-school teacher. They shall develop the ability to critically accept different approaches to education and upbringing.			
Course contents			
<i>Theory</i> Social and historical development of the process of upbringing. Development of the ideas of upbringing and the contribution of pedagogical classics to the development of pedagogical thought. Constitution of pedagogy as a science. The system of pedagogical disciplines and relationship between pedagogy and other sciences. Basic pedagogical concepts: upbringing, education, self-education, self-upbringing, lifelong learning. The system of education and upbringing. Pre-school education as a part of the system of education as a whole. Upbringing in a slave-owner society, upbringing in the era of feudalism, humanism and renaissance, bourgeois pedagogy of the 17th and 18th centuries, pedagogy of the 19th century; progressive pedagogy, pedagogy of pragmatism, work school pedagogy, various other pedagogy movements of the 20th century. Basic ideas of critical pedagogy. <i>Tutorials:</i> Analysis and discussions about pedagogical processes and issues from various sources which deal with pedagogical issues.			
Reading list: Gudjons, H.(1994): <i>Pedagogy</i> . Zagreb: Eduka. Žlebnik, L. (1985): <i>General history of pedagogical ideas</i> . Belgrade: Prosvetni pregled. Krnjaja, Ž. (2005): Introduction to Pedagogy. Belgrade:AM. <i>Grafik</i> . P 5-52. Marojević, J. (2014): Epistemological foundations of critical pedagogy. Belgrade: <i>Teaching and upbringing</i> (Nastava i vaspitanje, Vol. 4 p. 607-619) Trnavac-Đorđević, J. (1992): <i>Pedagogy</i> . Belgrade: Naučna knjiga.			
Classes per Week			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: The course is implemented through lectures, as well as by means of interactive analysis and discussions, pedagogical workshops, as well as by means of presentations and discussions on individual students' papers and on individual research.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	30
Practical instruction		Oral exam	20
Revision test	30	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions	
Type and level of studies: undergraduate vocational studies	Year I, Semester I
Course Title: PHYSICAL DEVELOPMENT AND HEALTH EDUCATION	
Instructor: prof. Srđan Denčić, PhD	
Course Status: mandatory	
ECTS: 3	
Requirements:	
<p>Course objectives</p> <p>Introducing students to the basic knowledge of orderly growth and development of children; enabling students to apply knowledge of health in specific everyday practice through various aspects of nurture, protection, upbringing and education of children; enabling students to recognise various risk factors regarding children's health and, accordingly, to early discover health disorders; emphasising basic postulates in working with children: responsibility, health care, nurture, healthy life styles with the aim of permanent preservation and improvement of children's health.</p>	
<p>Course outcomes</p> <p>Students shall possess the necessary knowledge and reproduce the acquired content. They shall independently draw conclusions and use reference literature. They shall develop critical attitudes.</p>	
<p>Course contents</p> <p><i>Theory</i></p> <p>The course content is designed to enable students to acquire the necessary knowledge of psycho-physical growth of children, beginning with conceptions and further through all phases of childhood categorisation. At the same time, we shall deal with all growth and development disorders at particular levels and with the possibilities of their prevention. Indicators of normal growth and development, methods and control scope. Environmental factors which influence health: climate, water, soil and measure of environmental protection. The most common infectious diseases: causes, means of spreading, prevention measures in pre-school institutions. Non-infectious diseases and harmful effects on health (alcoholism, drug addiction, smoking). Neuroses in children, recognition, timely reaction in applying adequate rehabilitating measures. Proper nutrition (starting from breastfeeding) and disorders relating to improper diet. Injuries, bleeding, fractures, poisoning, special symptoms and conditions: diarrhoea, vomiting, coma, shock, collapse and first aid in particular situations. Health education as an especially important segment in the process of learning about healthy behaviour and acquiring healthy habits in early childhood as a guarantor of healthy life. Introducing students to different methods of health education in a group, especially implementation of creative workshops-learning through play. Establishment of special interpersonal co-operation between pre-school teachers and children, children among themselves and pre-school teachers and parents and the importance of constant improvement of these relations for the purposes of joint care for children's health. Physiology of antenatal development. Disorders of foetal development. Physiology of postnatal development (childhood categorisation). Inborn disorders. Consequences of inappropriate antenatal protection. Preparing conditions for the accommodation of a newborn baby and care. Period of an infant (growth, development, anatomical characteristics). Growth factors of an infant and care about it. Psychomotor and physical development and care for a child in the first year, from years 1 to 5, and from years 3 to 7. Methods and the scope of control of growth and development at a pre-school age. Disorders at a pre-school age. Climate factors. Soil. Water (sources, disinfection). The role of water in an organism. Personal hygiene. Nutrition hygiene. Hygiene of clothing. The role of pre-school teachers in forming hygienic habits in children. Eating disorders (inappropriate diet). Infectious diseases of intestines. Infectious skin diseases. Parasitic diseases. Sexually transmitted diseases. Birth control – methods. Allergies. Rest, sleep, play. Non-infectious diseases: alcoholism, drug addiction, smoking and prevention. Hygiene of pre-school facilities (minimum conditions for building pre-school facilities). Social supervision of children in nurseries and kindergartens. The most common injuries in childhood; first aid performed by pre-school teachers. Practical demonstration of first aid. Bone injuries (immobilisation). Spine injuries, burns, frostbite, animal bite, etc. Consciousness disorders: coma, shock, collapse and first aid. Chest pains (a pneumothorax, injuries). Abdominal pain, first aid. Vomiting and diarrhoea. Health enlightenment-definition, goals and tasks. Work methods. Health education tools. Co-ordination with health services in the course of organising health education activities.</p> <p><i>Practice: tutorials, other forms of instruction, study research</i></p>	
<p>Reading list:</p> <p>Antonijević, Ž. (2001). <i>Physical development of children and health education</i>. Belgrade: Institute of teacher training colleges.</p> <p>Marković, A.M. (1996). <i>Physical development and health education</i>. Šabac: Teacher Training College.</p> <p>Đurić, V. (1983). <i>Practical Pediatrics</i>. Belgrade: Healthcare Editorial Board.</p>	

Classes per Week				Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:	
Methods of Teaching: Lectures, discussions, workshops				
Assessment (maximum number of points 100)				
Pre-exam obligations	Points	Exam	Points	
Activity during lectures	20	Written exam		
Practical instruction	20	Oral exam	10	
Revision test	20	Practice exam	30	
Seminar paper				

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: INFORMATION TECHNOLOGIES			
Instructor: prof. Aleksandar J. Spasić, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements:			
Course objectives Establishing basis in students for understanding and future professional monitoring of the development of information technologies; explaining the theoretical basis, significance and principles of practical application of different IT concepts; upgrading the existing IT literacy in students and instructing them to practically use computers and other tools of information and communication technologies, both in the process of their education and improvement and in the process of education of pre-school children.			
Course outcomes <ul style="list-style-type: none"> • Students shall achieve a higher level of IT literacy. • Students shall become acquainted with the basic IT concepts in education, including the basics of data processing, structure and organisation of computers, types and characteristics of software and the basics of networking and multimedia. • Students shall practically use computers and the corresponding application software for text processing, spreadsheet table creation, and presentation software. • Students shall understand the importance and possibilities of the Internet and multimedia in education and they shall apply them. 			
