



UNIVERSITY OF BELGRADE  
TEACHER EDUCATION FACULTY

## CURRICULUM FOR PRESCHOOL TEACHERS

Course No.	FIRST YEAR		ECTS	Semester
	CODE	COURSE		
<b>1.</b>	<b>ОПВФЕ</b>	<b>Philosophy with Ethics</b>	<b>5</b>	<b>II</b>
<p>Course content</p> <p><i>Theoretical teaching:</i> Lectures are composed of two thematic units. The first relates with the main problems, disciplines and outlooks of the philosophy. Through this part of the course students will attain the basic areas of philosophical research (ontology, epistemology, aesthetic, anthro-philosophy, and practical philosophy). The other unit relates with basic categories and branches of ethics (normative, applied and meta-ethic). There will be particularly discussed the normative-ethic standpoints (ethic of virtue, ethic of duty and utilitarian ethic), elements of meta-ethic, as well as selected problems of (practical) applied ethics (problems of abortion, euthanasia, cloning, ecological ethic, tolerance, and inequality).</p> <p><i>Exercises:</i> On exercises students analyse and explain on their own texts out of the original literature and discuss about arguments provided in these texts.</p> <p><i>Consultations:</i> At consultations students will be prepared for writing essays in the field they were selected and for presentation during exercises.</p>				
<b>2.</b>	<b>ОПВСОЦП</b>	<b>Sociology of Education</b>	<b>5</b>	<b>I, II</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Sociology of the family in the light of other social sciences</p> <ul style="list-style-type: none"> <li>- society-State-Family</li> <li>- Sociology of the family as scientific discipline, its origin and development</li> <li>- Current position, dilemmas and challenges</li> <li>- historical evolution of the marriage and family</li> <li>- contemporary sociological theories about the family</li> <li>- Authority and its de-legitimation in the modern family</li> <li>- Family as the primary socialization carrier</li> </ul>				
<b>3.</b>	<b>ОПВСТР1</b>	<b>Foreign Language I (Eng/Fr/Germ/Russ)</b>	<b>6</b>	<b>I, II</b>

### English Language I

#### Course content

##### *Theoretical teaching and practice*

Enriching and establishing vocabulary and grammar (basics of phonology, morphology and syntax). Development of the habit of understanding language in context – development of speaking skills, speech understanding, reading and writing on the basis of texts and audio-visual materials of the English language. General topics. Understanding the known words and expressions of the colloquial language; simple popular texts understanding; understanding texts written in ordinary language or professional language, understanding description of events, expressing needs, feelings and wishes. Speech language application in the framework of speaking activities; ability to participate simple conversation provided that collocutor (teacher) supports the formulations. Brief conversation about known themes.

Usage of speaking language in the framework of writing activity – ability to formulate brief, simple messages; written explanation of the read text (popular, professional); spelling has no primary significance.

### French Language I

#### Course content

##### *Theoretical teaching and practice*

Understanding oral notifications (listening) and notifications in written form (reading) – understanding the known words and expressions of the colloquial language about self, family, close and direct environment, shopping, job, profession; understanding the adds, brief and simple messages and replicas; simple popular texts understanding; recognising predictable information in advertisements, prospects, menus; understanding texts written in ordinary language or professional language, understanding description of events and expressing needs, feelings and wishes. Speech language application in the framework of speaking activities; ability to participate simple conversation provided that collocutor (teacher) supports the formulations. Brief conversation about known themes

Usage of speaking language in the framework of writing activity – ability to formulate brief, simple messages; written explanation of the read text (popular, professional); spelling has no primary significance.

### German Language I

#### Course content

Theoretical teaching and exercises are closely related and theoretical part of teaching serves to introduce students in the fields that will be exercised lately.

##### *Theoretic teaching:*

- *Morphology: noun, verb, determinative, pronoun, adjective,*
- *Syntax: syntagmatic, sentence, words order in sentence*
- *Contents in the field of the German culture*

##### *Exercises:*

- *Morphology: noun, verb, determinative, pronoun, adjective,*
- *Syntax: syntagmatic, sentence, words order in sentence*
- *Expanding vocabulary*
- *Development of all language skills (understanding the content in German language in oral and written form and expressions in these two forms)*

### Russian Language I

#### Course content

##### *Theoretical teaching*

Basic characteristics of the Russian language system; noun words (nouns, pronouns, adjectives, numbers); verbs (category of aspects, system of tenses, verbs of moving; syntax: simple and complex sentence; preposition and case constructions for expressing time, place and moving direction; imperative; potential; expressing the aim and permission; direct and indirect speech; faceless constructions; adjective usage;

##### *Practical teaching: Exercises, other forms of teaching and study and research work*

Conversation, practicing translation, technique of using dictionary;

Russian speaking etiquette: introducing, presenting, alluring attention, addressing known and unknown person, speaking over telephone, bookings, hotel, restaurant, shopping, administrative formalities, and custom and passport control.

<b>4.</b>	<b>ОИБПН</b>	<b>Developmental Psychology</b>	<b>6</b>	<b>I, II</b>
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<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I – General part (Developmental psychology as psychological discipline); history, methods and main concepts of developmental psychology; biological basics and anthropological questions of development; culture, ecology and development; theory and theoretical approaches in developmental psychology; 9) life cycle; II- Development during life cycle (physical, cognitive and psycho-social development during early, preschool and school childhood, adolescence and early, middle and late life periods; the end of life cycle-death, dying and sorrow); III- developmental psychology in practice (applied developmental psychology).</p> <p><i>Exercises:</i></p> <p>Practical familiarization with research methods in this discipline; discussions and examples from practice of importance and application of the most significant theories in developmental psychology; watching documentarian and educational films about various aspects in development with discussion; individual exercises <i>Children image of the world</i> and <i>Children drawings and personality of a school child</i> – questioning one child, reporting and discussion on results; conversation with reason: actual problems in adolescents and adults.</p> <p>After certain (wider) field is done on lectures and exercises, students are entitled to colloquium (two per one semester the most). Passed colloquium of the certain field will release them of that part of the exam.</p>				
<b>5.</b>	<b>ОПБОП</b>	<b>General Pedagogy</b>	<b>6</b>	<b>I, II</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Pedagogy – science and study discipline. Epistemological and methodological basics in pedagogy. Basics of theory of upbringing. Pedagogic teleology. General methods and principles of upbringing. Participants in upbringing process. Upbringing and culture. Contemporary problems in education. Upbringing and education system.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Role and significance of pedagogic education of teachers and their professional competencies. Defining main pedagogic concepts. Constitution and development of pedagogy. Epistemology and methodology basics in pedagogy. Autonomy of participant in upbringing and education process. Contemporary conceptions of upbringing. Determinants and actualization of the aim of upbringing.</p>				
<b>6.</b>	<b>ОПБПН</b>	<b>Educational Informatics</b>	<b>4</b>	<b>I</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>IT technology. Informatics and education. Computers. Classification and organization of computer system. Data bases. Data organization. Data base management systems. Program interpreters and compilers. Programs to enter, to organize and print text. Programs for organization of tables and graphic-analytic data processing. Programs for creation and organization of pictures and drawings. Work with Windows operative system. Windows operative system characteristics. Tele-communication technologies. Communicative nets between computers. Multimedia educational software concept.</p> <p><i>Practical teaching: Exercises</i></p> <p>1. Operative systems; 2.Text processor; 3.Program for creation of various type publications with outlines; 4. tabelar calculations; and 5. Relational data bases.</p>				
<b>7.</b>	<b>ОПБСЈ</b>	<b>Serbian Language</b>	<b>6</b>	<b>I, II</b>

