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| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: PROGRAMMES OF PRE-SCHOOL EDUCATION AND UPBRINGING | | | |
| Instructor: prof. Danijela Vidanović, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one should pass exam in Pre-school Pedagogy | | | |
| Course objectives Enabling students to compare various types of pre-school programmes in terms of their initial standpoints, child understanding, understanding the goals, contents, educational philosophy which they imply, methods and other elements which influence programme design. | | | |
| Course outcomes Students shall consider and redefine various pre-school programmes in terms of their initial standpoints, child understanding, understanding the goals, contents, educational philosophy which they imply, methods and other elements which make the programme specific and unique, and which depend upon concrete cultural and historical conditions. They shall assess problems and create suggestions for the improvement of the programmes of educational work in pre-school institutions intended for pre-school children. | | | |
| Course contents <i>Theory</i> Characteristics and types of pre-school programmes. Programme models in our recent and remote past. Standpoints for creating pre-school curricula. Contents and structure of pre-school curricula. Requirements and criteria in the basis of a good curriculum. Evaluation of pre-school curricula. Experiences abroad with respect to the creation and implementation of curricula. An analysis of programme models applied in our educational practice. <i>Tutorials:</i> Writing and presenting seminar papers, organisation of discussions regarding the read reference literature, organising and articulating pedagogical workshops. | | | |
| Reading list: Kamenov, E (2006). <i>Education of pre-school children</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Kamenov, E.(1997). <i>Model The basis for education of pre-school children</i> . Novi Sad: Faculty of Philosophy in Novi Sad Kamenov, E.(1982) <i>Experimental programmes for early education</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids <i>"Model A" The Programme Basis (Step by Step into the Programme Basis);</i> Miljak, A.(1996). <i>Humanistic approach to theory and practice of pre-school upbringing</i> . Zagreb: Persona Pešić, M. (2001). Theory and practice of pre-school education and upbringing, in <i>Pre-school Education and Upbringing in Federal Republic of Yugoslavia</i> Pešić, M.(1987). <i>Evaluating the programmes of pre-school education and upbringing</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Klemenović, J. (2004/3) Development of a modern curriculum for pre-school education and upbringing. <i>Pedagogy</i> (24-40) | | | |
| 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 | | Written exam | 30 |
| Practical instruction | | Oral exam | 20 |
| Revision test | 30 | Practice exam | |
| Seminar paper | 20 | | |

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|--|---------------|------------------------------|----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II година, Semester III | |
| Course Title: FAMILY PEDAGOGY | | | |
| Instructor: prof. Tatjana K. Marković , PhD; Teaching assistant: Dragana Janjić | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: | | | |
| Course objective Introducing students to the basic concepts in the field of family upbringing; enabling students to analyse mutual relationships between family members and their roles, as well as the problems which may ensue; developing critical attitude towards one's own understanding of family and parenthood, recognising the complexity and significance of developing partnership relations between family and public education. | | | |
| Course outcome Students shall become acquainted with the basic concepts in the field of family education. They shall understand the mutual dependence of relationships between family members and their roles. Students shall discern the possible solutions which may ensue from family relationships and they shall develop a critical approach towards their own understanding of family and parenthood. They shall understand the necessity of a systemic observation of relationships between family and public education. | | | |
| Course contents <i>Theory</i> Family functions and social system. Social changes and family development. Family structure. Position of family members and family roles. Family relationships. A system of values as an element of family life. Integration and disintegration of family life. A choice of partner and forming a family. Family life cycle. Trans-generational analysis and a genogram. Maternity and paternity (roles, feelings, relationships). What does the quality of parenthood depend upon? Parenthood phases. Parenthood as a socio-cultural phenomenon. Systemic observation of relationships between family and public education. Various paradigms of the relationships between family and public education. Partnership as a desirable form of relationships between family and public education | | | |
| Reading list: Goldner-Vukov, M. (1988). <i>Family in Crisis (pages 1 to 100)</i> . Belgrade-Zagreb: Medicinska knjiga. Gordon, T.(1997.). <i>The Art of Parenting</i> . Belgrade: Kreativni centar. Kapor-Stanulović, N. (1985). <i>Psychology of Parenting (60-107)</i> . Belgrade: Nolit Kon, I.S. (1988). <i>Child and Culture</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids. Medić, S. et al (1998). <i>A school for parents</i> . Belgrade: Institute for Pedagogy and Andragogy of the Faculty of Philosophy. Pavlović-Breneselović, D. (2012). <i>From natural enemies to partners, systemic approach to the relationship between family and public education</i> . Belgrade: Faculty of Philosophy, University of Belgrade. Čudina-Obradović, M. (2006): <i>Psychology of Marriage and Family</i> . Zagreb: Golden marketing – <i>Technical Book</i> , page 242-387 | | | |
| Classes per Week | | | Other classes: |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | |
| Methods of Teaching: lectures followed by discussion, workshops | | | |
| 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 | 40 | Practice exam | |
| Seminar paper | | | |

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|--|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institution | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: METHODOLOGY OF EDUCATIONAL WORK | | | |
| Instructor: prof. Danijela Vidanović, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one should pass exam in Pre-school Pedagogy | | | |
| Course objectives Introducing students to the basic concepts of theory and practice of pre-school education, which is directly connected with the problem of organising educational processes in pre-school institutions; enabling students to understand and further develop the implications of pedagogical and psychological theories in the field of pre-school education and upbringing. | | | |
| Course outcomes Students shall professionally approach to and critically reconsider the use of theory in the practice of pre-school institutions. They shall apply professional and methodological knowledge and strategies of teaching in various fields of work in the pre-school practice. | | | |
| Course content <i>Theory</i> Pre-school education and upbringing in the system of education. Functions and fields of pre-school institutions. Organisation of life (specificities) in pre-school institutions. The basic principles of educational work in pre-school institutions. Kindergarten as an open system. The basis of a pre-school curriculum – the documents which are the foundation of a pre-school institution. Different forms of a programme: full-day and half-day kindergarten, programmes with various functions (prevention, social, educational). Competences of modern pre-school teachers. Pre-school teachers as organisers of educational process. Specificities of methods applied in educational work with pre-school children. Interactive elements in applying methods of educational work. A choice and combination of educational methods. Specificities and advantages in applying pedagogical workshops (workshop approach in kindergartens). Forms of educational work, choices and combinations. Observing a child's development and behaviour. The source of information on children, manner of collecting information and procedures for observing children's behaviour and development. <i>Tutorials:</i> Writing and presenting seminar papers, organisation of discussions regarding the read reference literature, organising and articulating pedagogical workshops | | | |
| Reading list Kamenov, E (1997). <i>Methodology I, Methodological Instructions for Model B of the basis of a pre-school curriculum for children between three and seven years old</i> . Novi Sad: Faculty of Philosophy, University of Novi Sad Kamenov, E.(1997) <i>Model The basis for education of pre-school children</i> . Novi Sad: Faculty of Philosophy in Novi Sad Kamenov, E.(1982) <i>Experimental programmes for early education</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids <i>"Model A" The Programme Basis (Step by Step into the Programme Basis);</i> Marjanović, A. (1987/1-4). Kindertartens as open systems. <i>A Pre-school Child</i> . Belgrade Marinković, S. (1995). <i>Some attempts to transform kindertartens into open systems</i> . Belgrade: IPA Pešić, M. (1989/2). Programming of the educational work in kindertartens. <i>A Pre-school Child</i> . Belgrade Pešić, M. (1992). <i>A Guide to developing an open curriculum</i> . Belgrade: IPA Leipzig, J. & Lesch, J.(2001). <i>Observing and monitoring children in the process of teaching</i> . Belgrade: CIP | | | |
| Classes per Week | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | Study research: |
| Methods of Teaching The course is realised through interactive forms of teaching (lectures, analyses, discussions). Seminar papers can be produced as a result of group work (3 to 5 members per group) on a subject chosen among previously defined topics, or on topics suggested by students. This kind of work requires from students to draft a project, to perform research, process data, write a report and publicly defend their work. | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | | Written exam | 30 |
| Practical instruction | | Oral exam | 20 |
| Revision test | 30 | Practice exam | |
| Seminar paper | 20 | | |