Course contents		6. Theoretical basis, organisation and architecture of computers 7. The main characteristics and hardware components of modern computers and peripheral devices. 8. Programme support for general purpose computers 9. Application software – concept, division and application 10. Computer networks 11. The Internet 12. Multimedia tools and contents	
<i>Theory:</i>			
1. Influence of IT on the society development.			
2. Importance of applying information technologies in education.			
3. Information technologies as a science and practical activity.			
4. The concept of information, characteristics and theory of information			
5. Computers. Emergence, role and history of computer development.			
<i>Practice:</i>			
Working with a graphical operating system MS Windows (desktop, windows, file organisation, utilities and system tools, Windows explorer). Working with data storage media (CD, DVD, flash memory). Working with word processing software MS Word (text input and correction, template-based document creation, text formatting, finding and replacing text, working with tables, multiple column text, drawing in Word, document header and footer, page layout and printing). Working in MS Excel spreadsheet programme (opening a workbook, data input and correction, range marking, working with formulas, filtering and sorting according to multiple criteria, creating charts, page layout and printing). The basic concepts of presentation software and the basics of MS PowerPoint. The Internet.			
Reading list:			
Spasić, A. (2009). <i>Introduction to Information Technologies</i> . Pirot: Pi-Press.			
P-A, Rutledge, S.K. Gunter (2013). <i>Easy Office 2013</i> . Belgrade: CET.			
P-A, Rutledge (2016). <i>Easy Office 2016</i> . Belgrade: CET.			
B. Melton et al. (2013). <i>Microsoft Office Professional 2013 Step by Step</i> , O'Reilly Media, Inc.			
Classes per Week:			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of teaching: lectures, discussions, practical work on the computers			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	50
Practical instruction	30	Oral exam	
Revision test	10	Practice exam	
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year I, Semester I
Course Title: PROFESSIONAL ENGLISH IN USE I			
Instructor: Sanja Kovačević, MA			
Course Status: elective			
ECTS: 2			
Requirements: attending English language classes at the previous level of education			
Course objectives Introducing students, at the theoretical level, to the new approaches in English language teaching and providing insights into modern and recognised methods of English language teaching in working with pre-school children; introducing students to possible contents for working with pre-school children in the field of English language, to the reasons of choosing specific contents, as well as to its presentation, adaptation and creative writing; establishing a routine in students with respect to preparation of pre-school teachers for activities; encouraging active participation with respect to material selection and co-operation with English language teachers. Teaching methods and activities in the process of learning/acquiring English language.			
Course outcomes It is expected that students, upon finishing this course, will be capable of active and independent selection of contents necessary to teach foreign language at a pre-school level. Students shall be able to choose and/or adapt materials in English in co-operation with language teachers, to design props/realia necessary for the realisation of the selected contents, to prepare audio and visual presentations which are used along with nursery rhymes, fables, stories, fairy tales and games, to creatively approach the processing of the chosen material, to bear in mind children's abilities, emotions and age when preparing activities. Student shall be able to teach pre-school children basic vocabulary, and with respect to more complex constructions they shall be able to actively co-operate with an English language teacher and draw their attention to pedagogical implications of particular contents.			
Course contents <i>Theory</i> This course is designed to provide students with theoretical knowledge in the process of English language teaching at the level which is considered crucial with respect to children. Through this course students shall have the opportunity to gain insights into modern approaches to English language teaching intended for pre-school children. The course includes theoretical approaches to modern English language instruction: significance of play, stories and picture books in the process of learning, how to teach children to communicate in English at the initial phase of learning/acquiring English language by means of storytelling, memory, picture books, listening and drawing, mime, senses. Students shall have the opportunity to use videos and become acquainted with methods applied in Anglophone countries, as well as to use comparative analysis to gain insight into similarities and differences between domestic and foreign approaches and thus acquire and accept positive and recognised methods. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises: essays writing, comparative analysis, text adaptation, storytelling Applying theoretical approaches in teaching: storytelling, simulation of play, stories and the use of picture books in simulated activities. Critical review of the observed videos relating to the practice of pre-school teachers in various Anglophone countries.			
Reading list: Hayati, D. & Eisa A. (2012). <i>International Researcher. The Importance and Application of Nursery Rhymes in Teaching Pre-school Children</i> . Volume 1, Issue 3 Ladefoged, P. & Keith, J. (2010). <i>A Course in Phonetics</i> . Canada: Cengage Learning Read, C. (2007). <i>500 Activities for the Primary Classroom</i> . London: Macmillan Slattery, M & Willis, J. (2002). <i>English for Primary Teachers</i> . USA: Oxford University Press Wright, A. (2000). <i>Storytelling With Children</i> . London: Oxford University Press Wright, A. (2006). <i>Games for Language Learning</i> . London: Cambridge University Press Yule, G.(2010). <i>The Study of Language</i> . London: Cambridge University Press Zipes, J (1994). <i>Fairy Tale as Myth, Myth as Fairy Tale</i> . USA: The University of Kentucky Zipes, J.(1979). <i>Breaking the Magic Spell</i> . USA: Methuen, Inc. Choice of texts and videos from the Internet, audio material			
Classes per Week			Other classes:
Lectures:1	Tutorials:1	Other forms of instruction:	Study research:
Methods of teaching: Oral presentation, conversation (discussion, developmental speech, brainstorming), reading, writing and text processing, demonstration and presentation.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers to in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year I, Semester I
Course Title: PROFESSIONAL RUSSIAN IN USE I			
Instructor: Jasmina Panić			
Course Status: elective			
ECTS: 2			
Requirements: attending Russian language classes at the previous level of education			
Course objectives The aim of this course is to enable students acquire basic theoretical knowledge of modern Russian language at a pre-school level, as well as to form basic language skills, listening and speaking first and foremost. The aim is to enable students acquire new language skills through analyses of reference texts and texts in general culture and thus build a suitable basis for a practical application of their language skills, as well as for a possible improvement of the basic level of their language competences in the field of Russian language.			
Course outcome Students shall develop and enrich the lexical base in their respective field, they shall develop active and passive speech skills, they shall be independent in planning and performing Russian language lessons in pre-school institution. They shall be able to equip children with the ability of independent communication in Russian. Students shall encourage development of ethical behaviour in children which shall later help them in various life situations.			
Course contents The course shall provide students with theoretical knowledge related to Russian language teaching in pre-school institutions. Students shall become acquainted with modern approaches to Russian language teaching. Students shall teach Russian language, primarily through play, and discover the wealth of language, way of life and culture of this Slavic people. Students shall have a large amount of literature in Russian at their disposal which is intended for pre-school children, as well as films, picture books, music games and stories. The language of stories is simplified which enables students discuss important ethical questions with children. Students shall be able to become acquainted with methods of Russian language teaching in Russia and acquire all those aspects which represent a step forward in the field of language teaching methodology.			
Reading list: Страмнова Т.В. & Форуги Е.К. (2002). <i>Что такое хорошо и что такое плохо</i> ; Москва Лопатина А. & Скребцова М. (2011). <i>600 творческих игр</i> ; Москва Анисимова, Г.И. (2008). <i>100 музыкальных игр для развития дошкольников</i> ; Москва Handbooks, dictionaries, Russian language grammars, video-materials, a selection of contents from the Internet			
Classes per Week			Other classes:
Lectures:1	Tutorials:1	Other forms of instruction:	Study research:
Methods of teaching: monologue, dialogue, interactive methods of learning – co-operative learning, workshops, individual work of students			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: PROFESSIONAL FRENCH IN USE I			
Instructor: Ivica D. Panić, MA			
Course Status: elective			
ECTS: 2			
Requirements: attending French language classes at the previous level of education			
Course objectives The aim of this course is to introduce students to the basic theoretical knowledge and insights, as well as into modern and efficient approaches to French language teaching.			