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I General linguistic questions (subject and aims of linguistic; Origin of Serbian language; Vuk Karadžić reform and creation of modern language); II Serbian language grammar system. Phonetics and phonology (voice changes and alternations, Dialects, Accents); III Morphology and word formation (Morphologic analysis of words, Grammar morphemes, Word categories and their grammatical features, Main principles of word formation); IV Syntax (Syntax units and their function, Typology of syntax and sentences, Constituents in sentence, Verb reaction, Congruency, Function and meaning of cases and verb forms); V spelling and language norm; VI Speaking culture.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow the basic content of lectures. Language textbooks are used during exercises where students apply their knowledge on new examples.</p>				
<b>8.</b>	<b>ОИПБЕМИИ</b>	<b>Basic Mathematical Concepts</b>	<b>4</b>	<b>I</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Sets. Concept of sets. Assigning sets. Operations with set. Cartesian product after Descartes. Relations. Binary relation properties. Copying. Copying properties. Mathematical logic. Expressions. Logical operations. Expressive formulae. Tautology. Quantifications. Logical conclusion rules. Numerical systems. Non-position systems. Position systems. Set of natural numbers. Peano axioms. Models of natural numbers and arithmetical operations on N. Set of integers. Arithmetical laws on set Z. Properties of integers` divisibility. Prime and complex numbers NZD. NZS. Base attitude of arithmetic. Set of rational numbers. Ratio, proportion and percentage. Set of realistic numbers. Set of realistic number properties.</p> <p>Numerical straight. Statistics, base concepts (population, sample). Data graphic expressions. Statistics. Geometry. Topologic equivalent figure. Point. Congruence. Angle. Multi-angle. Geometric figures. Geometric bodies. Measurements. Measurement procedure. Length of segment. Measurements of surface. Measuring units. Absolute and relative errors. Approximate numbers.</p> <p><i>Exercises</i></p> <p>Knowledge systematization and elaboration of content through system of mathematical assignment solutions. In different problem situations students are trained to apply acquired knowledge.</p>				
<b>9.</b>	<b>ОИПБВИИ</b>	<b>Vocal and Instrumental Education</b>	<b>5</b>	<b>I, II</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>(1)Basic theory of music: terminology, concepts, rhythmic and melodic moving definitions, tonality, written marks for tempo, dynamics, articulation, phrases. Music, sound, tone, properties of tone. Learning note letter. Basic scale and its parallels, stage, grade, tetra chords. Intervals. Quint (quarter) circle. Same name and parallel scales. Same name and parallel major and minor three-sounds. Cadence. Harmonic links of the main stages. Harmonization of children songs. Modulation, transposition. Positioning basic tonal heights positioning. Singing from note text. Parlato, singing solmisation. Rhythm performance. Rhythm and rhythmic figures, tact. Development and harmonization of rhythm pulse. Rhythmic and melodic dictates corresponding with knowledge level and musical abilities of student. Correlation with note text. Music interpretation concept introduction.</p> <p>(2) Accomplishment of playing blowing instrument: block-flute. Griph position, breathing technique; proper music interpretation through proper articulation, tempo, dynamics. Correlation with note text. Assignments for individual work of students.</p> <p><i>Practical teaching</i></p> <p>Exercises. Four-stage playing technique accomplishing with demanding (accordion) and optional (piano) harmonic music instrument in the group of 20-25 students: instrument settlements, orientation on keyboard and basses, exercising harmonization of fingers, hand stretching, supporting thumb. Learning articulation of both hands. Synchronization of blower. Learning songs with accords of main scale grades. Work on skills development of simultaneous playing and singing. Exercising scales. Correlation with note text.</p>				
<b>10.</b>	<b>ОИПВУОК</b>	<b>Environmental Education</b>	<b>4</b>	<b>II</b>

Course content

Content about alive and non-alive nature in the nature and society teaching. Alive and non-alive nature. Wild and domestic animals. Division of plants according to structure and appearance. Man as an integral part of the nature. Unity and conditionality of alive and non-alive nature. Phenomenological observations and making calendar of the nature and seasons.

Matter: composition, physical and chemical changes, indestructibility of matter, pollution of matter, ecological issues. The Sun: radiation of the light and heat, ozone holes, the greenhouse effect and acid rains, effects of the industry to the weather, seasonal natural phenomena. Water: properties, composition, and water circulation. Importance of the water to the living world. Water ecosystems pollution. Air: properties and composition. Importance of the air to the living world. Air pollution, monitoring quality of the air. Soil: origin, properties and composition. Minerals, ores and metals. Fuels: properties, division and significance. Rational application of fuels. Magnetism, electricity, electric circle work out. Motion and resistance to motion.

Geography: Concept, subject of study, divisions, and historical development. *Elements of physical geography*: Composition and age of the Earth and Earth's crust. Shape and motion of the Earth. Geographic shell components. *Cartography. Orientation in the space. Social and geographical concepts*. Settlements, population and economy. *Physical-geographical, social-geographical and regional-geographical characteristics of Serbia. Local geographic environment. Geographic contents in teaching nature and society.*

History of Serbian people: Concept and subject of the history study. Periodization in history and historical sources. Middle age: from settlements on the Balkan peninsula to defeat of despot domain (5-15 century). Under occupation (15-18 century). Fight for independence and unity (1804-1918). Serbs in Yugoslavia (1918-1991). New political and geographical map after the war in former Yugoslavia. Historical contents in the nature and society teaching.

