

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester V
Course Title: METHODOLOGY OF SPEECH DEVELOPMENT 2			
Instructor: prof. Ivan J. Stamenković, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of Speech Development 1			
Concretization of knowledge gained in the previous course and training of students for direct work with children; developing the acquired knowledge about the characteristics of speech of pre-school children through practical work; evaluation of the collected results.			
Course outcomes: Students will independently apply the acquired knowledge and will qualify to work on the development of speeches of children of pre-school age.			
Course contents: <i>Theory</i> Educator and child as partners in verbal communication. Speech communication in the group. Speech in the play of a pre-school child. Language games and linguistic creativity. Development of interest in literary work. Expansion of children's vocabulary. Linking literature with other arts. <i>Practice: tutorials, other forms of instruction, study research</i> Observation and analysis of activities that are carried out in pre-school institutions in the field of speech development. Participation of students in practical work supervised by mentors and analysis of gained experiences.			
Reading list: Kamenov, E. and Dotlic, Lj. (2000) Marijan(1990)Belgrade: Institute for Publishing Textbooks and Teaching Resources. Naumović, M. (2000) Methods of speech development .Piro: VŠSSOV Piro. Boturović, M. (2001) Methods of speech development. Sabac. Matić, R. (1986) Methods of speech development of pre-school children. Belgrade			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	Other forms of instruction:	Study research:
Teaching methods: Exercises, consultations, 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			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year III, Semester V	
Course Title: METHODOLOGY OF DEVELOPMENT OF INITIAL MATHEMATICAL CONCEPTS 2			
Instructor: prof. Snežana S. Ivković, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of the development of initial mathematical concepts 1			
Course objectives: Teaching students theory and practice of developing mathematical concepts methodology 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, geometry 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, spacial 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)Methods of the development of mathematical concepts ,Šabac: Higher school for education of educators Prentović, R.Methods of development of initial mathematical terms ,Secondary school for education of educators, NoviSad, 1998. Group of authors (1998).Step by step 1 and 2.Belgrade: Creative Center Adamovic and associates: Games and activities of the game , Belgrade: New education Šimić G. (1997) Igrom do matematike, Šabac: Higher school for education of educators Dobric N. (1985)Developing initial mathematical concepts in pre-school institutions , Belgrade Pijaže Ž.Inhelder B. (1982)Psychological development of the child, Belgrade: ZUNS			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	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			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year III, Semester V	
Course Title: METHODOLOGY OF ENVIRONMENTAL AWARENESS 2			
Instructor: prof. Ljubiša M. Mihajlović, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of Environmental Awareness 1			
Course objectives: Introducing students with ways to successfully organize children's activities; familiarizing students with principles of science and basic postulates of fundamental natural and social sciences necessary for successful implementation of activities; introducing students with the significance of the ability to establish adequate communication with children and the understanding that the content of the activities must be adapted to the abilities and individual capabilities of children; training students to determine which is the most productive means of educational work on a given topic and then use it with children; familiarizing students with the structure and creation of different types of plans and programs of activities at preschool level.			
Course outcomes: Students will critically evaluate the content of activities from this area intended for pre-school children; they will develop activities that will be applicable and relevant to the lives of children with a special aspect on the development of desired behavior, learning, space and time orientation; planning activities that encourage children to think, explore, solve some problem situations, make decisions, cooperate; categorize appropriate methodological procedures in accordance with the content of the activity and the age group of children; prepare elaborates, written preparations and sketches of organization of daily activities; will evaluate the degree of correlation of environmental methodologies with other methodical disciplines during the implementation of activities on a particular topic.			
Course contents: <i>Theory</i> Program tasks and contents in the field of environmental awareness. Group formation. Defining Topics. Methodology of work. Programming and planning of children's activities and their division into directed, combined and free. A selection of content for meeting the natural and social environment with the goal understand their connection and conditionality .Structuring and organizing didactic games with special emphasis on games in corners with the goal of children's acquaintance with the environment. Programming and planning in the methodology of understanding the environment. Creation of various types of work plans in the field. <i>Practice: tutorials, other forms of instruction, study research</i> Creating a plan for organizing day-to-day activities, with the dominance of getting familiar with the environment in a period of one month based on a specific group of topics and a thematic approach to planning. Selection, application and evaluation of individual methods of educational work in the field. Choosing the content of the activity on a given topic with the aim of the child's understanding of their connection and conditionality. Preparation of proposals for using the most productive means of educational work on a given topic. Different levels of preparation in the field of understanding the environment: preparation of elaborates, written preparation and sketch of organization of daily activities.			
Reading list: Mihajlovic, N.Mihajlovic, Lj.(2011).Methodology of introducing the environment.Pirot: Graphic studio Cicero, Pirot. Radojkovic, Balog, Panic (2009): Introduction to the environment, a manual for educators. Novi Sad: Stilos, Novi Sad. Marković, M. (2002) : Step by Step I and II .Beograd: Kreativni centar, Beograd. Stojanovic, P., Trajkovic , S.(2008) : A Living World About Us. Novi Smiljkovic, S., Stojanovic S (2007): Ecological Reader. Vranje: Faculty of Teacher Education, Vranje			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	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.Correlation with the artistic, musical and expressive possibilities of children.			
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			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester V
Course Title: METHODOLOGY OF ART EDUCATION 2			
Instructor: prof. Bojana N. Nikolić , PhD; Dragana O. Dragutinović, PhD; Vera D. Virijević-Mitrović, MA			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of Art Education 1			
Course objectives: Familiarizing students with the specifics of the procedures applied with children of pre-school age in the field of art education; concretization of knowledge gained in the previous course and training of students for specific work with children in kindergartens			
Course outcomes: Students will motivate children to articulate their own experience and expression, will influence positively on their work, will technically direct them, and will help them shape their own relationship with the surrounding world, their attitude towards other people and themselves; students will teach children how to basically learn and apply elements of the visual language while preserving their individuality.			
Course contents: <i>Theory</i> I. Planning and performing arts activities II. The relationship between the child and the teacher concerning the organization of activities of artistic expression III. Planning and recording of art education IV. Linking art education with other areas and the presence of visual arts in the life of a preschool institution V. Visual elements, composition, composing, art techniques, surface design, space design VI. Educator and child in the world of fine arts; the role of educators in fostering children's artistic expression VII. Artistic expression of children as a medium of fine arts VIII. Phases of development in artistic expression of children: painting, scheme, intellectual realism IX. Developing an interest in fine arts in children and their external taste X. Ways of encouraging artistic expression of children: observing, imagining, remembering, playing activities with different means and materials XI. Introduction of technical innovations as an incentive in activities of visual arts. XII. Evaluation of the achievement of the goals of artistic education; documenting children's art activities XIII. Fostering children's artistic creativity; exhibitions of children's artworks and projects at the level of wider social community XIV. Documentation of fine arts and projects of artistic creativity of children XV. External requirements for the kindergarten ambience. <i>Practice: tutorials, other forms of instruction, study research</i> Students individually perform art activities in kindergartens, which other students observe and then, in discussions, self-assess (performers) and evaluate (colleagues).			
Reading list: Filipovic, S. (2011) Methodology of art education and education. University of Arts in Belgrade, Klett, Belgrade Karlavaris, B., Kelbli, J., Stanojevic Kastori, M. (1986). Methodology of art preschool education for the third year of the pedagogical academy .Belgrade: Institute for Textbooks and Teaching Resources. Negru, A. (2002). Methodology of teaching arts . Vrsac: Higher school for education of educators. Stanojevic Kastori, M. etc. (1987). Artistic design in kindergartens .Belgrade: Institute for Textbooks and Teaching Resources. Filipovic, S., Kamenov, E. (2009). Wisdom of the senses III part of children's artistic creativity. Novi Sad: Dragon.			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	Other forms of instruction:	Study research:
Teaching methods: Monologue, dialogue, demonstration, 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	30
Revision test	20	Practice exam	20
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies		Year III, Semester V	
Course Title:			
Instructor: prof. Emilija J. Popović, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of Music Education 1			
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 preschool children 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: Collection of musical texts for pre-school children Vukomanović, N. We grow up with a song, Gornji Milanovac, II Extended edition, Children's newspaper Jablanov, N. (2005). Folk songs and dance, Belgrade, Kreativni centar Đurković-Pantelić, M. (1998).Methods of music education of pre-school children , Šabac, Higher Education School Manasterioti, V. (1982). Music education at the initial stage , Zagreb, School book Zdravković, V., Spasić-Stošić, A. and Vučkovski, J. (2005). Collection of poems for music teaching, Vranje Тайчевич, М. (1990). Basic theory of music , Belgrade, Prosveta Hiba, N. (1986). Music for the youngest , Belgrade, Institute for Textbooks and Teaching Resources Каменов, Е. (2006). Children's play , Belgrade, Institute for textbooks Šefer, J. (2000).Children's creativity evaluation problems , Belgrade, Institute for Pedagogical Research Grujić-Garić, G., Filipović, S. and Kamenov, E. (2011). Fairy Tales and Rhymes, Novi Sad, Dragon			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	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			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester V
Course Title: METHODOLOGY OF PHYSICAL EDUCATION 2			
Instructor: prof. Radiša R. Ratković, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements: one needs to pass exam in Methodology of Physical Education 1			
Course objectives: Training students to form an adequate expert and professional attitude towards physical culture and ensure understanding of its role and significance in developmental anthropology; training students for realization of physical activities, applying the most adequate methods, procedures, forms and contents of work in accordance with the circumstances and needs of teachers.			
Course outcomes: Students will acquire the necessary theoretical and methodical knowledge in the field of physical education so that they can independently realize activities of physical education in preschool institutions.			
Course contents: <i>Theory</i> Didactic principles in physical education of children of pre-school age; the application of didactic principles in physical education activities: the principle of obviousness and conscious activity, the principle of age relevance, the principle of individualization, the principle of health education, the principle of systematic and gradual approach and the principle of versatility; application of methods of work in physical education: method of oral presentation, method of demonstration, methods of practical exercise (synthetic, analytical, gaming, competitive), imitation and dramatization methods; forms of work in physical education: frontal, group work, work in pairs, individual work; realization of activities in three-part and four-part structure of activities from physical education (introductory part, preparatory, main and final); planning physical education for pre-school children; monitoring and controlling the effects of physical education; activities in nature; events, children's games and dances, the connection of physical education with life and work and the social environment <i>Practice: tutorials, other forms of instruction, study research</i> Realization of activities of physical education and analysis of activities (realization of physical education activities, analysis of activities and evaluation of students' work).			
Reading list: Kamenov, E. : The basis of the program of educational work with pre-school children , Faculty of Philosophy, Novi Sad and the Association of Higher Schools for Education of Educators, Belgrade, 1995. Kamenov, E. :Methodology I, II, III, Department of Pedagogy, Faculty of Philosophy, Novi Sad and Republican Community of Higher Schools for Education of Educators, Belgrade, 1997. Đurković, Z. :Methods of Physical Education of Preschool Children, Higher School for Education of Teachers, Šabac, 1995. Milanovic, Lj., Stamatović, M. :Theory and methodology of physical education (for teachers), Teacher Education faculty,Uzice Ratković, R. :Methods of Physical Education for Students of Higher Vocational Schools for Education of Teachers, National Library of Arilje and College of professional studies for pre-school teachers, Pirot, 2009. Ratković, R. : Physical education of the youngest through pictures and words , College of professional studies for pre-school teachers, Pirot, 2011			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	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			