Course outcomes Students shall develop and enrich active and passive vocabulary in the field of pre-school teaching (active skills at B2 level, and passive at C1 level according to the common European framework for living languages). They shall independently plan and perform French language teaching at a pre-school level. Students shall acquire abilities to enable pre-school children to lead independent communication.			
Course contents <i>Theory:</i> The course has been designed to provide students with theoretical knowledge in the process of foreign language teaching at the level which is considered crucial. Through this course, students shall have the opportunity to gain insights into modern approaches to French language teaching intended for pre-school children. The course includes theoretical approaches to modern French language instruction: significance of play, stories and picture books in the process of learning, how to teach children to communicate in French at the initial phase of learning/acquiring French language by means of storytelling, memory, picture books, listening and drawing, mime, senses. Students shall have the opportunity to use videos and become acquainted with methods applied in Francophone countries, as well as to use comparative analysis to gain insight into similarities and differences between domestic and foreign approaches and thus acquire and accept positive and recognised methods. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises: essays writing, comparative analysis, text adaptation, storytelling Applying theoretical approaches in teaching: storytelling, simulation of play, stories and the use of picture books in simulated activities. Critical review of the observed videos which relate to the practice of pre-school teachers in various Francophone countries.			
Reading list: <i>Exercices de la grammaire progressive du français - niveau intermédiaire</i> , Maïa Gregoire, Gracia Merlo , CLE INTERNATIONAL, Juillet 2004 <i>Grammaire en dialogues</i> , Claire Miquel, CLE INTERNATIONAL, Février 2005 <i>Le français sur objectifs spécifiques et la classe de langue</i> , Collection : Techniques et pratiques de classe, Jacqueline Tolas, Catherine Carras, Patricia Kohler, Elisabeth Sjlagyi, CLE INTERNATIONAL, Octobre 2007 Choice of texts and videos from the Internet, audio material			
Classes per Week			Other classes
Lectures:1	Tutorials:1	Other forms of instruction:	
Methods of teaching: Oral presentation, conversation (discussion, developmental speech, brainstorming), reading, writing and text processing, demonstration and presentation.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: CIVIC EDUCATION			
Instructor: prof. Dejan Ž. Đorđević, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives The aim of the course is to enable students master group work techniques through the exchange of information and interaction with teachers, as well as to acquire knowledge, build positive attitude, develop skills and abilities which constitute the basis for a holistic development of a person, for a competent, responsible and engaged life in the modern civic society in the spirit of tolerance, equality, understanding among people, ethnical, national and religious groups.			
Course outcomes Students shall be able to lead their lives in a democratic society. They shall recognise and respect differences within a multicultural society. They shall build close, confident and reciprocal relations in the society and develop co-operation in the collective at a partnership level.			
Course contents <i>Theory:</i> Communication and relations within a group and conflict resolution. Development of democracy and civic society. Principles of behaviour in a civic society. Ethical code for the members of the civic society. Professional and ethical behaviour of pre-school teachers. Children's rights and their protection.			
Reading list: <i>Textbooks on Civic education.</i> Education for development by Susan Fontain. (1995). Belgrade: UNICEF <i>Democratisation of education and education for democracy and civic society from vision to concrete steps.</i> MPS, 2002. <i>Children's Rights.</i> (1996). Belgrade: Association of Lawyers of Serbia for Social Rights. Ršumović, LJ. (1996). <i>ABC of Children's Rights.</i> Belgrade: Prosveta			
Classes per Week			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: lectures, discussions, workshop methods, pair work, group work			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	30	Written exam	
Practical instruction		Oral exam	40
Revision test	20	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: ENVIRONMENTAL EDUCATION IN KINDERGARTENS			
Instructor: prof. Mirjana M. Marković, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objects The aim of this course is to introduce students to the basic knowledge in the field of environmental development, as well as to enable students and pre-school teachers to critically evaluate modern environmental reality.			
Course outcomes Students shall form environmental awareness. They shall be capable of keeping up-to-date with environmental changes at the global level. They shall evaluate environmental issues and raise awareness of the environmental responsibility towards the society and local community. .			
Course contents <i>Theory</i> Subject matter of the environmental education. Aims and tasks of environmental education. Environmental education of children within their families. Environmental culture. The role of family in forming environmental awareness in children. Environmental crisis and environmental protection. Factors which lead to environmental crisis. Elements of environmental awareness. Development of environmental awareness through history. Environmental awareness and environmental policy in the field of education for sustainable development. Education and information in the field of environmental protection. The role of mass media in the process of environmental education. Environmental education through history. Environmental ethics and environmental protection. The role of moral and ethics in the process of environmental education. The possibilities of social impact on forming socially desirable environmental behaviour. Environmental policy, principles and subject matters. Anthropocentric standpoint and environmental crisis. Society and environmental protection.			
Reading list Ilić, D. (2006). <i>Contributions of social ecology to environmental protection</i> . Vranje: Teacher Training Faculty in Vranje Ilić, D. & Marković, M. (2010). <i>Introduction to environmental education</i> . Vranje: Aurora Kamenov, E. (2005). <i>Ecology in kindergartens</i> . in: Protection of working and living environment in the system of national and European education. Niš: Faculty of Occupational Safety in Niš Kundačina, M. (1998). <i>Factors in environmental education of students</i> . Užice: Teacher Training Faculty Miltojević, V.(2005). <i>Environmental culture</i> . Niš: Faculty of Occupational Safety in Niš Pavlović, V. (1996). <i>Ecology and ethics</i> . Proceedings. Kragujevac: Eko-centar			
Classes per Week:			Other classes:
Lectures:1	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: Lectures, discussions, group work, workshops, consultations, observation			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: COMMUNICOLOGY AND SOCIAL COMMUNICATION			
Instructor: prof. Mirjana M. Marković, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives Introducing students to elementary knowledge of social communication and communicology, as well as to the possibilities of social interaction for the purposes of improving social practice of communication. Students shall be provided with the possibility of mastering conceptual and category tools of communicology in order to understand social conditions of origins and development of the science of communicology which deals with an interdisciplinary field of research, its subject matter, methods, scientific and social impact. Introducing students to the process of communication as one of the basic elements of social structure which is the foundation of every social community at all levels of its organisation, and for the purposes of explaining the mutual dependence of changes in human communication and social development.			
Course outcomes Students shall become acquainted with the significance of developing speech culture and the culture of dialogue as a prerequisite for understanding the messages sent by subjects of interpersonal and mediated communicational practice. They shall master the conceptual and category tools and knowledge of basic theoretical approaches in the research of social communication necessary for understanding social phenomenon as a field of educational practice.			
Course contents <i>Theory</i> 1. Characteristics and aspects of communicology and forms of communications practice. Semiotic aspects of communication: sign, concept, definition, types and functions. Signifier and signified. Code and context. Structure of communication process. Source, message, destination. Encoding and decoding, feedback, reciprocal exchange of messages. Communication noise. Information and the meaning of message. Types and structures of messages. 2. Social communication: conceptual definition (communication, interaction, interactive communication, communication situation, elements of communication process, prerequisites for a successful realisation of a communication process). Communication – the basic social process. Forms and levels of social communication (verbal and non-verbal, intrapersonal and interpersonal, group, organisational, mediated communication). Mediated communication: media, mass communication, public, community communication. Dominant and alternative theoretical paradigms of mediated communication.			