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|---|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: VOCAL & INSTRUMENTAL INSTRUCTION 2 | | | |
| Instructor: Ljiljana O.Vojkić, MA | | | |
| Course Status: mandatory | | | |
| ECTS: 3 | | | |
| Requirements: one needs to pass exam in Vocal & Instrumental instruction 1 | | | |
| Course objectives Enabling students to independently perform a large number of children's songs and music play by singing and playing the piano or synthesizer, as well as to use children's instruments (Orff instruments) when performing songs and counting rhymes; 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 expand their repertoire of children's songs and music play performed by singing and playing using both hands on the piano or synthesizer, as well as on Orff instruments. They shall develop interest in music. | | | |
| Course contents <i>Theory:</i> Acquiring the concept of modulation through analysis of songs. Transposition. Orff instruments. <i>Practice: tutorials, other forms of instruction, study research</i> Performing children's songs and music play by singing and playing, with chord accompaniment (expressive, pure intonation, respecting all signage and proper phrasing). Performing counting rhymes. Acquiring and applying Orff instruments.. | | | |
| 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: | | | 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 | | | |

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|--|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: INCLUSIVE EDUCATION AND UPBRINGING | | | |
| Instructor: prof.Mirjana Stanković-Đorđević, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 3 | | | |
| Requirements: one needs to pass exams in General Psychology and Personality Psychology, and Developmental and Pedagogical Psychology | | | |
| Course objectives Introducing students to modern ideas of children with special needs, to certain categories of children with developmental disabilities, sensory damage, chronic diseases and habit disorders; raising awareness of the importance of inclusive models, role play in the lives of children with developmental disabilities and partnership with children/persons with disabilities. | | | |
| Course outcomes Students shall independently keep-up-to date with reference literature, they shall reproduce, understand and deduce. They shall develop a critical attitude towards the generally accepted notions of children/persons with disabilities. They shall apply the acquired knowledge in their work in kindergartens and develop the ability of empathy, altruism, inner motivation to work with children with developmental disabilities. | | | |
| Course contents <i>Theory</i> Developmental disability and related concepts. The history of an interest in children with developmental disabilities. Models of work with children with developmental disabilities. Inclusion of children with developmental disabilities and related concepts. Disorders of pre-school children and primary school children: apractognosia. Disorders in the field of developmental neurolinguistics. Disorders of psychomotor abilities in the narrow sense. Disorders as a result of a general developmental disharmony. Undeveloped intelligence and early emotional disorders. Chronic diseases in children. Habit disorders. Abuse and neglect of children. <i>Practice: tutorials, other forms of instruction, study research</i> Basic psychological assessment of children with developmental disabilities. Elements of producing an ISP. The basics of re-education of psychomotor abilities. Analyses of seminar papers. Preparation for the revision test, revision test, revision test analysis. | | | |
| Reading list Stanković-Đorđević, M. (2014). <i>All our children: children with the need for special social support</i> . Pirot: College of Professional Studies for Pre-school Teachers. Stanković-Đorđević, M. (2015). <i>Inclusion of children with developmental disabilities – a systemic approach</i> . Pirot: College of Professional Studies for Pre-school Teachers.. Hrnjica, S. (1997). <i>A child with developmental disabilities in primary schools</i> . Belgrade: Faculty of Pedagogy. Vygotsky, L.S. (1996). <i>The Fundamental Problems of Defectology</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Group of authors. (2004). <i>A child-friendly school</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Došen, Lj. & Gačić-Bradić, D. (2005). <i>A child-friendly kindergarten</i> . Belgrade: Institute of Psychology of the Faculty of Philosophy. Group of authors (1991). <i>Problems of your child</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids. | | | |
| Classes per Week | | | Other classes |
| Lectures:1 | Tutorials:1 | 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 | 50 |
| Practical instruction | | Oral exam | |
| Revision test | 30 | Practice exam | |
| Seminar paper | 10 | | |

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|--|---------------|-----------------------------|-------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: PERFORMING ARTS AND THEATRE FOR CHILDREN | | | |
| Instructor: prof. Jelena Veljković-Mekić, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 3 | | | |
| Requirements: | | | |
| Course objectives Introducing students to the history, development, theory and significance of performing arts; enabling students to dramatise poetic and prose texts and write original drama texts; enabling students to discover and develop personal abilities for dramatic expression as well as to perform drama exercises and plays and drama activities in working with pre-school children. . | | | |
| Course outcomes Students shall apply acquired theoretical and practical knowledge in their independent work and activities in the field of performing arts. They shall select and assess drama texts and assume the role of a pre-school teacher-director and form aesthetic and artistic criteria for the reception of a theatrical play. . | | | |
| Course contents <i>Theory</i> The basis of drama art. Dramatic text, scenography, music, light, costume design. Theatre terminology. The History of Theatre. Performing arts for children. Aesthetic and pedagogical value of dramatic texts for children. Fairy tales as performing arts in Serbian literature for children. Directing for Children. Drama workshops in pre-school institutions. <i>Practice: tutorials, other forms of instruction, study research</i> Exercises within various forms of expression on the stage: exercises of relaxation, breathing, concentration, co-ordination, non-verbal expression, story without words, pantomime, stage speech, practicing dialogues and monologues, drama conflict and action, dramatic improvisation, shorter dramatic realisations. Design of decor, masks and costumes. Dramatic adaptation of prose and poetic texts and writing original dramatic texts and preparation for directing plays for and with pre-school children. | | | |
| Reading list Bojović, D. (2010). <i>More than a play: drama method in working with children</i> . Belgrade: Centre for Applied Psychology Grant, N. (2006). <i>History of Theatre</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Lešić, Z. (2010). „Drama”, in: <i>Theory of Literature</i> . Belgrade: Official Gazette, 420-450. Misailović, M. (1991). <i>A child and theatre art</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Mladenović, M. (2009). <i>Properties of drama fairy tales: transforming the model of fairy tales in Serbian literature for children</i> . Novi Sad. Sterijino pozorje – The Theatre Museum of Vojvodina Petrović, T. (1994). <i>Performing arts: selection of texts</i> . Vranje: Teacher Training College | | | |
| Classes per Week: | | | Otherc classes |
| Lectures:2 | Tutorials:2 | Other forms of instruction: | |
| Methods of teaching: lectures, tutorials, discussions, consultations, independent research, workshops | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |
| Practical instruction | 10 | Oral exam | 40 |
| Revision test | 20 | Practice exam | |
| Seminar paper | 20 | | |