Study programme: Programme for educating pre-school teachers in pre-school institutions	
Type and level of studies: undergraduate vocational studies	Year III, Semester V
Course Title: PROJECT-BASED APPROACH TO WORKING WITH PRE-SCHOOL CHILDREN	
Instructor: prof. Tatjana K. Marković, PhD ; Teaching assistant: Dragana D. Janjić	
Course Status: mandatory	
ECTS: 4	
Requirements:	
Course objectives: To acquire knowledge and skills for working on projects with children of pre-school age. Learning and understanding the importance of work on a project as a form of an integrated curriculum. Mastering the development planning process. Engagement in project work according to the needs of children and the context of the kindergarten. Developing sensitivity to problems and interest in solving them. Developing the ability of argued discussion and presentation of work.	
Course outcomes: Students will develop research skills, acquire knowledge on observation and assessment of children's activities, understand the importance of each stage when working on a project, comprehend the importance of documenting children's activities, master the ways of producing pedagogical documentation, be able to participate in evaluating the effects of realized activities.	
Course contents: <i>Theory</i> Project work - one of the forms of an integrated curriculum. Project approach - a learning and teaching strategy, a model of a whole, integrated learning. Differences between project and traditional approaches in work. Interdisciplinary approach of the project. Historical approach to project development. Different concepts of project approach in work. Project approach in work - Reggio Emilia. Structure and dynamics of project development. Phases of work on the project. The role of documentation in project work. Use of documentation in collaborative learning of children and educators. Portfolio at pre-school age. Essential roles of educators in project work. Characteristics of pre-school child learning. The importance of dialogue in the work on the project. Significance of work on the project: independent organization and personal responsibility, stage planning, learning to learn, social learning, interdisciplinary approach, changed role of educators, reflections <i>Practice: tutorials, other forms of instruction, study research</i> Creation of a sketch for the project, implementation of the initial steps of the project approach in practical work, preparation of reports (documentation), discussion.	
Reading list: Devjak, T., Skubic, D. (2009), Challenges Reggio Emilia, Ljubljana, Faculty of Education. Hansen K.A., Kaufmann, R.K., Walsh, K.B.; (2001), Creation of a educational process in which the child plays a central role; Belgrade Center for Interactive Pedagogy. Katz, L., Shard, S., (1989), Engaging Children's minds: The Project Approach, Nowood, Ablex Publishing Corporation, New Jersey Leipzig, J; Lesch, J (2001), Monitoring and observing children in the teaching process, Belgrade. Center for Interactive Pedagogy; Lake, K., (1994), Integrated curriculum, School improvement research series. Portland: Northwest Regional Educational Laboratory Krnjaja, Ž., (2014). Disciplinary or integrated curriculum: three differences, Teaching and upbringing, 62, no. 2, p.189-202. Krnjaja, Ž., (2015). Project approach to learning in pre-school programs, Pedagogy, LXX, 2, p.188-197. Munjiza, E., et al. (2007), Project Learning, Faculty of Philosophy, Faculty of Teacher Education in Osijek, Osijek. Petrović-Sočo, B. (2009). Projects and "projects" in institutions for early and pre-school education. in: Vukuić, L., Duh, M., (ed.), Interdisciplinary Approach to Learning, The Way to Better Child Education, Rijeka, Faculty of Teacher Education, Rijeka, Maribor, Faculty of Education, p.197 - 209. Rinaldi, C. (2006), In Dialogue with Reggio Emilia, Listening, Researching and Learning, London, New York Slunjski, E., 2001, Integrated preschool curriculum, work of children on projects, Zagreb "Little professor". Slunjski, E., Mališić, A. (2009). Integrated learning of children and documentation of their activities in the kindergarten, in: Vujučić, L., Duh, M., (ed.), Interdisciplinary Approach to Learning, The Way to Better Child Education, Rijeka, Faculty of Teacher Education, Maribor, Faculty of Education, str. 223-234. Vecchi, V. (2010), Art and Creativity in Reggio Emilia, Exploring the role and potential of ateliers in early childhood, Education, Routledge Taylor & Francis Group	
Classes per Week:	Other classes