Reading list Miroljub Radojković & Toma Đorđević (2000): <i>The Basics of Communicology</i> . Belgrade: Čigoja & Faculty of Political Sciences in Belgrade. Zorica Tomić (2003): <i>Communicology</i> . Belgrade: Čigoja. Aleksandar Bogdanić (1996): <i>Communicology – the dominant paradigm</i> . Belgrade: Čigoja. Miroljub Radojković & Mirko Miletić (2005, 2006, 2008): <i>Communication, media and society</i> . Novi Sad: Stilos. Mirjana Kristović (2010): <i>Sociology of Mass Communication</i> . Novi Sad: Futura publikacije. Dragana Bjekić (2009): <i>Communicology: the basics of pedagogical and business communication</i> . Čačak: Svetlost.			
Classes per Week:			Other classes:
Lectures:1	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: Verbal method, lectures, group work, seminar papers.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	20	Written exam	
Practical instruction		Oral exam	50
Revision test		Practice exam	
Seminar paper	30		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester I	
Course Title: INTRODUCTION TO VOCATION AND VOCATIONAL PRACTICE 1			
Instructor: prof. Tatjana K Marković, PhD			
Course Status: mandatory			
ECTS: 2			
Requirements:			
Course objectives Closer introduction of students to the practice of a pre-school institution and to the general organisation of educational work in the institution. Gradual practical introduction of students to their vocation through observation and participation in real conditions in which pre-school teachers work. Enabling students to comprehend the role and place of pre-school teachers in the process of education.			
Course outcomes Students shall acquire basic knowledge of the practice of pre-school institutions, general organisation of educational work in kindergartens. They shall become acquainted with the basic documents of a pre-school institution.			
Course contents <i>Practical instruction:</i> Becoming acquainted with a pre-school institution (institution's ID, field of work, specificities, forms of children's involvement, disposable capacities, organisational structure, human resources, pedagogical function, pre-school institutions). Becoming acquainted with the basic documents of a pre-school institution: the Annual work programme, the pre-school work programme, a pre-school development plan. Becoming acquainted with an ethical code of a pre-school teacher. General organisation of education in kindergartens (space, time, equipment). Schedule and daily routine (from receiving to seeing children off) Daily observation of activities and direct involvement in the work with the help of a pre-school teacher-advisor. Organising activities of children's choice (moving games, role play, game-based activities) Impressions from classroom observation (positive, negative, dilemmas, critical observation). Report			
Reading list Rulebook on general principles of a pre-school programme. Belgrade: Ministry of Education and Sports of the Republic of Serbia. Prosvetni pregled (special issue) Basic documents of a pre-school institution: the Annual work programme, the pre-school work programme, a pre-school development plan. Ethical code of pre-school teachers (2005). Smederevo: Association of pre-school teachers of Serbia. Kamenov, E. (2006). <i>Educational work in kindergartens – general methodology</i> . Novi Sad: Dragon. Marković, M. et al. (1998). Step by step – the Basics of the Programme for pre-school education – model A. Belgrade: Kreativni centar Stojanović, B. (2007). <i>Researchers into children's souls</i> (Part II). Novi Sad: Dragon.			
Classes per Week: 30 hours (5 working days)			Other classes:
Lectures:	Tutorials:	Other forms of instruction:	
Methods of Teaching: Volunteering in a pre-school institution, participation in the aforementioned activities, writing the report from class observation, mentorship.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Volunteer work in a pre-school group	50	Written exam	
Report on vocational practice	50	Oral exam	

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: DEVELOPMENTAL AND PEDAGOGICAL PSYCHOLOGY			
Instructor: prof. Mirjana Stanković-Đorđević, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements: one needs to pass exam in General Psychology and Personality Psychology			
Course objectives Introducing students to the basic laws of psychic development and providing insight into the field of a psychic development of children from the conception to enrolment to school: anatomical and physiological characteristics, cognitive, conative, affective development, speech development, child's play, creative expression. Introducing students to the problem of the learning process and general cognitive development of pre-school children for the purposes of improving the manner in which learning process is organised in kindergartens and for the purposes of preparing for school.			
Course outcomes Students shall independently go through reference literature in the field of developmental psychology. They shall reproduce, understand and select important information and integrate the acquired knowledge, infer and build an individual approach to the psychic development of a child. They shall form a critical attitude towards the basic theoretical assumptions on a child's development and they shall apply acquired knowledge in interaction with children in pre-school institutions.			
Course contents <i>Theory:</i> Subject matter, tasks, methods, techniques of the psychology of pre-school children. Maturing and the concept of a sensitive period in the process of development. Tendencies of a psychomotor development. Prenatal period, characteristics and aspects of development. Periods of a newborn baby and a nurse child - characteristics and aspects of development. Toddler period - characteristics and aspects of development. Pre-school age - characteristics and aspects of development. Subject matter of pedagogical psychology. Learning – concept, meaning and types. Factors of successful learning. Incentives for learning, motivation. Advancement in the process of learning. Transfer in learning. Memorising and forgetting. Active learning vs. traditional learning. Forms of active learning. Application of educational workshops in working with children. <i>Practice:</i> Analysis of seminar papers, preparation for revision tests, revision tests, analysis of revision test results.			
Reading list Stanković-Đorđević, M. (2013). <i>Psychology Topics</i> . Pirot: College of Professional Studies for Pre-school Teachers in Pirot Smiljanić, V. (1997). <i>Children Psychology</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids. Group of authors (1998). <i>Step by step I and II</i> . Belgrade: Kreativni centar. Nešić, B. & Radomirović, V. (2000). <i>The Basics of Developmental Psychology</i> . Jagodina: University of Kragujevac, Teacher Training Faculty in Jagodina. Proceedings 3, <i>A child's cognitive development</i> . (1990). Belgrade: Association of Psychologists of Serbia. Ivić et al. (1994). <i>Rulebook on tutorials in developmental psychology</i> . Belgrade: Association of Psychologists of Serbia Vučić, L. (1987). <i>Pedagogical psychology</i> . Belgrade: Association of Psychologists of Serbia. Ivić et al. (1997). <i>Active learning – instruction</i> . Belgrade: Institute for Psychology.			
Classes per Week:			Other classes
Lectures:2	Tutorials:2	Other forms of instruction: Study research:	
Methods of Teaching: Monologue, dialogue, interactive learning methods – co-operative learning, student individual work, learning by means of computers and the Internet			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	40
Practical instruction		Oral exam	
Revision test	40	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: PRE-SCHOOL PEDAGOGY			
Instructor: prof. Danijela Vidanović, PhD, Teaching assistant: Dragana D. Janjić			
Course Status: mandatory			
ECTS: 4			
Requirements: one should pass exam in General Pedagogy			
Course objectives Introducing students to philosophical and theoretical standpoints and basic scientific knowledge necessary for understanding the processes which comprise pre-school children education; enabling students to acquire permanent insight into the purpose and meaning of educational activities which shall be applied in their immediate practice.			
Course outcomes Students shall independently assess and evaluate educational ideas and evaluate programmes, methods, contents and tools which are used to realise the aforementioned ideas. Students shall seek new methods in educating pre-school children and these methods shall be based on the basic knowledge on children's development and education goals. They shall exhibit creative and flexible professional reaction in terms of introducing changes into education through finding new methods (harmonised with the modern theory of pre-school education, proclaimed goals and knowledge of pre-school children development) in education.			