11.	ОПВППП	Pedagogy and Psychology Praxis	3	II	
Content of professional practice Thematic units: <i>Pedagogy</i> : Institutional context of the preschool. Spatial structure of a preschool institution. Aesthetic dimension of the space organization. Pedagogic documentation. Activity and function of teacher in the process of education. Position, roles and activities of pupils in the process of education. Monitoring directed and free activities. Professional role of pedagogics. <i>Psychology</i> : Development of concepts. Development of cooperation relations. Understanding game rules. Children's occupations. Constructive settlement of a conflict. Psychological gender differences. Change of roles (practicing decentralisation).					
12.	ОПВППК1	Elective Courses **	Pedagogical/Psychological elective course I	3	II

## History of pedagogy

### Course content

#### *Theoretical teaching*

Development of the ancient pedagogic thought, medieval concentration of upbringing, pedagogic ideas in the age of humanism and renaissance. J.A. Komensky and development of the new-age pedagogy. Upbringing concept with J. Locke, J. J. Rousseau and J.H. Pestalozzi. Development of pedagogy as an academic discipline – pedagogic thought of J. F. Herbart.

Education in Serbia in middle age and during Ottoman empire. Organization and work of Serbian schools in the Hapsburg Monarchy. School system, school legislature, teaching plans and programs, teaching, pupils and teachers in Serbia in the period of 1804-1941. Conceptual development of pedagogy in Serbia: pedagogic work and thought of S.D. Popović, V. Bakić, S. Okanović, S. Adžić, J. Miodragović, V. Mladenović, M. Milošević, P. Radosavljević, M. Šević, and V. Rakić.

#### *Practical teaching: Exercises, other forms of teaching and study and research work*

Pedagogic divisions and systems in the first half of 20<sup>th</sup> century – individual and social pedagogy, working school and progressivism pedagogy, experimental and spiritual-scientific pedagogy. Development of pedagogic education of teachers in Serbia in the period of 1804-1941 – foundation and work of teaching schools, education history of teachers. Development of Serbian pedagogic periodic. Pedagogic historiography and oral history as procedure of collecting data for the history of school system.

## Special pedagogy

### Course content

#### *Theoretical teaching*

Constitution and development of special pedagogy. Socialization as the main objective of special pedagogy. The way of socialization (prevention, detection, diagnosis, early treatments, education). Socialization levels in relation with form and grade of disability (integration, adaptation, utility, inferiority, segregation, integration). Social integration and difficulties in social integration. Socialization in school environment. Role and significance of teachers in the process of disabled children inclusion into system of education. Ethology of development disability origin (endogenous and exogenous – prenatal, natal and postnatal factors). Child with disability as bio-psycho-sociological entity. Development possibilities and limitations in disabled children in relation with consequence levels of unbalance of bio-psycho-sociological structure. Possibilities in education for disabled children. System of protection, upbringing and education in children with sensor disabilities (deaf and blind). System of protection, upbringing and education in children with intellectual disabilities. System of protection, upbringing and education in children with speech and language pathology. System of protection, upbringing and education in children with body damages. System of protection, upbringing and education in children with disorders in behaviour and harder emotional disorders.

#### *Practical teaching: Exercises, other forms of teaching and study and research work*

Introducing specialized institutions where protection, upbringing and educational work with children and youth with disabilities are performed.

## Contemporary pedagogical divisions

### Course content

Origin of different pedagogic divisions at the end of 19<sup>th</sup> and beginning of 20<sup>th</sup> century, purpose, criteria and difficulties in classification of pedagogic divisions. Main sources for individual pedagogy and its different variants (E. Kay, L. N. Tolstoy and A. Nile). Origin and different variants of social pedagogy (conceptions: P. Natorp, G. Kerscheschsteiner and e. Durkheim). Attempts in solving contradictions expressed in pedagogic movements of individual and social pedagogy (conceptions: M. Montessori, A. Ferrier and J. Dui). Consideration of basic pedagogic processes in assumptions of critical pedagogy and theory of self-determination.

### Main concepts of general psychology

#### Course content

##### *Theoretical teaching*

Psychology as science: subject, objectives, problems, methods, and approaches. Concept, structure and function of psychological life. Psychological processes: Cognitive processes: perception, learning, remembering, forgetting, thinking, and emotional processes (main characteristics, kinds, rules, factors, examples of application in school situation); motivational and willing (cognitive) processes: motives and motivation, kinds, factors, satisfaction, frustration, and conflict of motives and consequences, examples of application in school situation. Psychological characteristics: abilities, attitudes, prejudices, stereotypes, values, and value orientations, interests, and habits. Psychological conditions: awakens, drowsiness, tired-rested, normal-abnormal. Personality: definitions and essentials of person; structure (points, syndromes or group of points: temperament, character, abilities, compulsivity and authority syndromes), typology of person (Hippocrates, Jung).

*Practical teaching: Exercises, other forms of teaching and study and research work*

### Hypermedia in education

#### Course content

Defining the hypermedia concept. Multimedia and hypermedia role in differentiation of teaching and individualization of teaching process. Strategy of successful learning using hypermedia. Shaping hypermedia software in education. Pedagogic effects of hypermedia application. Improving of teachers and other profiles professionals using WEB supported information sources. Knowledge evaluation and monitoring of advancement of students while using hypermedia software. Combination of traditional methods and forms of work with hypermedia (mixed teaching models). Returning information in real and postponed time in function of shaping differentiated teaching.

<b>13.</b>	<b>ОПBOK1</b>		<b>General elective course I</b>	<b>3</b>	<b>II</b>
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### Philosophy of upbringing and education

Course content

#### *Theoretical teaching*

Lectures are consisted of the following thematic units: determination of the philosophy of education concept; review of problems in education through history of philosophy (ancient philosophy, humanism, enlightenment, modern philosophy); education problem in the light of special philosophic disciplines – ethics, epistemology, ontology, philosophic anthropology, etc.)

#### *Exercises*

At exercises students analyse alone texts in original literature and discuss about arguments given in these texts. Here will be done genuine philosophical texts regarding education (Plato, Aristotle, Rousseau, Kant, Dui, etc.).

#### *Consultations*

On consultations students prepare to write essays in the field they have chosen and for its presentation.

### Interpreting the Bible

Course content

#### *Theoretical teaching*

1. Hebrew history and culture before and during the age of the Bible origin (10<sup>th</sup> century BC-2<sup>nd</sup> century AD); 2. Origin of the Bible; 3. Languages of the Bible; 4. Interpreting the Bible (theological, mythological, anthropological, symbolic); 5. Composition: Old Testimony and New Testimony books; 6. Biblical history – since Genesis to apocalypse; 7. Kinds of the literature; 8. Biblical anthropology; 9. Bible and moral (Old Testimonial and New Testimonial laws); 10. Bible in the literature, art and culture.