Lectures:2	Tutorials:2	Other forms of instruction:	Study research:	
Teaching methods:				
The course is realized through lectures, practical exercises, independent research work, project design and presentation, analysis and discussion				
Assessment (maximum number of points 100)				
Pre-exam obligations	Points	Exam	Points	
Activity during lectures		Written exam		
Practical instruction	30	Oral exam	50	
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 III, Semester V
Course Title: ELEMENTARY OUTDOOR GAMES			
Instructor: prof. Radiša R. Ratković, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: Introducing students with extra time and extracurricular activities of education and about the specificities of this type of teaching from the didactic-methodical point of view; training students for independent realization of activities in nature; training students to develop the skills of creative thinking in terms of solving possible problems in the implementation of activities; acquaint students with literature and other sources of knowledge necessary for quality organization and teaching.			
Course outcomes: Students will acquire the necessary knowledge, skills, habits and other theoretical and practical knowledge related to out-of-school and extracurricular activities.			
Course contents: <i>Theory</i> <i>Practice: tutorials, other forms of instruction, study research</i> Practical realization of classes in nature: activities in nature as a form of out-of-school and out-of-time activities; elementary games in nature; movement and orientation in nature; organizing competitions in summer and winter conditions; half-day excursions; organization of holidays (swimming and diving school, boat riding, methodology for training non-swimmers, safety conditions, rescuing a person drowning and first aid, etc.); organization of summer holidays on the mountain; organization of summer holidays on the lake; organization of summer holidays on a river; organization of holidays at sea; acquiring the necessary knowledge for use of indoor and outdoor swimming pools; organization of winter holidays (snow activities, elementary games on the snow, cheering, sledding, making a snowman, methodical training in skiing, first aid in case of freezing); sense of direction and orientation in the mountain; getting around in case of fog and blizzard; dressing in winter conditions; special conditions for children's safety.			
Reading list: Višnjić, D. : Jovanović, A., Miletić, K. : Theory and methodology of physical education 1, Faculty of sport and physical education Belgrade, 2004. Milanović, Lj., Stamatović, M. : Theory and Methods of Physical Education, for students of the Faculty of Teacher Education (Department for pre-school teachers), Faculty of Teacher Education, Užice, 2006. Ratković, R. : Methods of Physical Education for Students of Higher Vocational Schools for Education of Teachers, National Library of Arilje and College of professional studies for pre-school teachers, Pirot, 2009. Ratković, R. : Physical education of the youngest through pictures and words, College of professional studies for pre-school teachers, Pirot, 2011. Ratković, R. : Collection of mobile games for pre-school children, Epoch, Požega, 2007.			
Classes per Week:			Other classes
Lectures:1	Tutorials:1	Other forms of instruction:	
Teaching methods: monologue, dialogue, practical exercises, demonstration			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	50	Oral exam	
Revision test		Practice exam	50
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions	
Type and level of studies: undergraduate vocational studies	Year III, Semester V
Course Title: ARTISTIC CREATIVE EXPRESSION 1	
Instructor: Vera D. Virnjević-Mitrović, MA	
Course Status: elective	
ECTS: 2	
Requirements:	
<p>Course objectives: Developing visual literacy; providing an insight into the development of artistic creativity and change caused by natural and social factors during history; getting acquainted with mechanisms for the emergence of new discoveries in the way of observing the world and instruments for their recording; training students to understand the structures of creators of new forms, and to realize that aesthetic evaluation is cultivated by the personality of the viewer and the potential creator.</p>	
<p>Course outcomes: On the basis of familiarity with cultural heritage students will develop awareness of the duration of human creative, inventive and innovative nature; students will form a proper artistic direction, an active and engaged attitude towards the phenomenon of art, create their own experiences, attitudes and judgments about the processes of qualitative change of the person's perception of the world surrounding it, will become future treasurers of human impulses of creative personalities based on treasures of knowledge about fears, beliefs, hopes and the desires of the man of the creator.</p>	
<p>Course contents: <i>Theory</i> Development of art through history. Epochs and styles, directions and movements in art , the distinctive features of different periods (architecture, sculpture, painting), important discoveries, important figures, famous artists. Pre-history (depiction of the human figure, clay and stone idols, pottery, tools). Egyptian art (vertical and semantic perspective, papyrus, letter). Old Middle East, Sumer, Babylon, Assyria, the art of Persia (animal style, votive figures, seals, letter). Aegean art (idols, palaces, pottery). Greek art, archaic, classical and Hellenistic period (styles of Greek vases, money). Etruscan art (tombs, urns, jewelry). Roman art (Herculaneum and Pompeii, mosaic, portraits from Faiyum, glass, gems and stones). Early Christian and Byzantine art (painted decoration in handwritten books, miniatures, flags, initials, mosaic decoration, icons, symbolism of the animal and plant world, numbers and colors, halo, mandorla). Serbian medieval art (fresco painting, icon and iconostasis, inverse perspectives, tone modeling, ornaments, manuscripts). The art of the Middle Ages in the West, Romanesque and Gothic (vertical, semantic and inverse perspectives, tonal modeling, decorating books, stained glass). Renaissance in Italy (geometric and aerospace perspective, pyramidal composition, self-portrait). Mannerism (overgrowth of space, proportion and frame). Late Gothic and Renaissance in northern Europe (oil as a medium, aquarelle, graphics). Baroque and Rococo (light - dark contrast, diagonal composition, Baroque classicism in France, gardens, social and political satire in fine arts). Neoclassicism and romanticism (enlightenment and revolution, good taste and rebellion, exalted and grotesque, solid form and power of feeling, landscape painting, caricature). Photography. Realism and Impressionism (art for art, painting of painted surfaces, observation of nature, light and movement, iron and glass in architecture). Post-impressionism, symbolism, art nouveau (scientific method in painting, decadence and nostalgia, decorative artificial gardens biomorphism, design). The art of the XX century (the extension of the notion of a sign, new media, new techniques and new technologies, multi-perspectives). Aesthetics as an axiological discipline. Nice and ugly in art. Concepts: cultural heritage , good , antiquities , public memory , museum , monuments, testimonies and values. <i>Practice: tutorials, other forms of instruction, study research</i> Conducting through virtual galleries of artistic achievements will provide students with an insight into the existing forms and techniques of artistic expression, establish a relationship with tradition and importance of its preservation, encourage new forms of interpretation and creation, creative response, modern means, on the given topics: from word to image, sign, symbol , ideogram, visual poetry, pottery, jewelry, manuscripts (illuminations), mosaic, stained glass, printing, typography, costume, caricature, design, lyric and geometric abstraction, Art informel, ready-made, photomontage, film. Final work - making a collection of artistic achievements, a virtual museum.</p>	
<p>Reading list: Galovic V.(1972). Fine arts, a textbook for students of the first and second grade vocational schools .Knjazevac: Nota Janson, HW .(2005).History of art .Varaždin: Stanek Group of authors (1998). General history of art .Beograd : Narodna knjiga Internet content: www.googleartproject.com, www.yugomuzej.com, www.nocmuzeja.com</p>	