Course contents <i>Theory</i> Education and age. Education and development (factors of development). Education as a social phenomenon. Classics of pre-school pedagogy (J.A. Comenius, F. Fröbel, M. Montessori). Socialisation and education. Functions of pre-school education. Adaptation of children to a pre-school institution. Physical development of pre-school children. Moral development of pre-school children. Emotional development of pre-school children. Regulating children's behaviour. Phases in personal development. Developing identity and self-respect. Developing children's autonomy. Motivation for development and learning. The concept, characteristics, and functions of children's creativity. Developing and cultivating children's creativity. Specificities of educating pre-school children (experience, knowledge, learning as knowledge construction, learning by identification, imitation, role play, learning through activities). Education goals at the pre-school level. Preconditions for successful education. Sources of contents and working methods. <i>Tutorials</i>			
Reading list: Bruner, J. (1976/2-3). Educational process. <i>Pedagogy</i> . Belgrade Kamenov, E.(2002). <i>Pre-school pedagogy</i> (book one). Belgrade: Institute for Textbook Publishing and Teaching Aids Kamenov, E 2006). <i>Education of pre-school children</i> (book two). Belgrade: Institute for Textbook Publishing and Teaching Aids Kamenov, E.(1997) <i>Methods I, Methodological guide through model B as a basis for pre-school education programme for children from three to seven</i> . Novi Sad: Faculty of Philosophy in Novi Sad Kamenov, E.(1997). <i>Model The basis for education of pre-school children</i> . Novi Sad: Faculty of Philosophy in Novi Sad Comenius, J.A.(2000). <i>Mother's school</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids <i>Model A – the basics of the programme</i> (Step by step into the programme basics); Marjanović, A.(1987/1-4). Theme programming: sources, conceptualisation, pedagogical discussion and application, effects. <i>Pre-school child</i> , Belgrade. Meadows, S & Cashdan, A. (2000). <i>How to help children learn</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids.			
Classes per Week			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: The course is realised by means of lectures, as well as through interactive analyses and discussions, pedagogical workshops, as well as through presentations and discussions regarding independent student work.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	30
Practical instruction		Oral exam	20
Revision test	30	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: PHILOSOPHY OF UPBRINGING			
Instructor: prof. Dejan Ž. Đorđević, PhD			
Course Status: optional			
ECTS: 2			
Requirements:			
Course objectives Introducing students to the practical significance of the philosophy of upbringing for proper and efficient management of the process of upbringing; enabling students to critically and creatively approach the issues which present themselves in the course of pre-school children education.			
Course outcomes Students shall be able to critically reflect upon modern approaches to educating pre-school children in kindergartens. Students shall learn to critically and independently reflect upon various practical issues which come to the fore in the profession, such as moral upbringing of pre-school children, values which children should be introduced with in the course of the process of upbringing, child psychiatry, etc; acquiring knowledge of comprehending goals and nature of upbringing which came to the fore in the course of philosophical history.			
Course contents <i>Theory</i> Introducing students to the subject matter of the philosophy of upbringing and practical importance of this philosophical discipline for the purposes of efficient and proper performance of per-school teacher duties in kindergartens. Presentation of the most significant standpoints in this discipline (Plato, Aristotle, Kant, Montaigne...). Considering philosophical issues which bear practical significance for the work of pre-school teachers in kindergartens. <i>Practice: tutorials, other forms of instruction, study research</i>			
Reading list: Živković-Petrović, R. (2008). <i>Philosophy of education and upbringing</i> . Vršac: VSS Rousseau, J.J. (1950). <i>Emile, or on Education</i> . Belgrade: Znanje Locke, J. (1950). <i>Some Thoughts Concerning Education</i> . Belgrade: Znanje Montaigne, M.M. (1964). <i>On the Education of Children</i> . Sarajevo: Veselin Masleša Kant, I. (2002). <i>On Pedagogy</i> . Belgrade: Ušće			
Classes per Week			Other classes:
Lectures:2	Tutorials:0	Other forms of instruction: Study research:	
Methods of Teaching: lectures, discussions, workshop methods, pair work, group work			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: LITERATURE FOR CHILDREN			
Instructor: prof. Dušica Potić, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements:			
Course objectives Introducing students to the most important representatives of children's literature and literary works for children; enabling students to understand and analyse literature for children.			
Course outcomes Students shall develop criteria for choosing and assessing texts in the field of literature for children.			
Course contents <i>Theory:</i> Approaches to children's literature. Specificity and title of children's literature. Poetics of children's literature: fantasy, play, humour. Topics, types and genres of literature. Oral-folk literature for children: lyrical texts, folk tales, literary folk tales. Selection of fables, fairy tales, novels and picture books. <i>Practice: tutorials, other forms of instruction, study research</i> Analyses of concrete literary works and their poetical characteristics.			
Reading list: Marjanović, V. (2000). <i>Literature for children and young people 1-3</i> . Belgrade: Teacher Training College Marković, S.Ž. (1971). <i>Records of literature for children</i> . Belgrade: Interpres, Sarajevo: Svijetlost Obradović, S. (2005). <i>Literature for Children I & II</i> . Aleksinac: Teacher Training College Ognjanović, D. (1973). <i>Sun at the Source: a reader for Pedagogical Academies</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Petrović, T. (2001). <i>The History of Serbian Literature for Children</i> . Vranje: Faculty of Pedagogy Crnković, M. (1967). <i>Children's Literature</i> . Zagreb: Školska knjiga Čalenić, M. (1972). <i>Emperor lay on a Beam Scale</i> . Belgrade: Naučna knjiga			
Classes per Week: 3			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	
Methods of Teaching: Plenary lectures (verbal method), group work, seminar papers.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: SPEECH CULTURE			
Instructor: prof. Dušica Potić, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements:			
Course objectives Introducing students to the concepts of language, speech culture, linguistics, communication; enabling students to acquire basic theoretical knowledge of language, its mechanisms and properties, as well as of elementary theoretical knowledge of language pragmatics; introducing students to practical skills of language use.			
Course outcomes Students shall master various aspects of speech skills. They shall develop speech abilities and improve communications skills as one of the most important properties of a pre-school teacher..			
Course contents <i>Theory:</i> Speech culture, language and speech, speech pathology, communication, psychophysiology of speech, speech acoustics, elocution. Verse and prose, stylistics, rhetorical devices, speech genres, rhetoric and allocution. <i>Practice: tutorials, other forms of instruction, study research:</i> Speech exercises (phonology, prosody, elocution, rhetoric), oral and written analysis (stylistics, rhetorical devices, vernaculars, allocution), sound material (prosody, elocution, allocution), combined methods (non-verbal communication, vernaculars and allocution).			