### History of the French civilization

Course content

#### *Theoretical teaching*

Early age. Antic Gaul. Romanisation of the Gaul. Origin and development of the French language. Franks in medieval age: review of events. Romanic and Gothic in the architecture. Epic and courteous idealism; civil realism; Crisis and fall of medieval civilization. Humanism and renaissance age. Development of the art and science. Work on the French language enriching and normative. Review of historical events and social life in France in the 17 century. Architecture and gardens. Art in Baroque and Classicism. Tragedy and comedy in 17 century. Psychological novel and fable. Age of the enlightenment, development of philosophy and science, encyclopaedia. Social life in 18 century. Development of applied art and art crafts; scenes of everyday life in paintings.

New literary genres: traveling and epistolary novel. Review of tumultuous historical events and change of the regimes in 19 century. Art movements, return to the interests in the middle age. Social and everyday life. Great architectural achievement.

Development ideas and science. Serbian-French cultural relations from medieval to the beginning of 19 century. French-Serbian culture permeates in 19 century.

### Swimming

Course content: Swimming program is directed to two thematic units: Theoretical knowledge about main swimming techniques, rescue of a drowning person and first aid, and Practical knowledge and skills in basic swimming techniques and methodology of training and improvement of corresponding swimming techniques ( free style-crawl, backstroke, breaststroke); transportation possibilities in the water -swimming on aside; diving; jumping (on feet, on head) and rescue and reanimation of a drowning person.

### Pottery I

Course content

In the first year will be completed the following themes: dish, technique of drilling from a ball (modeling, texture and colour); sculpture, animal as topic, sculpting technique (modeling texture and colour); dish, technique of modular building – warms (modeling, colour and glaze); mask, combined



technique of work (modeling texture and colour); two-dimensional surface (board), sgraffito technique.

This course program is conceptualized in a way that students who select as optional subject the Pottery II coursework in the next year, will be able to widen their knowledge with new topics and methods of work in the field of pottery modeling.

### Choir I

Course content

- Technique of correct breathing when singing
- Technique of correct vocal performance
- Technique of precise single and two-voice singing
- Performance of vocalise
- Performance of canons

### English Language for children with song and motion

Course content

Introductory lessons of English language means short preface in theory in essential phonologic elements of English language, then practical exercises of accent, rhythm, intonation, and diction on the basis of selected short texts, songs and verses in English language.

Then will be included in the program content the elements of Music education and Physical education in the volume adequate for corresponding preschool age.

Part of teaching combined with program of Music education is directed to professional teaching of students due to correct rhythmic, voice and instrumental performance of the children songs and verses in English language defined by the program. In the same way, the subject will be enriched by the contents of Physical education in the sense of professional teaching the students in correct moving and physical performance of rhythmic exercises that follows the repertoire of songs, counting games for children and young. Teaching in English language is preferably being done by professor of English language cooperating with professors of the Music culture methodology teaching and Physical culture methodology.

### Introductory theory and practice in theater arts I

Course content: through own experience and creative work during exercises students learn basic elements of theatre, mutual influences and ambiguity between theory and practice. Applying acquired knowledge, students, with help of professors go through process of creating a theatre act.

### Chamber music I

Course content

#### *Theoretical teaching*

Primary form of teaching – Practical teaching

Introducing students with requests of synchronised music affects in the group of musicians (students), i.e. chamber ensemble. Evaluation of technical and music abilities of students and conceptualizing program. Accomplishing selected music genre. Understanding disproportion of music knowledge of students. Work on reduction of disproportions. Work on music experience and expression. Exploration and solving the problems of good intonation, nice tone, quality music expression, creativity, and communication between members of chamber ensemble. Supporting equal music activity of all participants in Chamber music course including professor. Educating students for performance on the stage (performance method). Preparation of music program for some kind of public performance.

#### *Secondary form of teaching – Theoretical teaching*

Theory is integrated in the practical teaching. Students introduce with interpretations of other chamber musicians and chamber ensembles via sound and picture carriers. Discussion development about impressions of music performance. Students obtain explanations from essential fields of music, music forms. Discussion is about kind of interpretations and characteristics of music period depending on music program that is selected on the basis of the technical and general level of music knowledge and experience of participants.

\*\* Each student chooses 2 elective courses, one from each group. Each group contains a wider choice of courses.

Course No.	SECOND YEAR		ECTS	Semester
	CODE	COURSE		
1.	OIIBCTP2	Foreign Language II (Eng/Fr/Germ/Russ)	3	III
<p><u>English Language II</u>  Course content  <i>Theoretical teaching and practice</i>  Further development of vocabulary. Perfecting grammar. Further development of all 4 language skills. Reading and understanding professional literature. Further training for independent oral and written communicating. Understanding oral (listening) and written statements (reading) – understanding of known words phrases in professional fields. Making exercises on the basis of professional texts and terminology (understanding of read, exercises in connecting, adding, substitution, paraphrasing, and derivatives per kind of words). Development of ability to make resume in written form and exposing written professional text; spelling has no predominant importance.</p> <p><u>French language II</u>  Course content  <i>Theoretical teaching</i>  Further development of all 4 language skills. Reading and understanding professional literature. Further training for independent oral and written communicating.  La scolarité en France. Le métier du professeur des écoles. Le nouveau concours de recrutement des professeurs des écoles. Le développement psychologique de l'enfant. Ecole – lieu privilégié d'éducation permanente. Didactique et expériences pratiques. Université, diplômes et Erasmus. Littérature pour les enfants. Quelques poésies pour les enfants</p> <p><u>German Language II</u>  Course content  <i>Lectures:</i>  Contents in the field of German culture with special accent on the school system in German speaking countries. Contents related to development of pedagogy, psychology, methodology, and physical development in German speaking countries and for some representatives of these sciences in that region.  <i>Exercises:</i>  Further development of all 4 language skills with accent on professional language related with teaching occupation in the fields of pedagogy, psychology, methodology, and physical development.</p> <p><u>Russian Language II</u>  Course content  <i>Theoretical teaching</i>  Communicating space and time relations, purpose, intentions, and aims of the action, statement on need for action, possibility-impossibility to act, stating causes and conditions, questions and negations; active and passive participles; predicate adjective; professional terminology usage.  <i>Practical teaching: Exercises, other forms of teaching and study and research work</i>  Professional reading technique. Translation exercises, conversation, vocabulary usage, making text plan, oral and written resume in Russian language.  Theoretical and practical eaching in the frame of the following topics: child and daycare, role of psychologist in daycare, profession tutor, profession teacher, children games, role of pedagogics and psychologist in school, pedagogic tact, education in Russia.</p>				
2.	OIIBIII	Preschool Pedagogy	6	III, IV