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|--|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: THEME PLANNING AND PROGRAMMING | | | |
| Instructor: prof. Tatjana K. Marković , PhD | | | |
| Course Status: elective | | | |
| ECTS: 3 | | | |
| Requirements: | | | |
| Course objectives Introducing students to specific properties, principles and assumptions of theme planning in kindergarten; providing students with the possibility of questioning concrete practical issues by actively participating and working on a theme project; engaging student on a selected theme in accordance with children's needs and kindergarten context. | | | |
| Course outcomes Students shall discern and understand the needs and interest of children as the main source of theme planning. They shall dose their own participation and engagement in the theme choice and development, taking into consideration the needs of other participants in the process of education. They shall master the ways of monitoring and conducting democratic interaction through co-operation and collaboration with all participants in the process of education. They shall independently assess the effects of their own actions. | | | |
| Course contents | | | |
| <i>Theory</i> Theme programming: sources, conceptualisation, pedagogical development and application, effects. Assumptions of theme planning. The basic properties of theme planning, orientation towards children's interests. The role of pre-school teachers in theme planning (with respect to educational material and working contents, children, planning process, co-operation with parents). Organisation of space and time, varied grouping of children. Approach to the theme: indicators of the group level, identifying „life topics“ and „non-existent topics“ and their translation into educational activities. Theme interdisciplinary approach and pedagogical goals (concretisation of goals: general and specific goals). Phase-targeted planning, manners of keeping records, quality of co-operation with parents (psychological, pedagogical, physical). Evaluation (theme planning, direct realisation, quality of co-operation with parents, outcomes of theme planning). | | | |
| <i>Practice:</i> Planning and realising a theme project in a concrete pre-school group; writing a report and performing group analysis | | | |
| Reading list Group of authors (1982). <i>Theme planning of educational work with children between three and seven years old</i> (p. 13-33). Belgrade: Pre-school Institution „Čika Jova-Zmaj“ Voždovac Group of authors. (1998). <i>Step by step into the basis of the programme</i> („A“). Belgrade: Kreativni centar. Group of authors (2001). <i>Creating a child-centred educational process</i> . Belgrade: Centre for Interactive Pedagogy. Kohl, H. (1980). Theme development. Belgrade: <i>A pre-school child, Volume 2</i> . Kamenov, E. (1975). Life topics. Novi Sad: <i>Pedagoška stvarnost, Volume 7</i> . Marjanović, A. (1987). Theme planning: sources, conceptualisation, pedagogical development and application, effects. Belgrade: <i>A pre-school child, Volume 1-4; p 39-55</i> Miškenjin, L. (2008). <i>Kindergartens as a source of curriculum</i> . Belgrade: Zadužbina Andrejević. Pavlovski, T. (1992). <i>Theme programming of educational work in kindergartens</i> . Belgrade: Institute for Pedagogy and Andragogy. Pavlovski, T. (1993). <i>Theme planning of educational work in kindergartens</i> . Belgrade: Nastava i vaspitanje, Volume 42, N 1-2, p. 94-103 Pavlovski, T. (2004). <i>Presentation of an action research</i> . „Theme planning in educational work in kindergartens“ in M. Pešić, <i>Pedagogija u akciji</i> , p 113-129. Belgrade: for Pedagogy and Andragogy, Faculty of Philosophy. Šain, M. et al (1997). <i>Step by step 2</i> . Belgrade: Kreativni centar. Šain, M. and Čarapić, M. (2012). <i>Step by Step 3</i> . Belgrade: Kreativni centar Šefer, J. (2005). <i>Creative activity in theme-based teaching</i> . Belgrade: Institute for Pedagogical Research | | | |
| Classes per Week | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | Study research: |
| Methods of Teaching: lectures, consultations, independent research in concrete practice (kindergarten), writing theme project, realisation, written report, analysis.. | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | 25 |
| Practical instruction | 20 | Oral exam | 25 |
| Revision test | 20 | Practice exam | |
| Seminar paper | | | |

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|--|-------------|-----------------------------|-----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institution | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester III |
| Course Title: CHILDREN'S PLAY AND CREATIVE DEVELOPMENT | | | |
| Instructor: prof. Danijela Vidanović, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: | | | |
| Course objectives Introducing children to the nature, function and possibilities of children's play in the process of education, to the types of games and manners of influencing and conducting a child's play for the purposes of encouraging children's development; introducing students to the nature of primary children's creativity and its basic functions, as well as to the manners of encouraging and cultivating children's creativity. | | | |
| Course outcomes Students shall independently devise and apply play-like activities in order to encourage and cultivate children's creativity. They shall plan and implement creative activities in different educational fields. They shall identify creative ways of expression of pre-school children. | | | |
| Course contents <i>Theory:</i> The properties and nature of pre-school children's creativity. Restrictive factors in the development of creativity. The role of pre-school teachers (tasks, responsibilities, requests) in the process of cultivating and encouraging children's creative expression. Modern interpretations of the nature and function of children's play. The basic characteristics and types of children's games. Problems of cultivating child's play and development of creativity (play as a prototype of children's creativity). The systems of encouraging creativity and the possibilities of their application in pre-school period. <i>Tutorials:</i> Design and analysis of possible play activities and systems of games to encourage a child's creative expression in different fields of educational work (mediums). Devising conditions and suitable social and physical environment which shall indirectly encourage the development of creativity. Analyses of possible manners of ascertaining the levels of children's creativity. | | | |
| Reading list Kamenov, E (1997). <i>Methodology I, Methodological Instructions for Model B - The basis of a pre-school curriculum for children between three and seven years old</i> . Belgrade: Association of Teacher Training Colleges of the Republic of Serbia. Kamenov, E (1997). <i>Methodology II, Methodological Instructions for Model B - The basis of a pre-school curriculum for children between three and seven years old</i> . Belgrade: Association of Teacher Training Colleges of the Republic of Serbia Kamenov, E (1997). <i>Methodology III, Methodological Instructions for Model B - The basis of a pre-school curriculum for children between three and seven years old</i> . Belgrade: Association of Teacher Training Colleges of the Republic of Serbia Kamenov, E.(1997) <i>Intellectual education through play</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Kamenov, E.(2002). <i>Pre-school Pedagogy. (book one)</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids (2000). <i>Kindergarten as a family centre</i> (a programme oriented towards children and parents). Belgrade: CIP Vygotsky, L.(1971/1). Play and its role in a psychic development of a child. <i>Predškolsko dete</i> , Belgrade Šefer, J.(2000). <i>Children's creativity</i> . Belgrade: Institute for Pedagogical Research, Teacher Training College in Vršac Marjanović, A.(1987/1-4). Modern ideas of creativity. <i>Predškolsko dete</i> , Belgrade Marjanović, A.(1987/1-4). Children's play and creativity. <i>Predškolsko dete</i> , Belgrade Marjanović, A.(1987/1-4). How to recognise and enrich creative activity of pre-school children. <i>Predškolsko dete</i> , Belgrade Šefer, J. (2005). <i>Creative activity in a theme-based teaching</i> . Belgrade: IPI | | | |
| Classes per Week | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | Study research: |
| Methods of Teaching The course is realised through interactive forms of teaching (lectures, analyses, discussions), pedagogical workshops, as well as through presentations and discussions regarding students individual work and individual research. | | | |

| Assessment (maximum number of points 100) | | | |
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| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | | Written exam | 30 |
| Practical instruction | | Oral exam | 20 |
| Revision test | 30 | Practice exam | |
| Seminar paper | 20 | | |

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|---|---------------|--|---------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: DEVELOPMENT OF INITIAL IT CONCEPTS | | | |
| Instructor: prof. Aleksandar J. Spasić, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: | | | |
| Course objectives Providing students with the basis for understanding and future professional monitoring of principles and methods of the development of initial IT concepts in pre-school children; introducing students to properties, theoretical bases, significance and principles of the practical applications of methods which enable one to monitor the development of initial IT literacy; enabling students to use computers and other technical means and tools in the process of designing and producing set of materials necessary for the development of initial IT concepts; introducing students to various limitations of using information and communication technologies in the development of initial IT concepts. | | | |
| Course outcomes | | | |
| <ul style="list-style-type: none"> • Students shall become acquainted with the basic theoretical concepts of the development of initial IT concepts in early childhood. • Students shall understand the system of procedures for efficient and professional work in terms of developing initial IT concepts in children. • Students shall design and produce modern educational tools and devise methods suitable for the development of initial IT concepts in pre-school children. | | | |
| Course contents | | 6. Phases of developing skills of using IT tools | |
| <i>Theory</i> | | 7. Initial development of IT literacy | |
| 1. Importance of early development of IT literacy | | 8. Early development of IT literacy | |
| 2. Presence of computers in early childhood | | 9. Independent development of IT literacy | |
| 3. When and how to offer computer to a child? | | 10. Video-games and their significance for the development of initial IT concepts. | |
| 4. Physical development of a child and the possibilities of using IT tools | | 11. Significance and role of parents in the development of initial IT concepts. | |
| 5. Ergonomics of computer use by children | | | |
| <i>Practice</i> Becoming acquainted with the characteristics of the computer as universal educational tool. Practical work with a presentation programme (MS PowerPoint). Working in the Scratch programme language. Making presentations and programmes intended for the development of initial IT concepts. Designing and making simple exercises and contents which help in the development of the motility necessary for the initial use of computers. The use of the Internet for finding and preparing educational tools intended for the development of initial IT concepts. | | | |
| Reading list | | | |
| Robinson, H.M. (2009). <i>Emergent Computer Literacy: A Developmental Perspective</i> . New York-London: Routledge. | | | |
| Anđelković, N. (2008). <i>A child and computer in family and kindergartens</i> . Belgrade: Beoknjiga | | | |
| Spasić, A. (2010). <i>The Basics of Educational Technologies</i> . Pirot: Pi-Press. | | | |
| Melton B.et al. (2013). <i>Microsoft Office Professional 2013 Step by Step</i> , O'Reilly Media, Inc. | | | |
| Marji M. (2014) <i>Learn to Program with Scratch A Visual Introduction to Programming with Art, Science, Math and Games</i> , San Francisco: No Starch Press, Inc. | | | |
| Hall, D.(2010). <i>The ICT Handbook for Primary Teachers: A guide for students and professionals</i> . London-New York: Routledge | | | |
| Blake, S. and Izumi-Taylor, S. (Eds.) (2010). <i>Technology for early childhood education and socialization: developmental applications and methodologies</i> . Hershey–New York: Information Science Reference | | | |
| Classes per Week | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | |
| 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 | 40 |
| Practical instruction | | Oral exam | |
| Revision test | 20 | Practice exam | |
| Seminar paper | 30 | | |