Reading list: Živković, D. (1968). <i>Literary Theory with Theory of Literacy</i> . Belgrade-Sarajevo: Institute for Textbook Publishing and Teaching Aids – Svjetlost Ružić, Ž. (1978). <i>The Basics of Speech Culture</i> . Belgrade: Economic and Financial Guide Đorđević, B. (1987). <i>Elements of Serbo-Croatian Elocution</i> . Belgrade: University of Arts Stanojčić, Ž. & Popović, Lj. (1989). <i>Grammar of Serbian Language</i> . Belgrade-Novı Sad: Institute for Textbook Publishing and Teaching Aids Vasić, S. (1991). <i>Speech skills</i> . Belgrade: BIGZ <i>Serbian Language Orthography</i> . (1993). Novi Sad: Matica srpska Stanojević, O. & Avramović, S. (1994). <i>The Basics of Rhetoric and Allocution</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Cvetanović, V. (1999). <i>The Basics of Speech Culture and Rhetoric</i> . Belgrade: IP Obeležja Kosanović, J. (2002). <i>Speech Culture and Rhetoric</i> . Sombor: Faculty of Pedagogy Bugarski, R. (2003). <i>Introduction to General Linguistics</i> . Belgrade: Čigoja-XX vek Lukić, Ž & Marković, M. (2003). <i>Speech Culture</i> . Valjevo: Intelekt Dragičević, R. (2007). <i>The Basics of Serbian Lexicology</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Potić, D. (2007). <i>Speech Culture</i> . Pirot: College of Professional Studies for Pre-school Teachers <i>Speech Culture</i> (2008). Aleksinac-Kraljevo: Teacher Training College – Libro Company Šipka, M. (2008). <i>Speech Culture</i> . Novi Sad: Prometej Dešić, M. (b. g.). <i>Serbian Accent with Ease</i> . (audio guide). Belgrade: Institute for Textbook Publishing and Teaching Aids			
Classes per Week:			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	
Methods of Teaching: Plenary lectures (verbal method), group work, seminar papers.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: VOCAL & INSTRUMENTAL INSTRUCTION 1			
Instructor: Ljiljana O.Vojkić, MA			
Course Status: mandatory			
ECTS: 3			
Requirements:			
Course objectives Introducing students to the basics of musical theory and literacy; enabling students to independently perform children's songs and music play by singing and playing the piano or synthesizer; developing musical hearing, sense of rhythm, voice abilities and auditory memory in students.			
Course outcomes Students shall apply acquired theoretical knowledge in practice. They shall master the skills of performing children's songs and music play by singing and playing the piano or synthesizer. They shall develop interest in music.			
Course contents			
<i>Theory</i> Learning notes (reading and writing) in violin and bass key. The basics of music theory: sound, tone properties, sound system, violin and bass key, scale, signage, rhythm, melody, meter, tact, dynamics, tempo, articulation, intervals, chords, sounds.			
<i>Practice: tutorials, other forms of instruction, study research</i> Acquiring the basic knowledge of the piano (number and arrangement of octaves, functions of pedals), proper seating at the instrument. The role of left and right hand, the manner of playing chords. Recognising melody from harmonic accompaniment. Establishing co-ordination between left and right hand. Performing children's songs and music play by singing and playing, with chord accompaniment (expressive, pure intonation, respecting all signage and proper phrasing).			
Reading list Vasiljević, Z. (2003). <i>Music spelling book</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids. Đurković-Pantelić, M. (1998). <i>Methodology of music upbringing of pre-school children</i> . Šabac: Teacher Trainign College, Art studio. Zdravković, V.J. et al (2011). <i>Collection of songs for music teaching</i> . Vranje: Faculty of Pedagogy. Ivanović, M. (1985). <i>Methodology of music teaching in primary schools</i> . Knjaževac: Nota. Kršić, J. (1979). <i>Piano for beginners</i> . Belgrade: Association of music pedagogues of Serbia. Petrović, M.L. (1992). <i>Piano for beginners, level A: for the youngest pianists</i> . Knjaževac: Nota. Tajčević, M. (1952). <i>The Basics of Music Theory</i> . Belgrade: Prosveta. Hiba, N. (1986). <i>Music for the Youngest (a handbook of vocal-instrumental instruction for Pedagogical Academies)</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids.			
Classes per Week: 3			Other classes:
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Methods of Teaching: oral presentation, discussion, demonstration, practical activities			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	20	Written exam	
Practical instruction	20	Oral exam	10
Revision test	20	Practice exam	30
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: SOCIOLOGY OF FAMILY AND EDUCATION			
Instructor: prof. Mirjana M. Marković, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements:			
Course objectives Introducing students to the system of education, its organisation, internal structure, theoretical basis of education in modern society and social and historical development, as well as to the importance of education for the culture of society and individual development; introducing students to the basic issues of modern family, as well as the approaches to scrutinising it.			
Course outcomes Students shall take responsibility in the processes of further personal and professional affirmation. They shall build close, trusting and reciprocal relationships with parents by means of developing co-operation at a partnership level. They shall actively participate in achieving a more prominent and intensive participation of the local community in a child's life in kindergartens. They shall evaluate educational process which takes place in kindergartens. They shall use the knowledge of the responsibility of a family for the behaviour and growth of children in a healthy environment in modern society. They shall be introduced to its functions and properties.			
Course contents <i>Theory</i> Subject matter of the sociology of education. Sociology of education through history: the antique Greek thought on education and society, sociology of education in Middle Ages, sociology of education in the New Century, constitution of the sociology of education. Social and theoretical determinants of the inception of the sociology of education. Relationship of the sociology of education and other social sciences. Education as a social phenomenon. Social relationships and their impact on education. Education and modern society. The relationship between education and production, distribution, exchange and consumption. The role of education in understanding social processes. Progressive and revolutionary role of education. A method of the sociology of education. School as an institution: modern trends and functions. Formal, informal and permanent education. The notion of marriage and family. Historical development of family. Functions and significance of family. Place and role of family in a child's development. Family planning. Family and a child's social and emotional development. Social context of family (marital and parental relations in modern social context). Preparation for parenthood. Motives for parenthood. Family planning (wanted and unwanted child). Responsibility of parents for healthy family relations. Parenthood and childhood. Family and work. Influence of family on a child's development. Family and a child emotional and social life. Intergenerational relations. Household in the context of modern social structure. Relationship between a household and family. Properties of kinship in modern family. Transformation of the authority in modern family. Violence in family and marriage. Family crisis and instabilities. Challenged of social changes and family.			
Reading list Ivković, M. (2003). <i>Sociology of Education</i> . Niš & Knjaževac: Faculty of Philosophy & Nota. Koković, D. (1994). <i>Sociology of Education</i> . Novi Sad: Matica srpska Kamenov, E. (2006). <i>Education of pre-school children (Volume II)</i> . Belgrade: ZUNS Cifrić, I. (1990). <i>Essays on Sociology of Education</i> . Zagreb: Školske novine Milić, A. (2001). <i>Sociology of Family</i> . Belgrade: Čigoja Golubović, Z. (1981). <i>Family as a human community</i> . Zagreb: Naprijed Golubović, Z. (1998). <i>Man and his world: anthropological perspective</i> . Belgrade: Plato Stanojević, V. (1990). <i>Family and education of children</i> . Belgrade: Unireks			
Classes per Week			Other classes:
Lectures:4	Tutorials:2	Other forms of instruction:	Study research:
Methods of Teaching: verbal method, lectures, group work, seminar papers, workshops			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction		Oral exam	50
Revision test	20	Practice exam	
Seminar paper	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: PROFESSIONAL ENGLISH IN USE II			
Instructor: Sanja Kovačević, MA			
Course Status: elective			
ECTS: 3			
Requirements: attending Professional English in Use in the previous semester			
Course objectives Teaching basic practical approaches in working with pre-school children in the field of English language, encouraging critical manner of thinking by means of comparative analysis presented in the syllabus, encouraging active participation in the selection of materials, teaching methods and activities in the process of English language acquisition/learning; introducing the significance and advantages of co-operation between pre-school teachers and English language teachers for the purposes of a more efficient learning/acquiring English language at a pre-school level.			