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Preschool pedagogy as scientific and teaching discipline. Development of ideas of upbringing and education of preschool children. Scientific and social base of contemporary concept of preschool upbringing. Upbringing and education of preschool child. Possible starting points when making curriculum, structure, requests, and evaluations.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Teacher's education in pedagogy. Organization and dynamics of preschool educational work. Development of identity, self-respect and independency of a child. Learning through game. Cooperation between preschool institution and family. Preparing children for school.</p>				
<b>3.</b>	<b>ОПБПОП</b>	<b>Family Pedagogy</b>	<b>3</b>	<b>IV</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Family pedagogy – science and study discipline. Considering family and its function of upbringing through history. Modern family and its transformation. Principles, methods, forms and means of upbringing in family. Communication tutor/teacher – parent. Planning family and responsible parenthood.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Status of a child in family. Upbringing problems in family and solutions. Pedagogic help to parents achieving the family role in upbringing. Protection of children and children rights codex.</p>				
<b>4.</b>	<b>ОПБПІІС11</b>	<b>Educational Psychology</b>	<b>4</b>	<b>III</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Role of teachers. Managing the class styles. Teachers` expectations and effects. Supporting development principles. Common needs of pupils: recognising, satisfying, socialization. Individual and developed differences among children and specific educational needs. Creating favourable environment for learning: rules, climate and communication. Problems in pupils` behaviour and solutions. Cooperation with parents. Forms and theories of learning. Clear information in teaching: exposing and giving instructions. Pupils` activities in teaching. Motivation for learning. Evaluation and returning information. Preparation of pupils for independent learning. Textbooks selection.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Characteristics of successful teacher: workshop. Work with disabled children. Recognising ZNR and supporting development. Learning in school principle application. Non-verbal communication and teachers educating style. Constructive and non-constructive communication: case analysis and playing roles. Application of psychological principles of cooperation with parents. Clear information: exposing, instruction. Making knowledge test. Motivating pupil techniques. Activity in teaching analysis.</p>				
<b>5.</b>	<b>ОПБТК</b>	<b>Introduction to Literature Interpretation</b>	<b>4</b>	<b>III</b>

<p>Course content</p> <p>I Nature and study of literature (Name and concept of literature, Function of literature, Literature and language, Literature and art, Style and stylistics, Purpose and tasks of studying literature); II Nature and study of literary text (Concept and definition of literary text, Textual and non-textual relations, language characteristics in poetry). III classifying literary texts/classification of literature (Tasks of literature classification, Principles of classification, Classes and types of literature, Poetry, Prose, Drama, Simple literary forms, Amusing literature)</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow problem issues planed in lectures and complete teaching of this subject. Exercises plan is organized according to thematic cycles and foresees selection and interpretation of representative literary and literary-scientific texts. Students are supported to apply aesthetic and critique principles, individual thinking, polemic and problem approach to literary texts and study literature. Students have chance to discuss and evaluate own critique and attitudes of their colleagues. Exercises apply seminar papers, questionnaires and other forms of creative work of students. Possible selective homework.</p>				
<b>6.</b>	<b>ОПБГК</b>	<b>Speech Culture</b>	<b>4</b>	<b>IV</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I main principles of language culture (Concept of standard language, Relation of dialect and standard language); II The most important measures of language regularity (Language expression riches, punctuality and economy of expression, beauty and clearness of language expressions, etc.); III orthographic and orthoepic norm of standard language (Recognition and labeling literary accents, Examples of the most often deviations of regular pronunciation on radio and TV); IV Selection of words (Foreign words and prism, Neologism, Bureaucratization of language); V Dividing Serbian literary language and dialects dividing (Functional dividing, territorial dividing); VI Dictionaries and lexicons adopting regularities of the language expression.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow the content of lectures. Students show ability for independent oral exposing, correct writing, reporting and other form of exposing. They are trained to differentiate standard language expression and sub-standard usage of language elements.</p>				
<b>7.</b>	<b>ОПБ/П</b>	<b>Drama and Movement</b>	<b>6</b>	<b>III, IV</b>
<p>Course content</p> <p><i>Theoretical teaching:</i></p> <p>Theatre and its education role. Poetry and aesthetic of drama (based on stage performance). Aesthetic of creativity in theatre (aesthetic of acting, directing, theatre space). Audience (as an integral part of theatre performance) and its horizon of expectations. Basics of puppet-theatre. Puppet-theatre and puppet-world introductory. Concept of puppet. History of puppet-theatre.</p> <p><i>Practical teaching:</i></p> <p>Drama games – work with children, involving child, motivating child`s imagination and creativity, development of focusing and coordination of moving. Composition of drama text. Story and plot. Conflict. Drama`s situation. Drama`s character and its characterisation. Relation between text and sub-text. Oral and physical action. Interconnectedness of verbal and non-verbal communication at stage. Stage mark (marking and meaning). Mis-en-scene and organization of stage. Basic puppet systems. Kind of puppets. Main principles of puppet animation. Dramaturgy of puppet-theatre. Stage speech of a puppet.</p>				
<b>8.</b>	<b>ОПБ/ДВОР</b>	<b>Pedagogical Work Didactics and Teaching Methodology</b>	<b>8</b>	<b>III, IV</b>