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|--|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: A CHILD IN MEDIA SPACE | | | |
| Instructors: prof. Dragana O. Dragutinović, PhD; | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: | | | |
| Course objectives Enabling students to master the rules and structure of a comprehensive and ubiquitous media space, to virtualise the world around us which requires preparation and an adequate response to the emergence of modern visual communication; introducing students to visual messages of new media through practice which is based on the theoretical knowledge of possibilities and aesthetics of media space which enriches students' sensibility, encourages and deepens their visual perception by spreading the field of artistic awareness and leads to a better application of acquired knowledge and skills in practice; directing students towards a good choice of quality contents and active participation in creating new forms of multimedia presentations of artistic and educational contents which depends upon well prepared, visually literate (cultivated) pre-school teachers, responsible audience. | | | |
| Course outcomes Students shall develop the culture of observing, listening and speaking in the public space. They shall acquire the aesthetics of media devices. They shall adopt analytical, theoretical and practical understanding of visual contents, build attitudes and abilities for their evaluation and application in the process of making decisions about the shape and manner of presenting a visual message. By actively keeping up with TV and film contents for children, by accepting innovative methods (alternative theatrical tendencies and video-games for children) they shall develop creative dimensions of their professional role and the ability to accept creative encouragements for independent research and realisation of new forms and manners of public engagement. | | | |
| Course contents <i>Theory</i> Multiple dimensions of reality, fantasy and reality. Communication as a transmission and ritual. <i>Magical window</i> . Camera obscura. Laterna magica – introduction into the world of virtual images. Artistic work in the era of technical production. Mass media. Photography and arts. Film and painting. Moving images. Television and other visual arts. Specificities of television expression. Documentary. Video art. Aesthetics of virtual artistic space. The art of high culture and folk art. Popular art. Theatrical and film anthropology. Digital world – fantasy – creativity. A child as a consumer of virtual reality. Educational, emotional, aesthetic and ethical dimension of mass media. A child-director. <i>Prctice: Tutorials</i> Realisation of problem tasks within the given forms of media communication. Light and shadow – possibilities for performing virtual games. Screens for taking photos. Photo-collage. Panorama and diorama. Toys: taumatrop and zoetrop. Modern theatre as a multimedia spectacle. Non-verbal theatre, theatre of movement, pantomime. Performance and happening. Ceremonies and ceremoniality. Simulation of a TV programme. Moving image, movement in the image. Film frames. Editing as a composition in time. Individual research into media contents. Critical observation. Computer games as an inspiration for game in real space. A child-director. Video recordings. Group work. Taking photos and recording short films. Documentaries. | | | |
| Reading list Todorović, A. L. (2009). <i>Art and communication technologies</i> . Belgrade: Clio. Crnobrnja, S. (2010). <i>Aesthetics of television and new media</i> . Belgrade: Clio. Lemiš, D. (2008). <i>Children and television</i> . Belgrade: Clio. Grau, O. (2008). <i>Virtual art</i> . Belgrade: Clio. Martin, Ž. (2009). <i>Image and its interpretations</i> . Belgrade: Clio. Internet selection: www.nga.gov , www.tate.org.uk , www.artsconnected.org , www.haringkids.com , www.studio-o.fr , www.tpo.it | | | |
| Classes per Week | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | Study research: |
| Methods of Teaching: lectures, tutorials, workshops, consultations, slides and video presentations | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |

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|-----------------------|----|---------------|----|
| Practical instruction | 30 | Practice exam | 20 |
| Revision test | | Oral exam | 20 |
| Seminar paper | 20 | | |

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|--|---------------|-----------------------------|-----------------|---------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | | |
| Course Title: ORAL CREATIVE EXPRESSION 1 | | | | |
| Instructor: prof. Jelena Veljković-Mekić, PhD | | | | |
| Course Status: elective | | | | |
| ECTS: 2 | | | | |
| Requirements: | | | | |
| Course objectives Enabling students to use various forms and techniques of oral expression as a basis for the development of a child's speech creativity by means of storytelling, fiction and verse and other verbal and non-verbal games; teaching students to nurture the ability of recognising the poetic beauty of words and teaching them how to speak in an expressive manner. . | | | | |
| Course outcomes Students shall discern various types of linguistic games. They shall use them in working with pre-school children and they shall apply numerous forms of creative speech which encourage and develop children's imagination, thinking, proper and polished speech. | | | | |
| Course contents <i>Theory</i> Goals of oral creative expression. Oral workshops. Language games and linguistic creativity. Non-verbal expression as speech and game. Games which nurture speech culture of children. Phonetic games. Lexical games. <i>Practice: tutorials, other forms of instruction, study research</i> Free improvisation through movement. Pantomime. Non-verbal role play, imitation and improvisation. Game of senses and emotional expression. Creative lexical games by means of nouns, verbs, adjectives, synonyms, homonyms, diminutives, augmentatives, etc. Riddles, adages, spells, tongue twisters, counting rhymes. Word building games. Beautiful words, ugly words, funny words, etc. . | | | | |
| Reading list Dotlić, Lj. & Kamenov, E. (1996). <i>Literature in kindergartens</i> . Novi Sad: Zmajevе dečje igre Duran, M. et al (1988). <i>Symbolical games and creativity</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Ivanović, R. (1997). <i>Speech workshops</i> . Belgrade: Altera Kamenov, E. (2010). <i>Wisdom of senses IV. Children speech creativity</i> . Novi Sad: Dragon Marjanović, A. (1990). <i>Children's language games</i> . Belgrade: Institute for Textbook Publishing and Teaching Aids Naumović, M. (2000). <i>Methodology of Speech development in pre-school children</i> . Pirot: College of Professional Studies in Pirot | | | | |
| Classes per Week: | | | | Other classes |
| Lectures:1 | Tutorials:2 | Other forms of instruction: | Study research: | |
| Methods of Teaching: lectures, tutorials, discussions, consultations, independent research, 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 | 10 | Practice exam | | |
| Seminar paper | 20 | | | |