Course outcomes It is expected that, upon finishing this course, students shall be able to instruct foreign language teachers in terms of pedagogically acceptable and desirable approaches in working with pre-school children. Students shall be able to co-operate with a language teacher regarding the choice and adaptation of English language materials, as well as in their implementation in accordance with the available conditions, and in accordance with children's abilities, interests, emotions and age.			
Course contents <i>Theory</i> The course comprises practical approaches to modern language teaching: the use of play, tales and picture books in the process of teaching; instructing children to communicate in English at the initial phase of learning by means of description, memory, picture books, listening and drawing, mime and senses. Students shall have the opportunity to resort to a semiotic analysis of children's programmes, cartoons, animated films, as well as video-games in an attempt to understand the needs and abilities of the 21st century children. It is expected that in this manner students shall recognise and separate inadequate contents from the adequate ones, which shall be priceless in their work with pre-school children. The course shall provide a wide spectre of possibilities for co-operation with language experts in terms of future organisation of activities in English language by introducing them to useful games and interesting contents which can entice children's interests and love for English language. Student shall be able to observe the development of children's contents and the manner in which children have moved from Marry Poppins to Transformers, i.e. they shall be presented with a dilemma whether content influences children or whether modern upbringing influences contents. Students shall analyse topics such as cultural diversity, tolerance, beauty of difference, bearing in mind that learning/acquiring language is inseparable from culture which it represents. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises: translation of referential essays, essay writing, comparative analysis, text adaptation, storytelling Applying theoretical approaches in teaching: storytelling, simulation of play, stories and the use of picture books in simulated activities. Critical review of the observed videos which relate to the practice of pre-school teachers in various Anglophone countries			
Reading list Bottigheimer, R.B. (1986). <i>Fairy Tales and Society: Illusion, Allusion and Paradigm</i> . USA: University of Pennsylvania Press. Cashdan, S. (1999). <i>The Which Must Die</i> . New York: Basic Books Crowther, J (1999). <i>Oxford Guide to British and American Culture</i> . USA: OUP Duranti, A. (2004). <i>A Companion to Linguistic Anthropology</i> . Oxford: Blackwell Publishing, Ltd. Lodge, K. (2009). <i>A Critical Introduction to Phonetics</i> . London: Continuum International Publishing Group Patel, H. (2009). <i>Gender Roles Indocinated Through Fairy Tales in Western Civilization</i> (doctoral dissertation) Read, C. (2007). <i>500 Activities for the Primary Classroom</i> . London: Macmillan Slattery, M & Willis, J. (2002). <i>English for Primary Teachers</i> . USA: Oxford University Press Thompson, S. (1979). <i>The Folktale</i> . New York: The Dryden Press Wright, A. (2000). <i>Storytelling With Children</i> . London. Corn. u. Oxf. UP., B Wright, A. (2006). <i>Games for Language Learning</i> . London, Cambridge University Press Selection of texts and video-materials from the Internet; audio materials			
Classes per Week			Other classes:
Lectures: 1	Tutorials: 1	Other forms of instruction:	Study research:
Methods of teaching: Oral presentation, conversation (discussion, developmental speech, brainstorming), reading, writing and text processing, demonstration and presentation, comparative analysis,			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: PROFESSIONAL RUSSIAN IN USE II			
Instructor: Jasmina Panić			
Course Status: elective			
ECTS: 3			
Requirements: attending Professional Russian in Use in the previous semester			
Course objective Introducing students to the basic practical guidelines and insights into modern approaches in the process of teaching Russian language, as well as enabling future pre-school teachers to resort to rich contents for children in order to choose those which are most suitable for pre-school children and which will contribute to a faster acquisition of Russian language.			
Course outcomes Students shall improve their active and passive skills in Russian language in their respective field, they shall independently select contents which are to be used in pre-school activities, they shall plan and implement Russian language teaching in pre-school institutions and they shall enable children to independently communicate in Russian. .			
Course contents This course is intended for students who wish to master modern methods of Russian language teaching at a practical level. The course should provide students with concrete practical instructions in the process of Russian language teaching in pre-school institutions. Students shall become acquainted with a modern approach to Russian language teaching. The course implies the use of play as the basic pre-school children's activity, as well as the use of tales, picture books, films, counting rhymes and drawings. Students shall be instructed to enable children to communicate in Russian, as well as to perform short monologue forms. From the wide variety of Russian films for children, music and creative games and tales students shall be able to select those contents which are the most suitable for modern day children. Students shall become acquainted with the culture of Russian people and their rich folklore which is an inseparable part of the language. These contents shall later be transferred to children.			
Reading list Страмнова Т.В. & Форуги Е.К. (2002). <i>Что такое хорошо и что такое плохо</i> ; Москва Лопатина А. & Скребцова М. (2011). <i>600 творческих игр</i> ; Москва Анисимова, Г.И. (2008). <i>100 музыкальных игр для развития дошкольников</i> ; Москва Handbooks, dictionaries, Russian language grammars, video-materials, selection from the Internet			
Classes per Week			Other classes
Lectures:1	Tutorials:1	Other forms of instruction: Study research:	
Methods of Teaching: monologue, dialogue, interactive methods of learning – co-operative learning, workshops, individual work of students			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: PROFESSIONAL FRENCH IN USE II			
Instructor: Ivica D. Panić, MA			
Course Status: elective			
ECTS: 3			
Requirements: attending Professional French in use in the previous semester			
Course objectives Providing students with basic practical instructions and insights into modern and efficient approaches to French language teaching, enabling future pre-school teachers to select the contents suitable for pre-school children among the abundance of children's contents, the contents which will help children advance in mastering tasks in French language at a pre-school level.			
Course outcomes Students shall develop and enrich active and passive vocabulary in the field of pre-school teaching (active skills at B2 level, and passive at C1 level according to the common European framework for living languages). They shall independently plan and perform French language teaching at a pre-school level. Students shall acquire abilities to enable pre-school children to lead independent communication..			