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Constitutive questions of didactic. Relation between didactic and other sciences. Rules in didactics. Educational aims and tasks. Preschool upbringing and education program. Subject, aim and tasks of methods of educational work. Organization of educational work in preschool institution (space, time and didactic material). Different aspects of development of children in holistic perspective. Fundamentals of children`s games, learning and work in preschool institution. Didactic-methodical strategies in educational work (methods, forms, media) and its upbringing potential. General and specific conditions of successful communication and interaction of tutors, children and parents. Tutor-role, authority, competencies and reflexive activity. Planning and programming educational activities –thematic approach. Monitoring and evaluating educational process and effect of program.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Introducing General basic of preschool program, aims and contents of preschool upbringing. Operationalization of aims. Creating space, time and means for work with preschool children. Monitoring and analysing children`s games. Thinking and discussing preparations, organization and realization of daily activities with preschool children. Thinking of pedagogic and didactic-methodical acting of tutors aiming to develop certain aspects of child`s personality. Monitoring and evaluation techniques and instruments insight and development of a child and educational work of tutor.</p>				
9.	OIIBTP3B11	Physical and Health Education	3	III
<p>Course content</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Contents of subject programs are directed to the following thematic units:</p> <ol style="list-style-type: none"> <li>1. <b>Morphological dimensions</b> (Development of basic and derivative motoric abilities. Form of moving, organized posture exercises, shaping exercises, correct and poor body posture, legs and feet status. Evaluations of organization of psycho-motoric in children).</li> <li>2. <b>Physical exercises and health in children</b> (Influence of physical activities to the organism and health in preschool children through workshops: How and why our organs work just like that? Hearth map. Fitness and me, My exercises diary)</li> <li>3. <b>By motion to health education in the youngest</b> Educative health workshops through motions (Way to regular diet and health, quiz of healthy food, Marks tell us, I am healthy when ..., Vitamins, health guardians, Play for health, Weird wood guardian of health, Drugs are not bonbons, Our friends in white, Oh, that cold, temperature, caught, Small, black frames suits you, Hazard at home, environment, playground, and wood ..., First aid box, while waiting a help.</li> <li>4. <b>Linking physical and health education with family</b> (Dad, mom exercise with me, together in game).</li> </ol>				
10.	OIIBBY	Visual Arts	4	III
<p>Course content</p> <p><i>Theoretical teaching:</i> Visual arts introduction, Fine and applied arts, Traditional and alternative fine arts techniques and materials, Form through history of fine arts, Materials in visual arts, Investigation of materials, formal structures, Graphics and graphic techniques, Techniques and technologies of adhesive materials, Fine art in primitive cultures, folklore fine art, naïve paintings, anonymous art.</p> <p><i>Practical teaching</i></p> <p>Demonstrative and experience exercises: Techniques and operations of different traditional and alternative materials usage; Exercises of observing, recognising and reducing chances to crucial features: shape, structure, texture, colour, space; drawing by different drawing and alternative materials; making simple 3D objects, structural models and modular space structure; making graphic models and matrix; adhesive materials, constructive materials.</p> <p>Collecting necessary materials and making fine arts map. Visiting planned institutions of culture (museum, theatre, fine art workshops and ateliers, etc.).</p>				
11.	OIIBOT	Educational Technology	4	IV

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Traditional teaching IKT supported. Acquiring knowledge in IKT environment. Multimedia and electronic learning. Remote learning. Pedagogic meaning of modern didactic media. Educational TV. Virtual reality and artificial intelligence in education field. Experts` systems. Neural networks. Internet technologies.</p> <p><i>Practical teaching. Exercising</i></p> <p>1. Multimedia presentation. 2. Information and communication – Internet technology in education; Aspects of security in Internet; Web 2.0 technology in education.</p>					
<b>12.</b>	<b>ОПБ/П</b>	<b>Didactic Praxis</b>		<b>3</b>	<b>IV</b>
<p>Content of professional practice</p> <p>Space and time in daycare organization. Educational groups organization and structure. Upbringing and educational work planning – monthly, weekly and daily plans. Realization of upbringing and educational work – techniques and instruments. Workbook of teachers – function and structure. Creation and use of didactic means – safety, adaptation to age and didactic functionality.</p>					
<b>13.</b>	<b>ОПБППК2</b>	<i>Elective Courses **</i>	<b>Pedagogical/Psychological elective course II</b>	<b>4</b>	<b>IV</b>
<p><u>Psychology of talent</u></p> <p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Subject, aims and significance of psychology of talent. Historical development of psychology of talent. Definition of talent concept. Visible forms of talent. Theories of talent. Personality in talented children and adolescents. Gender differences and talent. Development of talent. Families of talented children. Talented as adults. Identification of talented children. Problems in adaptation and advising talented children. Education of talented children.</p> <p>After completion of (wider) field at lectures, students are entitled to take colloquium (two the most) in such field. Successfully passed colloquium in certain field release the exam of such part.</p> <p><u>Psychology of personality</u></p> <p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Concept of personality and psychology of personality, methods and techniques of psychology of personality, its structure dynamics and development, theories of personality (psychodynamic, social-analytical, humanistic).</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p><u>Portfolio in preschool institution</u></p> <p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Portfolio and professional development. Arguments for portfolio managing. Kind of portfolios. Documentation in portfolio. Systematic steps in portfolio management. Obstacles in portfolio management. Family participation in portfolio management.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p><u>European standards of IT knowledge</u></p> <p>Knowledge standardization. Characteristics of standardization. Basic concepts in informatics technology. Operational systems and files management. Text processors. Software for creation of data chains, calculating basic mathematical and statistical functions and creation of graphics. Software for work with relational data bases. MS Access. Software for multimedia presentations creation. Internet technologies and communication. Permanent improvements</p>					

<b>14.</b>	<b>ОПВОК2</b>		<b>General elective course II</b>	<b>4</b>	<b>IV</b>
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## Interpreting the Bible II – ethics and culture

### Course content

#### *Theoretical teaching*

Old Testament law and New Testament freedom; love as integrative factor of faith and knowledge; dogma and creativity; Power as serving *higher* to *lower*; sin and remorse; forgiving as virtue; respecting other and different; life as gift to care about; Heaven kingship and our terrestrial life eternity and modernism; state as God`s gift and man realization; state frontiers, different traditions, ideological differences as challenges; wealth and poverty; respecting the freedom of others; Who am I? Who is my intimate? Creative cooperation cannot be limited by origin and belonging; respecting and accepting someone different as confirmation of own identity.

Biblical topics and motifs in fine arts, literature and culture. Biblical proverbs and idioms. Representative works of global literature. Representative works of Serbian literature. Christian motifs in contemporary Serbian poetry.

## Organization basics in managing educational institutions

### Course content

*Organization and management basics;*

*Leadership, motivation and organizational power;*

*Decision making in organizations;*

*Human resources management;*

*Organizational culture;*

*Communication in organizations and conflict solving;*

*Planning and making plans;*

*Project management;*

*Cooperation with domestic and foreign institutions.*

## Telling text of art

### Course content

#### *Theoretical teaching*

General principles of telling the poetry (declaiming, expressive reading), prose, national folk and lyric songs: studying art text regarding speaking expressions – history and theory; basic rules of acting, declaiming, rhetoric; analysis of song as base for telling and declaiming; analysis of literature text (kinds, meanings, style); analysis regarding speaking statements; learning by hearth and understanding; diction; relation with verse kinds; rhyme in poetry and straddle; typology of declamations; determination of oral stile (emotional, moderate, semantic).

2. Structure of speaking statement: text structure and speaking form structure; audio effects of rhyme, refrain and free verse; posting composition of speaking statement; mind accents in text and telling; emotional accents in text and telling; basic plan and truth concept; idea in a song – idea of declaiming; rhythm, tempo and dynamics of telling; start, course and point of speaking statement; dynamics of interpretation; general tone; gradation; check of diction prior performance in front of audience.

3. Epic and lyric national poetry in speaking statement: **Aedi** and rhapsody, stories and declaiming; distinctiveness of speaking statement in lyric and epic poetry.