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				
Assessment (maximum number of points 100)				
Pre-exam obligations	Points	Exam	Points	
Activity during lectures	10	Written exam		
Practical instruction	30	Oral exam	20	
Revision test		Practice exam	20	
Seminar paper	20			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester V
Course Title: CHILDREN'S CHOIR			
Instructor: Ljiljana O. Vojkić, MA			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: On the ability of students to work independently with the children's choir and orchestra, developing musical hearing, feeling for rhythm, vocal abilities and hearing memory.			
Course outcomes: Students will apply acquired theoretical knowledge in practice and master the skills necessary for working with children's choir and orchestra.			
Course contents:			
<i>Theory</i> The role and significance of the conductor and his preparation for the work with the children's choir and orchestra: assessment of the musical abilities of children and the formation of choir and orchestra, proper selection of compositions according to the age and possibilities of children, analysis of the notion, the importance of vocalization, the adoption of musical content by sections and joining of sections, work on quality interpretation (agogics, dynamics, articulation, phrasing), organization of musical part of a play.			
<i>Practice: tutorials, other forms of instruction, study research</i> Adoption of conductive movements (two-track, three-way and four-track) with two-part and three-part division of the counting unit. Mastering the contents and dynamics of the "musical rehearsal": breathing exercises, exercises for the teaching of children, work on the adoption of musical content by parts and in general, working on a quality interpretation, practicing stage performance. General rehearsal.			
Reading list: Vasiljević, Z. (2003). Musical ABC, Belgrade: Zavod za udžbenike i nastavna sredstva. Đurković-Pantelić, M. (1998). Methodology of music education of pre-school children , Šabac: Higher school for education of educators, Art studio. Završki, J. (1968). Methodological instructions for work with choir in Elementary schools , Zagreb: School book. Korunović, S. (1954). Collection of Poems for Children and Youth Choirs , Belgrade: Knowledge. Hiba, N. (1986) Music for the youngest (manual for vocal and instrumental teaching in pedagogical academies), Belgrade: Institute for Textbooks and Teaching Resources. Collections of children's songs by various authors.			
Classes per Week:			Other classes
Lectures:1	Tutorials:1	Other forms of instruction: Study research:	
Teaching methods: Method of oral presentation, dialogue method, demonstration method and practical work.			
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 III, Semester V
Course Title: ETHICS			
Instructor: prof. Dejan Ž. Đorđević, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: Introducing students with the concept and basic categories of ethics, as well as the practical significance of this discipline for the job of educating children in kindergartens. Training students to independently and competently bring opinions from the domain of applied ethics and ethics of upbringing during the upbringing process.			
Course outcomes: Students will become able to independently and critically approach the problem of moral education of children in pre-school institutions, and in the same way think about the ethics of a professional educator.			
Course contents: <i>Theory</i> The notion of ethics and morality. Meta-ethics, normative ethics and applied ethics. The problem of moral education of children of pre-school age. Ethics of a vocation of educator. During teaching and practical exercises, students are trained to properly approach the problematic field of moral education and applied ethics. <i>Practice: tutorials, other forms of instruction, study research</i>			
Reading list: Erl, V.: Introduction to Philosophy, Belgrade, "Dereta" Mabot, D. (1981): Introduction to Ethics, Belgrade, "Nolit" Đurić, M (1987): History of Hellenic Ethics, Belgrade, Institute for Textbooks and Teaching Resources			
Classes per Week:			Other classes
Lectures:1	Tutorials:1	Other forms of instruction:	Study research:
Teaching methods: Lectures, creative essays, debates, literature use			
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 III, Semester V	
Course Title: INTRODUCTION TO VOCATION AND VOCATIONAL PRACTICE 5			
Instructor: prof. Tatjana K. Marković, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements: completed tasks within Introduction to vocation and vocational practice 4			
Course objectives: Introducing students with different types of programs and with different approaches in programming of educational work; training students to develop and improve professional approach in the programming of educational work; encouraging practical knowledge and skills in students by direct realization of educational work in pre - school institution according to the model "A", "B", in Program for preparation for school.			
Course outcomes: Students will acquire professional competencies for working with children of pre-school age; develop and improve pre-school curricula (independence in planning and programming), as well as their personal and professional development (critical teacher, reflexive researcher of his own practice); they will apply knowledge in practice by reflecting and evaluating their own practice; will identify and critically reflect the continuity and discontinuity between knowledge and its application in practice.			
Course contents: <i>Theory</i> <i>Practice: tutorials, other forms of instruction, study research</i> Participation in all stages of work - from planning to evaluation (when planning students need to take into account the recording of the developmental level of the group, and thematic evaluation as a starting point for further planning); Kinds, types and organization of children's activities in kindergarten (types of activities, goals, tasks, flow and content, planning method, realization, weekly plans and daily sketches of teachers, ways of motivating children to participate in them, forms of work, methods, monthly, thematic and further realization ...); Work and work analysis according to the "A", "B" model; Work in Preparatory Preschool Program - analysis of children's preparation for school (physical, emotional, social, intellectual); the importance of cooperation between teachers-families-schools in order to prepare children for going to school; Participation in organization and structuring of space, planning and organization of time, and other forms of work according to the plan and program of the Institution. Participation in work of professional bodies, cooperation with family, social environment ...). Educators' documentation: advisory work with parents, insight into the functioning and work of professional bodies and other kindergarten organizations, program of professional development of educators. Analysis of educational process (critical review: problems in realization of educational process, number of children per groups, problems with equipment ...). Proposal measures for eventual improvement (innovative approach), vision of the development of kindergarten. The report.			
Reading list: Group of authors (1998). Creation of an educational process in which a child plays a central role , Belgrade, Center for interactive pedagogy. Group of authors (1998). Kindergarten as a family center (child and family program) , 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, Creative Center, Belgrade. Pešić, M. (1989). Programming of educational work in kindergartens, Belgrade, Pre-school child no. 2. Rulebook on 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:	
Teaching methods: Participation in these activities, direct realization of the work, research work, 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	