Course contents <i>Theory</i> The course comprises practical approaches to modern language teaching: the use of play, tales and picture books in the process of teaching; instructing children to communicate in French at the initial phase of learning by means of description, memory, picture books, listening and drawing, mime and senses. Students shall have the opportunity to resort to a semiotic analysis of children's programmes, cartoons, animated films, as well as video-games in an attempt to understand the needs and abilities of the 21st century children. It is expected that in this manner students shall recognise and separate inadequate contents from the adequate ones, which shall be priceless in their work with pre-school children. The course shall provide a wide spectre of possibilities for co-operation with language experts in terms of future organisation of activities in French language by introducing them to useful games and interesting contents which can entice children's interests and love for French language. Student shall be able to observe the development of children's contents and the manner in which children have moved from Barpapa to Rin Tin Tin, i.e. they shall be presented with a dilemma whether content influences children or whether modern upbringing influences contents. Students shall analyse topics such as cultural diversity, tolerance, beauty of difference, bearing in mind that learning/acquiring language is inseparable from culture which it represents. <i>Practice: tutorials, other forms of instruction, study research</i> Language exercises: translation of referential essays, essay writing, comparative analysis, text adaptation, storytelling Applying theoretical approaches in teaching: storytelling, simulation of play, stories and the use of picture books in simulated activities. Critical review of the observed videos which relate to the practice of pre-school teachers in various Francophone countries			
Reading list <i>Exercices de la grammaire progressive du français - niveau intermédiaire</i> , Maïa Gregoire, Gracia Merlo , CLE INTERNATIONAL, Juillet 2004 <i>Grammaire en dialogues</i> , Claire Miquel, CLE INTERNATIONAL, Février 2005 <i>Le français sur objectifs spécifiques et la classe de langue</i> , Collection : Techniques et pratiques de classe, Jacqueline Tolas, Catherine Carras, Patricia Kohler, Elisabeth Sjlagyi, CLE INTERNATIONAL, Octobre 2007 Selection of texts and video-materials from the Internet; audio materials			
Classes per Week			Other classes
Lectures: 1	Tutorials: 1	Other forms of instruction:	Study research:
Methods of Teaching: Oral presentation, conversation (discussion, developmental speech, brainstorming), reading, writing and text processing, demonstration and presentation..			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction		Oral exam	30
Revision test	20	Practice exam	
Essay	20		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year I, Semester II
Course Title: A CHILD IN OUR TRADITION AND CULTURE			
Instructor: prof. Dejan Ž. Đorđević, PhD			
Course Status: elective			
ECTS: 3			
Requirements:			
Course objectives Introducing students to the manner in which society and family relate to a child through historical and national retrospective; introducing students to the Convention on the Rights of the Child.			
Course outcomes Students shall become introduced to the position of children in our culture and they shall be capable of protecting and improving children's rights.			
Course contents <i>Theory</i> Different understandings of a child and childhood through history. Position of children in accordance with the attitudes of adults. A child in the world adults. A child as a developmental entity and its existential life needs. Children as equal members of social community. Children's rights. The rights of man and citizens. The rights and responsibilities of adults in relation to children.			
Reading list Trebješanin, Ž. (2000). <i>Ideas of a child in Serbian culture</i> . JCPD Kon, I.S.(1991). <i>A Child and Culture</i> . Belgrade: ZUNS Pešić, M. (1997). <i>Children's Rights, whose responsibility</i> . Belgrade: IPA <i>Convention on the Rights of the Child</i> Pavlović-Arsenović, M. et al (2004). <i>Children's rights and knowledge of children of their rights</i> . Belgrade: Teaching and upbringing 3/4 Ivić, I. (1979/3). <i>A child in Serbia – condition for their growth</i> . Belgrade: A pre-school child <i>Tolerance spelling book</i> - www.hajdeda.org.yu			
Classes per Week			Other classes
Lectures:1	Tutorials:1	Other forms of instruction:	
Methods of Teaching: Conservation and discussions, practical activities, organising pedagogical workshops			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	
Practical instruction	10	Oral exam	50
Revision test	20	Practice exam	
Seminar paper	10		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: NURTURE AND EDUCATION OF PRE-SCHOOL CHILDREN			
Instructor: prof. Srđan Denčić, PhD			
Course Status: elective			
ECTS: 3			
Requirements: one needs to pass exam in Physical Development and Health Education			
Course objectives Enabling students to acquire basic knowledge of orderly growth and development of pre-school children; introducing students to series of working activities in the field of nurture, protection, upbringing and education of children; enabling students to acquire important knowledge of health preservation and improvement, of attitudes towards a sick and healthy child, as well as of all crucial factors regarding health.			
Course outcomes Students shall acquire knowledge which they shall later apply in practice. They shall acquire the ability of critical reflection. They shall independently search for, select and use reference literature.			
Course contents <i>Theory</i> Acquiring basic knowledge of psychophysical growth and development of pre-school children (key indicators and factors). Growth and development disorders and measures resorted to in pre-school and health institutions. The most frequent infectious diseases – sources, manner of spreading in pre-school institutions, early detection and prevention measures. Vaccination – calendar, indications and counter-indications. The most frequent non-infectious diseases and early detection. Natural diet – breast feeding, healthy diet, hygienic habits, physical activities. First aid procedures in the case of injuries, bleeding, fracture, poisoning, drowning, electric shock. Health enlightenment of parents and pre-school teachers. Acquiring knowledge of the most frequent forms of behaviour disorders, skills of introducing a child to the pre-school environment, periodic adaptations and creating a social and emotional relationship in the new environment. . <i>Practice: tutorials, other forms of instruction, study research</i>			
Reading list Kamenov, E. (2006). <i>Education and upbringing in kindergartens</i> . Novi Sad: Dragon Kamenov, E. (2006). <i>Education and upbringing in the preparatory group in kindergartens</i> . Novi Sad: Dragon Đurić, V. (1983). <i>Practical Pediatrics</i> (1983). Novi Sad: Institute for Textbook Publishing and Teaching Aids Danica K. (1986). <i>Pediatrics</i> . Belgrade-Zagreb: Medicinska knjiga			
Classes per Week			Other classes
Lectures:1	Tutorials:1	Other forms of instruction: Study research:	
Methods of Teaching: lectures, discussions, workshops			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures	20	Written exam	
Practical instruction	20	Oral exam	10
Revision test	20	Practice exam	30
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year I, Semester II	
Course Title: INTRODUCTION TO VOCATION AND VOCATIONAL PRACTICE 2			
Instructor: prof. Tatjana K Marković, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements: completed tasks within Introduction to vocation and vocational practice 1			
Course objectives Gradual practical introduction of students to the profession by making them acquainted with modern achievements in educational practice; teaching through experience.			
Course outcomes Students shall acquire new knowledge of the general organisation of educational work in kindergartens. They shall be acquainted with modern achievements in educational practice.			
Course contents <i>Practice:</i> Monitoring and becoming acquainted with internal organisation of educational work in pre-school institutions. Acquiring personal experiences by monitoring educational activities and gradually and directly participating in educational work (in co-operation with the pre-school teachers-advisors). Becoming acquainted with the properties of a model according to which pre-school teachers perform their everyday activities. The plan and programme intended for a pre-school group. Pre-school teacher's documentation – work book. Organising activities in children's choice (mobile, didactic games, role play, play-like activities), types and possibilities of children's play in growth encouragement. Manners of developing a child's creativity. Observation, recognition and analysis of the following: manner of planning, realisation of educational activities, motivating children, models of work, communication between a pre-school teacher and children, types of authorities that pre-school teachers encourage, methods applied in kindergartens. Preparing reports.			
Reading list Group of authors. (2001). <i>Creating a child-centred educational process</i> . Belgrade: The Centre for Interactive Pedagogy. Kamenov, E. (1997). <i>A model of the basic programme of educational work with pre-school children</i> . Novi Sad: Dragon. Kamenov, E. (2006). <i>Educational work in pre-school institutions – general methodology</i> . Novi Sad: Dragon Marković, M. et al. (1998). <i>Step by step – the Basics of the Programme for pre-school education – model A</i> . Belgrade: Kreativni centar Rulebook on general principles of a pre-school programme. Belgrade: Ministry of Education and Sports of the Republic of Serbia. Prosvetni pregled (special issue)			
Classes per Week: 60 hours (10 working days x 6 hours – 60 hours in total)			Other classes:
Lectures:	Tutorials:	Other forms of instruction:	Study research:
Methods of Teaching: Volunteering in a pre-school institution, participation in the aforementioned activities, writing the report from class observation, mentorship.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Volunteer work in a pre-school group	50	Written exam	
Report on vocational practice	50	Oral exam	