Exercises: Application of basic principles of telling in different art texts: fable, fairy tales, lyric and epic poetry, prose art texts; folk and art literature.

## Contemporary French culture

### Course content

#### *Theoretical teaching*

Symbols and institutions in France. Review of history of 20 century. Diversity of French regions. French overseas departments and territories. French economy: labour and employment, social protection, immigration, foreign influences. Population in France: Frenchman values, family and residence. Everyday life and habits: diet, consumption, popular culture, leisure time, holidays. Contemporary educational system in France. Education of tutors and teachers. Development of the European idea in France. Origin of European institutions. Francophone in the world. Culture diversity

in francophone countries. Serbian-French relations at the beginning of the 20 century to end of the First World War. Political and economic cooperation of Serbia and France between two World wars. French cultural influence in our country during 20 century.

#### Natural phenomena examinations in preschool age

Course content

##### *Theoretical teaching*

Learning characteristics embedded in research approach (experiment, observing and monitoring, simulation/models of natural phenomena); phases of research process (problem situation, recognising and naming simple cause-consequence links, presentations of research results, recognising studied phenomena in the local environment). Theme for which research approach is planned and realized.

##### *Practical teaching: Exercises, other forms of teaching and study and research work*

During the realization of teaching by students work in pairs is planned and realized research approach for the following subjects: *living-non-living, plants (life cycles, plants anatomy), animals (life cycle, motion models), man (life cycles, senses), motion of the air (where the air exists, air moving), the water (aggregate states, water as solvent), electricity, light, shadow, sound, the Earth and Universe, etc.*

#### Sociology of fashion

Course content: History of the fashion phenomenon – from renaissance to modern industry of the one of the most profitable economy branches. What is fashion and how it develops? Fashion principle – *always that new*;; theoretical approaches to fashion logic: from theorist from the beginning of the new age Adam Smith, Immanuel Kant, Herbert Spenser, Thorstein Veblen, George Zimmel, Gabriel Tardy to thinkers in 20 century: Pierre Bourdieu, Herbert Bloomer, Giles Lipovetski; relation between fashion and language; fashion and body; fashion as the most desirable social mechanism of consumption society; Limit and competitiveness between fashion and fine art; fashion as life ideal and way of self-realization in modern society; fashion as ideology pervading almost all social areas; Why fashion mechanism in clothing is the clearest?

Interactive lectures include meeting the people in fashion industry and fashion creations.

#### Choir II

Course content

- Regular breathe technique when singing
- Technique of regular performance of vowels
- Technique of precise single or two-voices singing
- Vocalises performance
- Performance of canons
- Performance of two-voices composition for women mixed choir
- Choir singing upon the note text

#### Pottery II

Course content

In the second year of learning (Pottery II) the following topics will be done:

Unique vessel, modeling from the coil technique (modeling, texture, colour and glaze); light bodies, paper clays and perforation (material preparation, modeling and decoration).

#### Motion in visual arts II

Course content: coordination with objects and body within the working surface; spontaneous and organized motion; different dynamics of individual motion and group motion; understanding and use of motion in function of narration and nonverbal communication; motion as the form of expression. Motion and sound: reaction on different rhythmic dynamics and creation of rhythm with motion; Relation of visual and dynamic artificial systems in the fine arts; introducing time component and transformation of static art piece in event; kinetic art; design of mechanic, light and electronic systems in the fine arts work; providing active perceptive share of observer in the fine arts work; enabling

active perceptive share of viewer in fine art work. Performance of fine art perceptive share with shorter audio/music form.

### Music literature for children

Course content:

Work with students will be focused on the further

Development performance skills with widening music composition repertoire. Supporting creativity and higher and lower music interpretation with focus on the most important parameters of the music expression: dynamics, tempo and articulation. Acquiring the skill of common playing through literature of classics, jazz, ethnic music, modern, and film music. Student will experience the process of preparing and finalization (internal and public performance/concerts). Experiencing the process of playing students will advance and improve their music skills. Recognition of music terminology, identification of symbols, reading unknown note text, *prima vista*, use of different music literature, learning epochs and styles. The exam is oral or in some form of public performance (ceremony, internal hour, public hour, formal concert).

### Forms of written and oral communicating

Course content:

Stylistics (subject of the study; relation of stylistics with similar disciplines; concept of the style – style in general and style in language; **stalemate**; divisions on the basis of criterion of the subject, general conception and method, purpose, perspective). Phono-stylistics; morphology and stylistics, syntax and stylistics; lexical stylistics (base problems and examples in the language material). Functional stylistics (functional dividing of language; functional styles according to B. Tošović). Style figures (metaphor, comparison, personification, hyperbole, epithet; metonymic, **singledoxa**; contrast, metaphor and metonymic levels - metaphor and metonymic as mechanism of thinking, language and style figure mechanisms).

Literature and art style; publicity style, administrative style, talking style, scientific style (basic features and examples). Dictionaries of Serbian language (what we know from single language dictionaries, as well, when using it – describing dictionaries, foreign words dictionaries, dictionaries of foreign languages, jargon, new words (synonyms). Lexical division of Serbian language (archaisms, historicisms, jargon, neo-logs, terms, dialectics, regionalism, onomastic).

Lexical relations (synonyms, antonyms, hyponyms, homonyms, patronyms).

Polysemy (multi-meaning and single-meaning words in Serbian language).

Exercises follow problem issues predicted in lectures and complete teaching of this course work. Exercises provide analysis of language divisions on examples from newspapers, literature, administrative acts, scientific texts, speaking language. On exercises students use different dictionaries of Serbian language and they are encouraged to use them solving assignments. Analysis is performed for domestic assignments of students and tends to make them proficient in style characteristics. Students will have practical benefit of some assignments – they will learn to write a request, news for some newspaper, page in a diary.

### Introduction in theory and practice of theatre art II

Course content: Through own experience and creative work on exercises students get familiar with basic elements of art in theatre and mutual influences, as well as misunderstandings between theory and practice in theatre. Applying acquired knowledge, students, with help of professors, will be able to go through process of making the theatrical act.

\*\* Each student chooses 2 elective courses, one from each group. Each group contains a wider choice of courses.