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester VI
Course Title: EDUCATIONAL TECHNOLOGY			
Instructor: prof. Aleksandar J. Spasić, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements:			
Course objectives: Creating the basic understanding of the education technologies with students, as well as keeping informed about its development and trends. Explaining the characteristics, theoretical foundations, the importance and principles of practical application of various educational means. Upgrading existing technical and informatics literacy of students and their training for practical use of computers and other technical means in the process of education and upbringing. Introducing students with the advantages of using information and communication technologies in preschool activities, teaching and learning in general.			
Course outcomes: <ul style="list-style-type: none"> ● Students will in greater degree, master the theoretical concepts of modern educational technologies. ● Students will create modern educational resources. ● Students will be introduced to the practical handling of basic technical tools and systems that can be used in the upbringing and organization of activities of preschool children. ● Students will understand and apply Internet and multimedia in education and upbringing. 			
Course contents:			
<i>Theory</i>			
1. The concept and history of the development of educational technology			
2. Individual cognitive processes and educational means			
3. Three-dimensional educational tools			
4. Two-dimensional visual educational tools			
5. Auditory and audiovisual educational resources			
6. Technical education and educational resources, aids and systems			
7. Personal computer as universal technical educational means			
8. Educational software			
9. Video games and their importance in education and			
10. Presentation software and principles of presentation			
11. Education in an electronic environment			
<i>Practice: tutorials, other forms of instruction, study research</i>			
Working with an MS Power Point program for creation of presentations. Creating presentations for children. Working with an interactive whiteboard. Using a digital projector. Using the Internet and finding the necessary materials for making presentations .Search engines and search techniques. Security on the Internet. Acquainting students with digital image processing software and it's practical use. Working with programs for playing sound and video material. Working with programs for editing audio-visual recordings.			
Reading list:			
Spasić, A. (20 10).Fundamentals of educational technology .Piro: Pi-pres.			
Витич, В.А. и Шулер, Ч.Ф. (1966). Audio-visual means, their nature and use. Belgrade: Vuk Karadzic.			
П.А.Ратлидж, Ш.К. Gunter (2013) .Office 2013: With Ease.Belgrade: CET.			
P-A. Ratley (2016) .Office 201 6: With Ease. Belgrade: CET.			
B. Melton et al. (2013) .Microsoft Office Professional 2013 Step by Step			
Classes per Week:			Other classes
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
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	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 III, Semester VI
Course Title: PREPARATION FOR SCHOOL			
Instructor: prof. Danijela R. Vidanović, PhD ; Teaching Assistant: Dragana D. Janjić			
Course Status: mandatory			
ECTS: 2			
Requirements: one needs to pass exam in Methodology of Educational Work			
Course objectives: Introducing and training students to guide and plan activities in a preparatory group of kindergarten, and to establish a partner relationship and various forms of cooperation with school, family and the community in order to prepare children for school			
Course outcomes: Students will manage and will professionally respond to the implementation of specific strategies of educational work in the preparatory group of kindergarten; will design, initiate and discuss various forms of cooperation with a school in order to overcome discontinuity between kindergarten and primary school to achieve better adaptation of children to the school environment.			
Course contents: <i>Theory</i> General and specific preparation of children for school; Problems of discontinuity between kindergarten and school; Maturity or readiness for school; Developmental aspects of children's preparation for school (physical, emotional, social, intellectual); Motivational readiness for going to school; Oriented activities in the preparatory group; Preparation for writing and reading; Cooperation of kindergarten and families in preparing children for school; <i>Practice: tutorials, other forms of instruction, study research</i> Writing and presentation of seminar papers, organization of discussions after reading professional literature, organization and articulation of pedagogical workshops			
Reading list: Ivić, I. (1969/1) Development of cognitive functions in the preschool period. Pedagogy, Belgrade, Kamenov, E. (1997) I'm preparing a child for school. Novi Sad: Tampograph Kamenov, E. (2006) Educational work in the preparatory group of kindergartens. Nowadays: Institute for Textbooks and Teaching Resources Kamenov, E. (2002) Pre-school pedagogy (book first). Belgrade :: Institute for Textbooks and Teaching Resources Pešić, M. (1985) Motivation of preschool children for learning. Belgrade Educational Review Poddakov, N.N. (1992) Practical thinking in children. Belgrade: The Institute for Textbooks and Teaching Resources, Walsh, B.K. (2003) .Creation of a educational process in which a child plays a central role. Belgrade: CIP General basics of preschool program			
Classes per Week:			Other classes
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Teaching methods: The course is realized through lectures, as well as through interactive analyses and discussions, pedagogical workshops, as well as through presentations and discussions of students' independent 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 III, Semester VI	
Course Title: ACTION RESEARCH			
Instructor: prof. Tatjana K. Marković, PhD ; Teaching Assistant: Dragana D. Janjić			
Course Status: mandatory			
ECTS: 2			
Requirements:			
Course objectives: To acquaint students with specific characteristics, principles and procedure of action research on theoretical and practical level.			
Course outcomes: Students will critically approach their own educational practice, plan actions which would bring positive changes, analyze and spot weaknesses and take measures to overcome them.			
Course contents: <i>Theory</i> Introduction to Action Research. Characteristics of action research; The role of action research in the field of preschool education. Action research as a unity of pedagogical theory and practice. Practice as the subject of action research. Methods of Planning Changes in Educational Practice. Phases of the action research. The importance of action research for pedagogical theory and practice. The relation of action research and educational technology. Action, observation, evaluation. Action research as a method of improving reflexive and creative abilities of educators. Possibilities of applying the action research, advantages and limitations. Basic problems in the preparation of educators for carrying out action research. Implementation of action research in the development of preschool curriculum. Transformation of preschool institutions into learning communities. Educator as an action researcher and a reflexive practitioner. <i>Practice: tutorials, other forms of instruction, study research</i> Special task based research in pre-school institutions			
Reading list: Kemmis, S. (1981). The Action Research Planner, Deakin University Press, Victoria Koen L., Menion L. (1990) .Action research, Pre-school child , Belgrade, no.3. p. 15-22. Cohen, L., Manion, L., Morrison, K. (2007). Methods of research in education .Zagreb: " NAKLADA SLAP", Marinković, S. (1995). Action research as a way to transform institutional education into an open educational system, In: Some attempts to transform a kindergarten into an open educational system. Belgrade. Institute of Pedagogy and Andragogy of the Faculty of Philosophy, p. 40-43. Miljak, A. Vujičić, A.(2002). A kindergarten in line with the children's nature "Children's house" .Rovinj: Grafomat ,. Miljak, A. (2007). Theoretical framework of the curriculum coexistence, U: Previšić (ed.), Curriculum, Theories, methodology, content of structures .Zagreb, Department of Pedagogy, Školska knjiga, 177-215. Pavlovski, T. (2004). Presentation of one action research, in the Pedagogy in Action .Belgrade: Institute for Pedagogy and Andragogy. Pešić, M. (1989). Programming of educational work by fields - one action research, Pre-school child, no.2., p. 17-25. Pešić, M. (1998). Action research and critical theory of upbringing in Pedagogy in Action. Belgrade: Institute for Pedagogy and Andragogy ,. Pešić, M. (1998). Research of practitioners, in Pedagogy in action.Belgrade: Institute for Pedagogy and Andragogy ,. Slunjski, E. (2006). Creating a preschool curriculum ." Mali profesor" Zagreb: High School of Teacher Education in Cakovec. Halmi, A. (2003). Strategies of qualitative research in applied social sciences . Zagreb: NAKLADA SLAP "			
Classes per Week:			Other classes
Lectures:1	Tutorials:2	Other forms of instruction:	Study research:
Teaching methods: The course is realized through lectures, planning and implementation of the initial steps of action research on the field, presentation, analysis and discussion of independent research papers of students.			
Assessment (maximum number of points 100)			
Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	30	Oral exam	50