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|--|---------------|-----------------------|---------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester III | |
| Course Title: INTRODUCTION TO VOCATION AND VOCATIONAL PRACTICE 3 | | | |
| Instructor: prof. Tatjana K Marković, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: completed tasks within Introduction to Vocation and Vocational Practice 2 | | | |
| Course objectives Introducing students to internal organisation of educational work in a pre-school institution through direct engagement and participation: space organisation, organising time table, activities of children in kindergartens (models A and B), planning, programming, realisation, evaluation. | | | |
| Course outcomes Students shall apply professional and methodical knowledge and abilities in different fields of pre-school practice. | | | |
| Course contents <i>Practice</i> Organisation of space: interior (facilities-location, heating, floors, ventilation; accompanying premises: staff room, vestibule, wardrobes, multipurpose rooms, sanitary facilities, rooms for preventive health care, group room intended for educational activities, rest and nutrition). Exterior of the kindergarten (functions of the exterior, terrains, room with utilities, construction site, nature corner, park...) Organisation of time table: regime of a day and its adjustment to the needs of children, types of activities and continuity between them, adjusting the daily regime and certain activities to children's age and their individual differences, consistency in honouring the daily regime – cases in which one deviates from it) Organisation of children's activities in kindergartens: types of activities, goals, tasks, flow and contents, sources, ways of planning, realisation, weekly plans and daily sketches of pre-school teachers, the way of motivating children to participate, methods of work which pre-school teachers use in the process of implementation) The model according to which pre-school teachers work (characteristics and descriptions of the model) Child-pre-school teacher communication: who initiates activities and communication, is it always initiated by pre-school teachers, what is the emotional bond between a child and pre-school teacher, what is the relationship between rights and responsibilities, which type of authority is built by a pre-school teacher, which verbal methods do pre-school teachers use in their work? Co-operation between a child and family: contents and forms of co-operation, programme manner of co-operation, participation of parents in planning and realisation, how parents enrich educational work, informative manner of co-operation, informing parent of the life and work in the institution, creative forms of co-operation) Co-operation between kindergartens and local community: planning of co-operation, types and manners of realisation Including students in a pre-school teacher's work: participating in all work phases, from planning to evaluation. Writing a report.. | | | |
| Reading list Group of authors. (2001). <i>Creating a child-centred educational process</i> . Belgrade: The Centre for Interactive Pedagogy. Group of authors. (2000). <i>Kindergarten as a family centre (a child and family centres programmes)</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. (1997). <i>Step by step 2</i> . Belgrade: Kreativni centar Marković, M. et al. (1998). <i>Step by step – the Basics of the Programme for pre-school education – model A</i> . Belgrade: Kreativni centar Pešić, M. (1989). <i>Programming of educational work in kindergartens</i> . Belgrade: <i>Predškolsko dete</i> , N0 2. Rulebook on general principles of a pre-school programme. Belgrade: Ministry of Education and Sports of the Republic of Serbia. <i>Prosvetni pregled</i> (special issue) | | | |
| Classes per Week: 60 hours (10 working days x 6 hours – 60 hours in total) | | | |
| Methods of Teaching Participation in the aforementioned activities, writing the report from class observation, mentorship. | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |