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 III, Semester VI
Course Title: CHILDHOOD, CULTURE, EDUCATION			
Instructor: prof. Danijela R. Vidanović, PhD, prof. Marković M. Mirjana, PhD, prof. Đorđević Ž. Dejan, PhD, prof. Marković K. Tatjana, PhD			
Course Status: mandatory			
ECTS: 3			
Requirements:			
Course objectives: The aim of the course is to understand the relationship and interrelation of culture, understood as a system of knowledge, education as a mediator of culture and childhood as a concept and practice of growing up; developing a critical attitude towards one's own understanding of childhood in today's conditions			
Course outcomes: Students will analyze socio-historical facts that influence the understanding of childhood and adult's attitudes towards the world of childhood; they will understand and differentiate historical, sociological, ethnographic, anthropological, psychological, literary and lay people's views on childhood; will analyze the situation in relation to the child's understanding of our environment.			
Course contents: <i>Theory</i> Childhood as a cultural historical legacy. Modern and postmodern understanding of childhood. Historical, sociological, ethnographic-anthropological, psychological and unprofessional views on childhood. Understanding the child in the traditional and contemporary culture of the Serbs. Culture as a system of meanings. Children's culture as a product and as a process. Growing up as a child in Serbia at the beginning of the millennium. Children's rights and the attitude of adults to them. Children's rights in our social context. <i>Practice: tutorials, other forms of instruction, study research</i> Self-critical and critical study of literature, independent or group research work, essay writing and their presentation			
Reading list: Arijes, F. (1989) Centuries of childhood. Belgrade: Institute for Textbooks and Teaching Resources Bruner, J. (2000) Culture education Zagreb: Educa Kon, I.S (1991) Children and Culture, Belgrade: Institute for Textbooks and Teaching Resources Morin, E. (2001) Education for the future. Zagreb: Educa Pešić, M. (1989) UN Convention and Education for Children for Children's Rights, Children's Rights - whose responsibility. Belgrade: IPA; FF Saton-Smith, B. (1989) Toys and culture. Belgrade: Institute for Textbooks and Teaching Resources Trebjesanin, Ž. (1991) Performances about a child in Serbian culture. Belgrade: Serbian Book Co-operative Society Tiliman, D. Hsu, D (2007) Life Values. Belgrade: Creative Center Fontejn.S. (1995) This is a right, practical guide to learning about children's rights. Belgrade: Friends of children in Serbia			
Classes per Week:			Other classes
Lectures:2	Tutorials:1	Other forms of instruction:	Study research:
Teaching methods: The course is realized through lectures, as well as through interactive analyzes and discussions, pedagogical workshops, as well as through presentations and discussions of independent student work, independent research 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		

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester VI
Course Title: INTEGRATIVE PRACTICE			
Instructor: prof. Tatjana K. Marković, PhD, prof. Radiša R. Ratković, PhD, prof. Ljubiša M. Mihajlović, PhD, prof. Ivan J. Stamenković PhD, prof. Popovic J. Emilija, PhD, prof. Snežana S. Ivković, PhD, prof. Bojana N. Nikolić, PhD			
Course Status: mandatory			
ECTS: 4			
Requirements: one needs to pass exams in all methodologies and Project-based approach to working with pre-school children exams passed			
Course objectives: Introduction of students into specific characteristics, procedures and principles of integrated approach in working with preschool children .Training for independent research, creation, realization and evaluation of the integrated curriculum. Providing opportunities for students to deal with specific issues of practice through project work, independently come up with free and original discoveries and be creators and implementers of their own ideas. Training for team work. Acquiring appropriate knowledge as well as critical attitude towards them, developing skills to review attitudes important for the work of educators.			
Course outcomes: Ability to develop and implement an integrated pre-school curriculum. Students' independent and creative application of knowledge, skills and abilities in practice. Developed collaborative learning skills through cooperation and collaboration with children and team. Developed abilities of a reflexive practitioner: a tendency towards team work, continuous evaluation of the effects of their achievements, awareness of ideas and beliefs important for the educational work of the educator.			
Course contents: <i>Theory</i> 1. Monitoring and observation of children (preparation of an observation plan, choice of ways and instruments for observation, direct monitoring and observation, analysis of collected data, preparation of monitoring reports and observation (integral essay), self-assessment). 2. Developing a project (goal setting, draft making, creating an incentive material and social environment for learning, performing, documenting, evaluating the process). 3 Evaluation (elaboration of the evaluation plan, preparation of project evaluation reports, team work evaluation, reflection). 4. Presentation of the project (creating a presentation based on the results of work on a project, selection of presentation methods, selection of relevant presentation material, direct presentation, analysis and discussion) <i>Practice: tutorials, other forms of instruction, study research</i>			
Reading list: Group of authors (1998). Step by step in the basics of the program , Belgrade, Creative Center. Group of authors (1998). Creation of an educational process in which a child plays a central role , Belgrade, Center for interactive pedagogy. Katz, L., Shard, S. http:// www.projectapproach.org Lake, K., Integrated curriculum , www.nwrel.org/scpd/8/co16.html . Leipzig, J., Lesch, J. (2001) .Monitoring and observing children in the teaching process , Belgrade, Center for Interactive Pedagogy. M iljak.A. (2007). Theoretical framework of curriculum coexistence , U: Previšić (ed.), Curriculum, Theories, methodology, content of structures.Zagreb, Department of Pedagogy, Školska knjiga, 177-215. Miškin, L. (2008). Kindergarten as a source of the curriculum , Belgrade, Andrejevic Foundation. Pavlovski, T., Breneselovic, D. (2000) Teamwork in Educational Practice , Training Manual for Educators, Belgrade, Institute for Pedagogy and Andragogy, Faculty of Philosophy, Center for Interactive Pedagogy. Pešić, M. and associates, (2004). Pedagogy in Action , Belgrade, Institute for Pedagogy and Andragogy. Šlunjski, E. (2001). Integrated Preschool Curriculum , Zagreb, Mali professor. Šain, M., Marković, M., Čarapić, S. and Associates, (1997; 2012, 2014) Step by Step 2, 3, 4 , Belgrade, Creative Center.			
Classes per Week:			Other classes
Lectures:1	Tutorials:6	Other forms of instruction:	Study research:
Teaching methods: Consultations, discussions, mentoring, independent research in concrete practice (kindergarten), mini-projects, realization, written report, public presentation of the project and defense of work, discussion			
Assessment (maximum number of points 100)			