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| Volunteer work in a pre-school group | 50 | Written exam | |
| Report on vocational practice | 50 | Oral exam | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: METHODOLOGY OF SPEECH DEVELOPMENT 1 | | | |
| Instructor: prof. Ivan J. Stamenković, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: | | | |
| Training students to acquire theoretical knowledge on the methodology of speech development as a scientific discipline; creating a theoretical basis for the practical work of students in developing pre-school children's speech; with reference to the methods applied in working with children in this field. | | | |
| Course outcomes: | | | |
| The student will master the essential characteristics of the language and the factors of children's language development; he will correctly choose and use the methods, means and forms of work that encourage the proper development of speech in a child. | | | |
| Course contents: | | | |
| <i>Theory</i> | | | |
| Essential properties of the language. Language structure, language and speech. Language components and important characteristics. Development of vocal part of speech. The first word emergence and the development of children's vocabulary. The development of the sentence. Functions of a child's speech. Child's communication ability. Speech deficiencies. Motivation for children's participation in communication. Language games and creativity. Literature in pre-school education (fairy tales, fables, stories, lyric poems). | | | |
| <i>Practice: tutorials, other forms of instruction, study research</i> | | | |
| Preparation of seminar papers and attending the classes in pre-school institutions | | | |
| Reading list: | | | |
| Bugarski, R. 1991. Uvod u opštu lingvistiku. Beograd: Zavod za izdavanje udžbenika i nastavna sredstva. | | | |
| Kamenov, E. i Dotlić, LJ. 2000. Književnost u dečijem vrtiću. Novi Sad. | | | |
| Marijanović, A. 1990. Dečje jezičke igre. Beograd: Zavod za izdavanje udžbenika i nastavna sredstva. | | | |
| Naumović, M. 2000. Metodika razvoja govora. Pirot: VŠSSOV Pirot. | | | |
| Boturović, M. 2001. Metodika razvoja govora. Šabac. | | | |
| Matić, R. (1986) Metodika razvoja govora dece predškolskog uzrasta. Beograd | | | |
| Classes per Week: | | | Other classes |
| Lectures: 2 | Tutorials: 1 | Other forms of instruction: | Study research: |
| Teaching methods: | | | |
| Lectures, exercises, consultations | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | 30 |
| Practical instruction | 20 | Oral exam | 20 |
| Revision test | 20 | Practice exam | |
| Seminar paper | | | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: | | | |
| Instructor: prof. Snežana S. Ivković, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one needs to pass exam in <u>Methodology of Educational Work</u> | | | |
| Course objectives: Teaching students theory and practice of methods of developing mathematical concepts in preschool children through different types of communication; training students to master the system of procedures for the effective and professional transference of children's immediate experience of quantitative, qualitative, spatial-temporal relations and properties of real objects into mathematical concepts | | | |
| Course outcomes: Students will master the general theoretical issues of mathematics methodology and methods of developing mathematical concepts, will be informed about the relation of preschool child and mathematics, the psychological basis of work on developing mathematical concepts, and organization and basic principles and planning of work in the IMC; students will be introduced in detail with the program content of the educational area of the DIMC and methodical instructions for developing mathematical concepts in the field: space, spatial relations, space and time relations, size, dimensions, estimating sizes, geometrical shapes and objects having those shapes, set and number. | | | |
| Course contents: <i>Theory</i> Students will master general theoretical issues of mathematical methods and methodology of the development of mathematical concepts, will get informed about relations of a preschool child and mathematics, psychological basis of work on the development of mathematical concepts and organization and basic principles and planning of work in the IMC; students will get a detailed insight into program content of the educational area of IMC and methodical instructions for the development of mathematical concepts in the field: space, spatial relations, space and time relations, size and dimensions, size estimation, geometric figures and objects of geometric shapes, set and number. <i>Practice: tutorials, other forms of instruction, study research</i> | | | |
| Reading list: Šimić, G. 1998. Metodika razvijanja matematičkih pojmova. Šabac: Viša škola za obrazovanje vaspitača Prentović, R. Metodika razvijanja početnih matematičkih pojmova. Viša škola za obrazovanje vaspitača, NoviSad, 1998. Grupa autora. 1998. Korak po korak 1 i 2. Beograd: Kreativni centar Adamović i saradnici. Igre i aktivnosti igre. Beograd: Nova prosveta Šimić G. 1997. Igrom do matematike. Šabac: Viša škola za obrazovanje vaspitača Dobrić N. 1985. Razvijanje početnih matematičkih pojmova u predškolskim ustanovama. Beograd Pijaže Ž. Inhelder B. 1982. Psihički razvoj deteta. Beograd: ZUNS | | | |
| Classes per Week: | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | Study research: |
| Teaching methods: Verbal and dialogue method, frontal. Group and mentor work, analysis of seminar papers, finding new ideas and eliciting active critical discussion | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | 30 |
| Practical instruction | 20 | Oral exam | 20 |
| Revision test | 20 | Practice exam | |
| Seminar paper | | | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: METHODOLOGY OF ENVIRONMENTAL AWARENESS 1 | | | |
| Instructor: prof. Ljubiša M. Mihajlović, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one needs to pass exam in <u>Methodology of Educational Work</u> | | | |
| Course objectives: Acquainting students with the complexity of the concept of environment and its significance for a child of pre-school age, and with basic concepts both from the domain of the natural and from the domain of the social environment of the child; developing in students the awareness of the importance of ecological education since pre-school age; training students for determining content for acquainting children with the natural and social environment in order to understand their connections and conditionality; introducing students to the written preparation in a particular age group on a given topic; familiarizing students with the importance of adequately selecting the methods, forms and means of work in teaching children about the environment. | | | |
| Course outcomes: Students will successfully define the role and importance of educators in establishing the interaction of the child with the environment; will categorize the basic methodical principles in familiarizing children with the environment, will plan the pedagogical and psychological bases of organizing activities and practical work when teaching about the environment, develop skills that will help children in pre-school age to develop basic concepts from their immediate environment, will select appropriate methodic procedures for observing and spotting a phenomenon in the immediate environment, will make a selection of content for acquainting children with the natural and social environment. | | | |
| Course contents: <i>Theory</i> The subject of studying the methodology of understanding our environment; Possibilities of preschool children and learning; The influence of adults in the development of the child's relationship with the environment - the role and importance of educators; Establishing basic methodological principles for acquainting children with the environment; Nature and natural phenomena; Non living nature; The universe; Water; Air; Movement, Thermal phenomena, Time, Space; Living Nature - Plant Life, Animal World; Man as a biological being; Spotting and distinguishing living from non living nature; Ecological education and upbringing; Child in pre-school institution and social affairs; Child as a social being; Products of human activity. <i>Practice: tutorials, other forms of instruction, study research</i> Program tasks and contents in the field of environmental awareness. Methods, forms, means of teaching and games in familiarizing children with the environment. The pedagogical-psychological basis for the organization of activities and practical work on introducing the environment. Possibilities and ways of motivating and training children for observation in nature. Natural phenomena and non-living nature. Natural environment, man as a biological entity, plant and animal world as an object of interest, research and acquaintance of children of pre-school age. A selection of content for getting to know the social environment with the goal of understanding their connection and conditionality. Making a written preparation for daily activities in a certain age group on a given topic. | | | |
| Reading list: Mihajlović, N. Mihajlović, LJ. (2011). Metodika upoznavanja okoline. Pirot: Grafički studio Cicero. Kaurin, LJ. (2002). Moj svet - Priroda i društvo za predškolce. Novi Sad: Bistričak. Kamenov, E. (2002). Upoznavanje okoline. Novi Sad: Dragon. Ivanković, B. (2004). Metodika upoznavanja okoline. Sremska Mitrovica: Viša škola za obrazovanje vaspitača. | | | |
| Classes per Week: | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | |
| Teaching methods: Verbal and dialogue method, frontal.Group and mentor work, analysis of seminar papers, finding new ideas and eliciting active critical discussion. | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | 30 |
| Practical instruction | 20 | Oral exam | 20 |
| Revision test | 20 | Practice exam | |
| Seminar paper | | | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: METHODOLOGY OF ART EDUCATION | | | |
| Instructor: prof. Bojana N. Nikolić, PhD ; prof. Dragana O. Dragutinović, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one needs to pass exam in <u>Methodology of Educational Work</u> | | | |
| Course objectives: Introducing students to the methodology of art education of children of pre-school age as a discipline, with the significance of children's art works through their cognitive, intellectual, emotional and social aspects; providing knowledge about rules of development of art in children's works as well as relations between creativity and games; introducing students to the specificities of the procedures applied with children of pre-school age in the field of art education; building a theoretical basis for training students for achieving the goals of art education. | | | |
| Course outcomes: Students will be introduced to the importance of art education in the development of an integral personality; they will learn the ways of children's artistic expression, master the didactic methods and correct procedures that should positively influence the development of the artistic expression of children through play and creativity. | | | |
| Course contents: <i>Theory</i> I. Methodology of art education as a science-teaching discipline II. Art education in the world and with us; history of art education III. Art culture in the world and in our country; the influence of visual art on children of early ages IV. Specificity of art education of children of early ages V. Characteristics of children's artworks VI. Developmental phases in the artistic expression of children: doodling, scheme, intellectual realism VII. Artistic types of children VIII. Patterns of development of artistic and creative abilities of children IX. Principles of educational work and influence on the development of children's artistic expression X. Specific application of methods of educational work in the field of artistic education XI. Artistic expression of children with special needs XII. Working with gifted children in the field of artistic education XIII. Tools, accessories and materials used in the field of arts education. Art techniques and a pre-school child XIV. New media and the possibilities of their application in the art education of pre-school children XV. A program of visual education in the basis of the program <i>Practice: tutorials, other forms of instruction, study research</i> During the exercises, students are presented with examples of children's artistic creativity with the task of trying to determine their individuality in the visual sense through the discussion about them, assuming the appropriate age of the child, emotional attitude, about the motive, recognizing and explaining the technique of work, etc. Also, students are given the task to independently, with the help of the Internet and other sources of knowledge, acquire extensive professional terminology in the field of artistic visual culture and artistic education of preschool children. | | | |
| Reading list: Filipović, S. (2011.) Metodika likovnog vaspitanja i obrazovanja. Univerzitet umetnosti u Beogradu, Klett, Beograd Karlavaris, B, Kelbli, J, Stanojević Kastori, M. (1986). Metodika likovnog vaspitanja predškolske dece za III godinu pedagoške akademije . Beograd: Zavod za udžbenike i nastavna sredstva. Koks, M. (2000). Dečji crtež. Beograd: Nolit Negru, A. (2002). Metodika nastave likovne kulture. Vršac: Viša škola za obrazovanje vaspitača. Stanojević Kastori, M. i dr. (1987). Likovno oblikovanje u dečjim vrtićima. Beograd: Zavod za udžbenike i nastavna sredstva. | | | |
| Classes per Week: | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | |
| Teaching methods: monologue, dialogue, demonstrative | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |
| Practical instruction | 20 | Oral exam | 30 |
| Revision test | 20 | Practice exam | 20 |
| Seminar paper | | | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: METHODOLOGY OF MUSICAL EDUCATION 1 | | | |
| Instructor: prof. Emilija J. Popović, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one needs to pass exam in Vocal & Instrumental Instruction and Methodology of Educational Work | | | |
| Course objectives: Training students to independently perform all forms of musical activities in preschool institutions, ie. To overcome the necessary theoretical knowledge in this field, so the students would be ready to work with pre-school children in kindergarten. | | | |
| Course outcomes: Students will master an instrument and methodology of musical education of children of preschool age so that they will apply their acquired knowledge through different educational areas with respect to individuality and creativity in musical expression; will independently perform, encourage and develop musical creativity in pre-school age children as a means, as the content and manner of behavior. | | | |
| Course contents: <i>Theory</i> The significance of music for pre-school children. The importance of musical creativity on development of personality. A golden age for the development of musical creativity. Developing interest in music. Psychophysical and musical characteristics of children of pre-school age. Care for and culture of children's voice. Didactic-methodical contents principles and methods of music activities with pre-school children. Forms of music education of pre-school children. Preparation of didactic working material for music activities. Preparation for immediate work. <i>Practice: tutorials, other forms of instruction, study research</i> It is mandatory to have at least three music activities with children of pre-school age, all activities should be realized in different age groups. | | | |
| Reading list: Vukomanović, N. Rastimo s pesmom, Gornji Milanovac, II Prošireno izdanje, Dečje novine Jablanov, N.(2005). Narodne pesme i igre, Beograd, Kreativni centar Đurković –Pantelić, M.(1998). Metodika muzičkog vaspitanja dece predškolskog uzrasta, Šabac, Viša škola za obrazovanje vaspitača Manasterioti, V.(1982). Muzički odgoj na početnom stupnju, Zagreb, Školska knjiga Zdravković, V., Spasić-Stošić, A. i Vučkovski, J. (2005). Zbornik pesama za muzičku nastavu, Vranje Tajčević, M. (1990). Osnovna teorija muzike, Beograd, Prosveta Hiba, N.(1986). Muzika za najmlađe, Beograd, Zavod za udžbenike i nastavna sredstva Kamenov, E. (2006). Dečja igra, Beograd, Zavod za udžbenike Šefer, J. (2000). Kreativnost dece problemi vrednovanja, Beograd, Institut za pedagoška istraživanja Grujić-Garić, G., Filipović, S. i Kamenov, E.(2011). Bajke i brojalice, Novi Sad, Dragon | | | |
| Classes per Week: | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | Study research: |
| Teaching methods: Lectures, discussions, practical work. | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |
| Practical instruction | 20 | Oral exam | 20 |
| Revision test | 20 | Practice exam | 30 |
| Seminar paper | | | |