Pre-exam obligations	Points	Exam	Points
Activity during lectures		Written exam	
Practical instruction	70	Oral exam	30
Revision test		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 III, Semester VI
Course Title: CORRECTIVE GAMES			
Instructor: prof. Radiša R. Ratković, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: Training students for monitoring and controlling growth and development; introducing students to the basics of corrective gymnastics, and applying corrective exercises			
Course outcomes: Students will get acquainted with theoretical, practical, scientific and professional information through modern methodological procedures; they will apply modern methodical procedures in their professional and pedagogical work with children of pre-school age			
Course contents: <i>Theory</i> Corrective gymnastics, definition, concept, goals and tasks. Kinesiotherapy, term objectives, tasks. Basic biochemical concepts (focus, balance, leverage, muscle working). Spine column, as the basis for normal body restraint (spinal column, normal curve, regularity of development). Correct and incorrect posture. Deformity of the spinal column (kyphosis, scoliosis, lordosis). Deformities of the chest, legs and feet <i>Practice: tutorials, other forms of instruction, study research</i> Means of kinesiotherapy. Methods of estimating bad body position. Methods of examination and determination of physical defects. Prevention of poor body position. Remedies for certain deformities (spinal column, chest, leg)			
Reading list: Bala, G. : Measurement and definition of motor skills of children, Novi Sad, Faculty of Sport and Physical Education in Novi Sad, 2007. Ivanic S.: Methodology for monitoring physical development and physical abilities of children and youth in Belgrade, 1996 . Ivanović, M. : Physical development of preschool children , Valjevo, Print - Valjevo 2008. Koturović, Lj. I Jerjević, D. : Corrective gymnastics, mis sport , Belgrade, 1979. Ugarković, D. : Biology of Human Development with the Basics of Sports Medicine, Faculty of Physical Culture, Belgrade, 1996. Ulić, D. : Fundamentals of kinesiotherapy , Independent Edition, Novi Sad, 1997. Ratković, R. : Physical education of the youngest through pictures and words , College of professional studies for pre-school teachers, Pirot, 2011.			
Classes per Week:			Other classes
Lectures:1	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	40	Oral exam	30
Revision test		Practice exam	20
Seminar paper			

Study programme: Programme for educating pre-school teachers in pre-school institutions			
Type and level of studies: undergraduate vocational studies			Year III, Semester VI
Course Title: ARTISTIC CREATIVE EXPRESSION 2			
Instructor: Vera D. Virijević-Mitrović, MA			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: Providing opportunities for students to get acquainted with different art shaping techniques and to develop new			

methods of creation through an experimental way of planning and organizing activities that involve various forms of artistic expression; training students to use multimedia research, to follow new trends in fine arts, providing opportunities for critical observation and openness to constant changes and new readings (the term "open work") in the domain of visual; pointing out the need for continuous work and development of research skills, constant evaluation and professional development, media literacy and development of a critical attitude towards media production

Course outcomes:

Students will learn about the types and shapes of the visual language and its symbols, will acquire basic knowledge of visual language, the basics of fine arts and its application, will acquire knowledge and skills in manipulating various materials and fine arts, will develop the ability of reflexive practitioners able to realize and clearly, argumentatively, present their work; develop their perceptual and creative potentials through continuous research in the field of fine arts and its subjects; will independently create art workshops and present children's works.

Course contents:

Theory

Basic elements of art form (forms, phenomena and states). Visual identification of space, dynamism of the form, natural and artificial forms. Presentable image function. Syntactic (aesthetic), semantic (meaning) and affective (pragmatic, sensual) dimension. Realistic, symbolic and allegorical visualization. Symbolic and mimetic color function. Spatial work (anamorphs, mobiles, different lighting). Impulses that stimulate creativity (external and internal), processes of creation of an artwork, their realization, reading of visual messages and aesthetic evaluation. Design of used items. Graphic design (book equipment -typography, illustration, wrapping, poster, calendar, trademark-logo, greeting card) .Industrial design (packaging equipment). Textile design (woven and printed textiles, cuts, costumes, tapestries). Applied art, mural. Interior design. Idea of a well-organized space for children. Designing a happy space. Photography. Animation.

Practice: tutorials, other forms of instruction, study research

Line, character and symbolism, suggestiveness of the line. Line and shape, rhythm, stylization. Line and space. Color, symbolism of color, psychological plane, cultural dilemmas. Color and shape, surface, invoice color. Surface, shape and color in space. Sculpture, shaping of different materials, shape in free space. Design -greeting card, poster, book equipment, illustration, printing of textiles. Three-dimensional images, pop-up shapes. Comics, moving pictures, animation. Photography, basic concepts, framing (composing), choice of motifs. Video, documentary and short animated film.

Reading list:

Kamenov, E. and Filipovic S. (2010). Wisdom of the senses III part, children's artistic creativity .Novi Sad : Dragon.
 Арнхайм, Р. (1985). Visual thinking , Belgrade: University of Art in Belgrade
 Arnheim, R.(1971). Art and visual observation , Belgrade: Art Academy in Belgrade
 Bogdanović, K. (2005). Poetics of Visual , Belgrade: Institute for Textbooks and Teaching Resources
 Grozdanić, M.(2007). Road to the book, Belgrade: Publikum

Classes per Week:

Lectures:1	Tutorials:1	Other forms of instruction:	Study research:	Other classes
------------	-------------	-----------------------------	-----------------	---------------

Teaching methods:

Lectures, exercises, workshops, consultations

Assessment (maximum number of points 100)