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|--|---------------|-----------------------------|----------------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: METHODOLOGY OF PHYSICAL EDUCATION 1 | | | |
| Instructor: prof. Radiša R. Ratković, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: one needs to pass exam in <u>Methodology of Educational Work</u> | | | |
| Course objectives: Training students to form an adequate professional attitude towards physical education and ensure a full understanding of its role and importance in the psycho-physical development of children; using the necessary knowledge for realization of activities from physical education in preschool institutions. | | | |
| Course outcomes: Students will acquire the necessary theoretical and methodical knowledge in the field of physical education; they will realize the activities from the lectures of physical education. | | | |
| Course contents: <i>Theory</i> Methodology of physical education - definition, concept and thematic area; interpretation of basic concepts in the field of physical culture and physical education (physical culture, physical education, physical education, physical exercise, game, sport, gymnastics, motor skills (psychophysical), functional abilities, anthropological characteristics, motor skills, skills and habits, technique, style, tactics, etc.); historical development of physical culture and physical education; the place and role of physical culture in the system of science; the place and role of physical culture in the phylogenetic and ontogenetic development of a man; place, role and goal of physical education activities with particular reference to its place and role in the psycho-physical development of the child; general bio-psycho-social characteristics of children aged 3 to 7; the basics of functional anatomy and physiology of exercise; biomechanical basics of moving action (locomotion); the structure of physical education activities; type of activity; forms of work; methods; means of physical education; types of strain on physical education activities, etc. <i>Practice: tutorials, other forms of instruction, study research</i> Acquisition of motor skills, skill and habits through natural forms of movement, body shape exercises, exercises with requisites, gymnastic elements, folk dances, pedagogical games, mobile games, constructive games, directed motor activities, etc. | | | |
| Reading list: Kamenov, E.: Osnova programa vaspitno-obrazovnog rada sa predškolskom decom, Filozofski fakultet, Novi Sad i Zajednica viših škola za obrazovanje vaspitača, Beograd, 1995. Kamenov, E.: Metodika I, II, III, Odsek za pedagogiju Filozofskog fakulteta, Novi Sad i Republička zajednica viših škola za obrazovanje vaspitača, Beograd, 1997. Milanović, LJ., Stamatović, M.: Teorija i metodika fizičkog vaspitanja (za vaspitače), Učiteljski fakultet, Užice, 2006. Ratković, R.: Metodika fizičkog vaspitanja za studente visokih strukovnih škola za obrazovanje vaspitača, Narodna biblioteka Arilje i Visoka strukovna škola za obrazovanje vaspitača, Pirot, 2009. Ratković, R.: Telesno vaspitanje najmlađih kroz slike i reči, Visoka strukovna škola za obrazovanje vaspitača, Pirot, 2011 | | | |
| Classes per Week: | | | Other classes |
| Lectures:2 | Tutorials:1 | Other forms of instruction: | Study research: |
| Teaching methods: monologue, dialogue, practical exercises, demonstration | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |
| Practical instruction | 20 | Oral exam | 30 |
| Revision test | 20 | Practice exam | 20 |
| Seminar paper | | | |

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|--|---------------|-----------------------------|-----------------|
| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | Year II, Semester IV | |
| Course Title: DIAGNOSTICS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS | | | |
| Instructor: prof. Mirjana Stanković-Đorđević, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: one needs to pass compulsory courses in psychology from the first, second and third semesters | | | |
| Course objectives: Introducing students with categories normal - pathological in childhood and youth, diagnosis and classification of psychopathological disorders and certain types of disorders and behavioral disorders, Assessment of the behavior of the child in the process of adaptation to kindergarten, Files for monitoring the development of the child: Scales for development estimation, Elements of IPP. | | | |
| Course outcomes: Students will understand and deductively conclude on the developmental characteristics and risks of children with special needs, will be able to critically judge about the common attitude towards children with disabilities, will transfer the acquired diagnostic knowledge in working with children with developmental disorders in the kindergarten through the development of IPP, develop empathy , altruism, internal motivation for working with children with disabilities | | | |
| Course contents: <i>Theory</i> Normal and pathological in childhood, Theoretical basics of psychopathology of childhood and youth, Classification and diagnostics of disorders from child psychopathology and neuropsychology, Some categories of disorders of child psychopathology and neuropsychology <i>Practice: tutorials, other forms of instruction, study research</i> Basic diagnostic tools in psychology and special pedagogy, Files for monitoring a child's progress: Assessment of child behavior in PI through assessment of psychomotor capacity of a child, Design and analysis of IPP for one child with developmental disability. | | | |
| Reading list: Stankovic - Djordjevic, M. (2014). Diagnosis of children with special educational needs Pirot: VŠSSOV Pirot. (Authorized script) Stankovic - Djordjevic, M. (2014). All our children - children with the need for special social support. Pirot: VŠS Stankovic - Djordjevic, M. (2015). Inclusion of children with developmental disabilities - systemic approach .Pirot: VŠS Боянин, С. (1985). Neuropsychology of the developmental period .Belgrade: ZUNS. Tadić N. (1985). Psychiatry of childhood and youth .Beograd: Naučna knjiga. Group of cooperators (1991). Your child's problems .Belgrade: ZUNS. Group of authors (2007). Child-Friendly School .Belgrade: Institute of Psychology, Faculty of Philosophy, Save the Children UK | | | |
| Classes per Week: | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | Study research: |
| Teaching methods: Monologue, dialogue, integrative learning methods - cooperative learning, individual work of students, learning via internet and computer | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | | Written exam | 50 |
| Practical instruction | | Oral exam | |
| Revision test | 20 | 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 II, Semester IV | |
| Course Title: ORAL CREATIVE EXPRESSION 2 | | | |
| Instructor: prof. Jelena Veljković-Mekić, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |

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| Requirements: one needs to pass exam in Oral Creative Expression 1 | | | |
| Course objectives: Training students to nurture and encourage children's speech creativity and to successfully organize a number of creative syntax games, rhyming games and drama games, as well as to create a variety of new ones. | | | |
| Course outcomes: The student will become more aware of the expressive aspects of speaking and will, in his work with children, create various stimulating and imaginative speech creations; the student will successfully develop and nurture children's speech creativity as a significant segment of the work on the development of children's speech, but also the child's imagination and creativity. | | | |
| Course contents: <i>Theory</i> Syntactic creative games. Rhyming Games. Making changes and adaptations of famous stories , fables, fairy tales .Inventing the beginnings of the story. Designing a nonsense story. Drama exercises and games as an incentive for speech creativity. <i>Practice: tutorials, other forms of instruction, study research</i> Exercises in which different forms of creative storytelling of children are organized: let's make a sentence, finish the story, invent a story, change the function of characters from a familiar story or the plot, change the end of a fairy tale, create a song, and so on. Drama exercises and games. Role play, Imitation and Improvisation Games; character in relation with the action and drama conflict exercises. | | | |
| Reading list: Batanovic-Lalovic, V. (1997). Imaginary trip .Belgrade: The Toy World L Виготский, Л. (2005) Children's imagination and creativity .{0}{/0}B Group of authors (1997). Step by step 2 .Belgrade: Kreativni centar, 269-302. Dotlic, Lj. and Kamenov, E. (1996).Literature in kindergarten . Novi Sad : Zmaj's children games Kamenov, E. (2010). The Wisdom of the Senses IV: Children's Speech Creation .Novi Sad: Dragon Naumović, M. (2000) Methods of speech development of children of pre-school age , Pirot: Higher school for education of educators Čukovski, K. (1986) From second to fifth .Belgrade: Institute for Textbooks | | | |
| Classes per Week: | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: Study research: | |
| Teaching methods: Lectures, exercises, discussions, consultations, independent research, 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 | 10 | Practice exam | |
| Seminar paper | 20 | | |

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| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: TECHNICAL ASSESSMENT AND PRACTICAL ACTIVITIES | | | |
| Instructor: prof. Aleksandar J. Spasić, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: | | | |
| Course objectives: Creating a basis for understanding students and future professional monitoring of the principles and methods of working-technical culture and technical concepts in pre-school children. Introducing students with characteristics, theoretical bases, importance and principles of practical application of methods that enable the monitoring of the development of initial technical literacy. Training of students for the use of computers and other technical means and tools in the design process and preparation of a set of materials necessary for the development of initial technical concepts. Introducing students with restrictions on the use of technologies, materials and equipment in the development of initial technical concepts. | | | |
| Course outcomes: <ul style="list-style-type: none"> ● Students will be familiar with theoretical concepts of developing initial technical concepts in early childhood. ● Students will understand the system of procedures for efficient and professional work in developing initial technical concepts in children. Students will create modern educational means and methods that are suitable for the development of initial technical concepts in preschool children. | | | |
| Course contents: <i>Theory</i> <ol style="list-style-type: none"> 1. Significance and influence of scientific and technological development to education of children 2. Objectives of early technical development of children 3. Psychological basics for development of working-technical literacy 4. Development and theoretical basics for teaching methodology of technical education 5. Principles and stages of development of technical competence 6. Initial development of technical literacy 7. Visualization as a basis for technical activities 8. Educational means suitable for early technical development (models and dioramas, technical toys, construction kits) 9. Selection of materials and technologies , ecological and security aspects 10. Principles of functioning of simple machine designs from a children's environment <i>Practice: tutorials, other forms of instruction, study research</i> Use of construction kits. Working with technical toys. Ecological aspects in making models from recycled materials. Designing and making simple models made of paper, plastic, wood, soft metal and composite materials. Planning and making activities with children's technical toys .Finding sketches and models on the Internet. Creating simple toys that contain simple mechanisms. | | | |
| Reading list: Stojanović, B.(1995).Methodology of technical teaching. Belgrade: ZUNS Bjekić, D., Bjekić, M. and Papić, Ž.(2009).Pedagogical-methodical manual for practical work of future professors of technical-informatics area .Cacak: Faculty of Engineering in Cacak Spasić, A.(2009).Fundamentals of educational technology .Piro: Pi-pres. | | | |
| Classes per Week: | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | |
| Teaching methods: Monologue, discussions, practical work on computers, handling technical means | | | |
| 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 | 20 | Practice exam | |
| Seminar paper | 30 | | |