Pre-exam obligations	Points	Exam	Points
Activity during lectures	10	Written exam	20
Practical instruction	30	Oral exam	20
Revision test		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 III, Semester VI
Course Title: MUSIC WORKSHOP			
Instructor: prof. Emilija J. Popović, PhD			
Course Status: elective			
ECTS: 2			
Requirements: one needs to pass exams in Vocal & Instrumental Instruction and Methodology of Educational Work			
Course objectives: Training students to independently select music literature and maintain musical activities that will serve to stimulate children for various forms of musical expression. Students will respect individuality and creativity in musical expression; it will stimulate and develop musical creativity in pre-school children as a means, as content and manner of behavior.			
Course contents: <i>Theory</i> The significance of music for pre-school children. The importance of musical creativity and its influence on development of personality. A golden age for the development of musical creativity. Psychophysical and musical characteristics of children of pre-school age. Care and culture of children's voice. Preparation of didactic work material for music activities. Developing basic components, musicality in preschool children. Singing songs, fostering solo and group playing, also playing on Orff Instruments, music play, music dramatization, folk songs and games <i>Practice: tutorials, other forms of instruction, study research</i> Vukomanović, N. We grow up with a song, Gornji Milanovac, II Extended edition, Children's newspaper Jablanov, N. (2005). Folk songs and dance, Belgrade, Kreativni centar Đurković-Pantelić, M. (1998).Methods of music education of pre-school children , Šabac, Higher Education School Manasterioti, V. (1982). Music education at the initial stage , Zagreb, School book Zdravković, V., Spasić-Stošić, A. and Vučkovski, J.(2005).Collection of poems for music teaching, Vranje Тайчевич, М.(1990). Basic theory of music , Belgrade, Prosveta Hiba, N. (1986). Music for the youngest , Belgrade, Institute for Textbooks and Teaching Resources Каменов, Е.(2006). Children's play , Belgrade, Institute for textbooks Šefer, J.(2000).Children's creativity and evaluation problems , Belgrade, Institute for Pedagogical Research Grujić-Garić, G., Filipović, S. and Kamenov, E. (2011). Fairy Tales and Rhymes, Novi Sad, Dragon			
Classes per Week:			Other classes
Lectures:1	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	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 III, Semester VI	
Course Title: SPACE DESIGN AND SPATIAL GAMES			
Instructor: prof. Dragana Dragutinović PhD, prof. Bojana N. Nikolić, PhD			
Course Status: elective			
ECTS: 2			
Requirements:			
Course objectives: Introducing students with the initiation of a movement in the creation of an image, which relates to a child as a being and with the need for active physical presence in artistic expression that opens space and mobilizes observers and creators; training students for generating spatial images (puzzles, moving panels, screens, spatial installations), to activate plans (forward-backward, front-back), size (huge-tiny), mass (full and empty) and rhythms in nature which participate in shaping the humanized game space.			
Course outcomes: Students will gain insight into contemporary art practices and their process nature; they will perform independent artistic-research procedures and methods of better quality development of visual perception and psycho-motor skills of children in creating a well-designed environment with comprehensive and appropriate acquaintance with the types, modes and mechanisms of plastic-spatial design (extended media); they will generate new ideas and adapt to new situations.			
Course contents: <ul style="list-style-type: none"> ● The formation of the world of matter, the cause, the means, the process <ul style="list-style-type: none"> a. Reality (optical-realistic, impressionistic, social) b. Subjective world (expressionism-strong emotions, surrealism-imagination and subconsciousness) c. Logos (rational, thinking) -spectral forms, concept d. Materia (l) -action painting and character of materials (Art Informel, tashism and Arte Povera) e. Mathematics, literature, music, flora and fauna (visualization of various contents) ● Gaining sensory experience and developing observation. Development of motor skills. Development of intellectual functions and creative abilities. Socio-emotional development. ● Types and possibilities for shaping different materials. Natural, semi-formed and waste materials. ● Drawing elements in space. Color and space. Shape in space. Brightness and shadow. ● The composition of visual elements (horizontal, vertical, diagonal and central-circle, square, triangle) and meaning. ● Texture, facture, fingerprinting, decalcomania. ● Technology of hand-made paper, pigments (natural and artificial) and binders. ● Traditional design techniques (paper, textile, wool, rope, wood). ● Contemporary art practices: action painting (techniques of leakage, spraying, moves, case share and spontaneity), kinetic arts (mobiles), ready-made, art brut, op art, ambient installation. ● Architecture (terms: up-down, interior-exterior, architectural elements and materials).Use of color and light in space design. Public space (city map, shop window, square, park). Marking the place and movement. Anamorphisms. Graffiti .Ambient installation; magical places of wonder, mini gardens and labyrinths; panoramas and dioramas .Land art, geoglyphics. ● Practical instructions: <p>The effect of entering the image opens the field of the three-dimensional space in which we move, as an active creator in creation and the holder of the incentives for solving the problem of spatial relations and relations. By presenting the existing technical and technological possibilities and artistic achievements, students are given the opportunity to actively participate in the choice of topics, the way of performing and presenting artistic achievements in the atmosphere of team work. Planning activities in the field of artistic design.</p>			
Reading list: Filipovic, Sanja (2011). Methodology of art education.Belgrade: University of Arts: Klett. Stanojevic-Kastori, M, E. Каменов и Л. В. Pantelejeva (1988). Artistic design in kindergartens .Belgrade: Institute for Textbooks and Teaching Resources. Karlavaris, B.(1976). Creativity and art education . Novi Sad : Center for artistic education of children and youth Kamenov, E.(1991). Games of observation, methodical manual with a collection of games .Belgrade : New education Internet Content: www.landartforkids.com , www.blublu.org , www.christojeannclaude.net , www.kidsdidit.com , www.origami-resource-center.com			
Classes per Week:			Other classes
Lectures:1	Tutorials:1	Other forms of instruction:	

Teaching methods:			
lectures (slide and video presentations), exercises, workshops, consultations			
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			

Study programme: Programme for educating pre-school teachers in pre-school institutions	
Type and level of studies: undergraduate vocational studies	Year III, Semester VI
Course Title: FINAL EXAM	
Instructor:	
Course Status: mandatory	
ECTS: 16	
Requirements: One needs to pass all exams and complete tasks in vocational practice	
Course objectives: The goals of the undergraduate final paper: training students for practical application of theoretical and empirical research approaches in the domain of educational work; developing critical thinking among students and pointing to relations between cause and consequence and relations among different educational problems when working with children of pre-school age; training students for complex evaluation and creative improvement of educational work in pre-school institutions; training students for research work and the continuous education	
Course outcomes: Students will apply acquired theoretical - practical knowledge in the study, research and promotion of their own educational work in preschool and other educational institutions for preschool children; they will demonstrate the ability of creative pedagogical thinking, expression and action; implement the results of research in educational practice; will critically follow scientific and professional literature.	
Course contents: The final paper is a research work of a student in which the student applies previously acquired and new knowledge in the field of preschool education and methodology of education as well as research in educational work. After the approved topic of the undergraduate final paper-specialist, the student prepares a study project of research that must be approved by a teacher mentor. After that, student does the research work and writes a report on the research in the form of final paper. The final paper contains the following components: Introduction (in where there is an explanation of the research paradigm and importance of the topic of final paper is given), Theoretical orientation of the research (in which the paradigm of the research is explained, the results of the relevant researches and theoretical approach to the problem is stated and critically analyzed), Methodological orientation of the research (subject, objectives, tasks, hypotheses, variables, pattern, methods, techniques, instruments, statistical research procedures), Interpretation of results , Closing arguments. , Review of literature and appendices. After writing the final paper, the student, in arrangement with his mentoring professor, has to have a public defense of the final paper	
Implementation methods: mentoring, independent research.	
Assessment (maximum number of points 100)	
The Final Paper- written form	70
The Final Paper – oral presentation	30