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| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: PUPPETRY | | | |
| Instructor: prof. Bojana D. Nikolić, PhD | | | |
| Course Status: elective | | | |
| ECTS: 2 | | | |
| Requirements: | | | |
| Course objectives: Training students to research in the field of visual culture and art education, to achieve the ability for creative artistic expression, development of critical thinking, creative and cooperative behavior; through an interdisciplinary approach, encouraging curiosity and imagination in achieving vocal visual-spatial presentations; familiarizing students with the history and meaning of a puppet; training students to design their own creative drama playground and its players; to acquaint the students with existing forms of puppet stage expression and ways how they can follow modern trends in theater art for children. | | | |
| Course outcomes: Students will acquire knowledge and skills in setting and spatial medium through interactive teaching and learning by discovery, collecting the necessary instruments, audiovisual means, familiarizing with the expressive possibilities of various materials, mixing media, combining materials and techniques in various artistic disciplines (dance, theater, film, television, drama, word, voice and sound in the space); students will independently realize and present the drama action, the magic space of children's games. | | | |
| Course contents: | | | |
| <i>Theory</i> Stage venue as a means of mass communication. Time, space, story, and narrator. Space for a play as a special place of realized desired freedom. Disguise games. A mask, another face, an instrument of transfiguration, as if fantasy. Animistic and totemic mask, gods and men, the mask of the actor. Carnival mask. Ritual and theater. Geography of puppetry. Puppet and its meaning. Mythical, legendary and epic heroes. Types of puppets and materials. Character, appearance, movement of the puppet. Puppet in a children's television program. Setting (material, backdrop, furniture and stage equipment, stage lights). Setting up a stage adapted to children's age. Scene costume. Text dramatization, animation, improvisation. | | | |
| <i>Practice: tutorials, other forms of instruction, study research</i> Selection, adaptation or writing of original text for puppet play. Poster for the show. Designing and realization of stage for puppet show. Masks of the world. Ethno-mythology (mask, costume). Realizing the mask. Making of puppets (Guignol, marionette, Javanese puppet, moving shadows, puppets on the body-hands, fingers, knees, feet). Paper Theater. Scene props (collecting) and stage lighting (selection). Final work - realization of puppet show. | | | |
| Reading list: Каменов, Е. and Filipovic S.(2010). Wisdom of the senses V part, children's drama creativity .Novi Sad : Dragon. Jurkovski, H.(2007).Puppet theory: history views, theory and aesthetics of puppet theater .Subotica: International Children's Theater Festival . Лазих, Р.(2007).Puppet art: in search of aesthetics of puppet theater .Belgrade: Photo Futura . Group of authors Introduction to puppetry .Beograd : Zavod za izdavanje udžbenika. Ladika, Z. (1970). Child and stage art .Zagreb : Školska knjiga. Negru, A (1998). Scene art .Vrsac : Sloboda Покрывка, В. (1980). Child and stage doll .Zagreb : Školska knjiga. Petrović, T. (1994). Scene art .Vranje : Faculty of Teacher Education. Simić, Čakić, N. (2007). Notes of the puppet assistant-manual for puppetry .Bel Bihalji-Merin, Oto (1971). Masks of the world .Belgrade: Vuk Karadzic. | | | |
| Classes per Week: | | | Other classes |
| Lectures:1 | Tutorials:1 | Other forms of instruction: | Study research: |
| Teaching methods: lectures (slide and video projections), exercises, workshops, consultations, theater visits | | | |
| Assessment (maximum number of points 100) | | | |
| Pre-exam obligations | Points | Exam | Points |
| Activity during lectures | 10 | Written exam | |
| Practical instruction | 20 | Oral exam | 20 |
| Revision test | 20 | Practice exam | 30 |
| Seminar paper | | | |

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| Study programme: Programme for educating pre-school teachers in pre-school institutions | | | |
| Type and level of studies: undergraduate vocational studies | | | Year II, Semester IV |
| Course Title: INTRODUCTION TO INTRODUCTION TO VOCATION AND VOCATIONAL PRACTICE 4 | | | |
| Instructor: prof. Tatjana K. Marković, PhD | | | |
| Course Status: mandatory | | | |
| ECTS: 4 | | | |
| Requirements: completed tasks within Introduction to vocation and vocational practice 3 | | | |
| Course objectives: Introducing students with a comprehensive picture of the preschool institution by specifying the acquired theoretical knowledge and their integration with immediate practice, educational process that influences development and learning; developing practical knowledge and skills in students by directly participating in the educational process by solving specific, set tasks. Training students for continuous monitoring and observation of children for the purpose of independent planning and programming. | | | |
| Course outcomes: Students will apply methodical knowledge in different educational situations and at different levels of educational practice; will continuously monitor and watch children as the basis for independent planning, program making and realization of educational work with children; By reflection and evaluation of their own practice they will achieve further development considering the application of knowledge in practical activities; by problem-solving of concrete issues of practice students will independently come to free and original solutions; create and realize their own ideas (co-writers of the curriculum). | | | |
| Course contents: <i>Practice: tutorials, other forms of instruction, study research</i> Monitoring and inclusion in the practical work cycle (participation in all stages of work); Self-observation, programming, planning, realization, evaluation of educational work Participation in recording the level of development of the educational group, collecting data and creating "observations on developmental characteristics" (children data files, method of collecting the data, monitoring the development and adaptation to the preschool institution (the progress, duration, examples of difficult adaptation, prevention measures ...). Work on socialization with the individualization of the sociality of children. Participation in the preparation and realization of other forms of work according to the plan of the Institution (work of professional bodies, cooperation with parents, cooperation with wider social environment, etc.) ;{Analysis: methods of planning, motivating children, forms of work, communication and interaction on the teacher-child relation, child-child relation, methods used in the work. A report on conducted professional practice, a general assessment of the acquired experience during the performance of professional practice. Critical review. | | | |
| Reading list: Group of authors Creation of a educational process in which a child plays a central role , Belgrade, Center for interactive pedagogy. Group of authors Kindergarten as a family center (child and family program) , Belgrade, Center for interactive pedagogy. Leipzig, J., Lesch, J. (2001) .Monitoring and observing children in the teaching process , Belgrade, Center for Interactive Pedagogy Kamenov, E. (1997). Model of the basis of the program of educational work with children of preschool age, Novi Sad. Kamenov, E. (2006) Educational work in kindergarten - general methodology -, Dragon. Novi Sad, Marković, M. and associates: (1997). Step by Step 2, Belgrade.Creative Center,, Marković, M. and associates: (1998).Step by step in the Fundamentals of the Preschool Education Program - Model A, Belgrade, Creative Center, Pešić, M. (1989). Programming of educational work in kindergartens , Belgrade, Pre-school child no.2. Rulebook on the General Principles of Pre-School Program, Belgrade, Ministry of Education and Sports RS: Educational Review (Special Issue). | | | |
| Classes per Week: 60 hours (10 working days x 6 hours - total 60 hours) | | | Other classes |
| Lectures: | Tutorials: | Other forms of instruction: | Study research: |
| Teaching methods: Participation in the above activities, direct realization, workshops, playrooms, preparation of reports from practice, mentoring | | | |
| 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 | |