Course No.	THIRD YEAR		ECTS	Semester
	CODE	COURSE		
1.	ОПВМПП11	Educational Research Methodology	5	V
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Pedagogic research methodology significance. Research in teaching and preschool upbringing and teaching: kinds and projects. Research methods in pedagogy: sense and significance, classification criteria, kinds, problem of selection and application. Hypotheses and variables in pedagogical research. Actions and instruments in pedagogical research: kinds, structure, metric characteristics, etc. population and sample in preschool research: concept, kinds, characteristics, sampling, etc. Results processing and presentation. Research reporting (scientific work principles, structure of reports, culture of sources use, etc.), configuring and publishing professional and scientific work.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Students are being trained to structure instruments of pedagogical explorations and learn basic statistical procedures. Proficiency in program contents students demonstrate through individually made preliminary project of one pedagogical research.</p>				
2.	ОПВСКЕК	Serbian / National Culture in European Context	3	V
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Concept and distinctiveness of Serbian culture (State-church-culture, Serbian ethnological picture, Forms of Serbian culture – everyday life, language, fine arts, science, Serbian culture between East and West);</p> <p>II Slavic culture heritage (Serbian-Slavic culture) (Slavic mythology, pagan world view); III Serbian-Byzantine culture basics (Accepting Christianity, Serbian medieval state and Serbian orthodox church, First literary language, Spiritual arts: literature, architecture, paintings, music, Medieval world view); IV modern civil culture (18-20 centuries) (Culture shift in 18 century, Origin of modern Serbian nation and struggle for cultural unity, Further development of literary language, development of fine arts, development of science, culture institution foundations, Civil world view); V Traditional and modern culture; VI European context of the Serbian culture.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Program of exercises is coordinated between themes and contents of lectures.</p>				
3.	ОПВМДПП	Special Needs Education Teaching Methodology	4	VI

Course content

*Theoretical teaching:* subject, purpose and task of methodology in work with disabled children. Methodology of work with disabled children in the system of pedagogic and defectologic disciplines. Special didactic relations, general and methodology in work with disabled children. Developmental disorders, syndrome, disability: difficulties in learning and disorders in school skills adoption, support and help for pupils with learning disorders; Left-handed pupils (re-orientation of left-handed pupils, pupils with not developed domination, writing by left hand); Difficulties in perception and motoric (dyspraxia dysgnosis, disorders in psycho-motoric organization). Specific disorders of attention and focusing, support to children with hyper-kinetic syndrome, hypo-activity); Pupils with sensor damages in the system of regular education. Speaking and language disorders (causes of speaking and language disorders, kinds of speaking and language disorders, support to pupils with speaking and language disorders in education process; Pupils with limiting intellectual abilities and minor intellectual disability, support to pupils with slowly cognitive development with minor intellectual disability; body disability and support to pupils in education process. Disorders in adaptation and behavioural disorders (causes of disorders in adaptation and behavioural disorders, support to pupils with disorders in adaptation and behavioural disorders). Organization of teaching process, application of special principles, methods, procedures, forms, and means for work for each category and level of developmental disorder. Making and application of individual educational programs. Organization of collective, individual and individualized work through mandatory teaching activities. Application of special eaching means and instruments. Monitoring and evaluation of results in education of disabled children. Role and significance of teacher in prevention and recognizing developmental disorders. Possibilities and models of education in disabled children. Integration of disabled children as transitional form of inclusive education. Inclusive education, legal framework, aims, tasks, and assumptions for realization. Inclusive education models. Material, technical and spatial conditions in educational institutions for realization of inclusive education. Preparation of teachers for inclusive education. Preparation of parents with disabled children and children with regular development. Cooperation of school with preschool institutions. Role and significance of teachers in development of positive climate and interpersonal relations in pupils collective.

*Practical teaching: Exercises, other forms of teaching and study and research work*  
Introducing specialised institutions for educational work with disabled children.

<b>4.</b>	<b>ОПБКД</b>	<b>Children's Literature</b>	<b>6</b>	<b>V, VI</b>
Course content <i>Theoretical teaching</i> I Determination and poetics of literature for children and youth; II Poetry; III Prose; IV Drama; V Folk literature as form of literature for children; VI scientific popular literature; VII Modern literature; VIII Essays about literature for children. <i>Practice teaching</i> Program of exercises is thematically coordinated with lectures.				
<b>5.</b>	<b>ОПБМПГ1</b>	<b>Speech Development Methodology I</b>	<b>4</b>	<b>V</b>

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Theoretical aspects of origin and development of speech (theories on language adoption, child as active carrier of oral language, child speech characteristics from 3-7 years of age, forms of non-verbal communication).</p> <p>II Child and language communication (research methods of speech development and verbal function in children).</p> <p>III Development of phonetic culture (development of hearing discrimination and hearing attention, recognising phonemes and words and its articulation, gradual development of articulation, improving diction and intonation of speech; speech games).</p> <p>IV Enriching children dictionary (development of words structure, development the scope of meaning in one word, increase of number of words in vocabulary; using test vocabulary; language games and activities).</p> <p>V Sentence and wide speech expression formation (sentence as unit of children expression and it formation, motif and wide speech expression, primal semantic inscription, internal speech).</p> <p>VI Methodology aspects of children literature (theoretical and methodology instructions for work with texts of fine arts and folks literature, methodology phases in activities);</p> <p>VII Development of children oral creativity (description, retelling, talking, text dramatization, methodological structure of activities).</p> <p>VIII Methods, forms, means, and principles of work with children on speech development.</p> <p><i>Exercises:</i> Program of exercises is thematically coordinated with lectures. Students are trained for practical application of theoretical knowledge through interpretation of methodology and independent preparation of certain activities (writing preparation for activities in preschool institution).</p> <p><i>Methodology practice:</i> Within methodological practice students observe activities in preschool institution, write the course of activities, analyse it and provide proposals for improvement.</p>				
<b>6.</b>	<b>OИBMPИИИИ1</b>	<b>Basic Mathematical Concepts Teaching Methodology I</b>	<b>4</b>	<b>V</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Methodology of initial mathematical concepts development as teaching and scientific discipline. Starting points for development of initial mathematical concepts. Developmental characteristics of preschool children. Nature of mathematic. Process of building mathematical concept. Level of development of mathematical concepts. Logical and mathematical structures. Nature (meaning, representation and structure) of concepts treating in preschool age. Action and interactions of children in mathematical activities. Knowledge and skills for application of principles, methods, procedures, and forms of work, mathematical games.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Elaboration of problems defined in lectures. Creating problem situations for implementation of acquired knowledge, discussion and challenging solutions. Analysis of seminar and research student works.</p>				
<b>7.</b>	<b>OИBMJIB1</b>	<b>Art Teaching Methodology I</b>	<b>4</b>	<b>VI</b>

<p>Course content</p> <p>Theoretical teaching – Meaning and role of visual arts in general education context. Introducing different fields/media of visual arts: drawing, painting, graphic materials and procedures, and procedures and forms of building applicable in work with preschool children. Possibility of making objects for use in preschool institutions. Pre-composition of preliminary prepared materials (printed, painted, etc.) in new 2D and 3D formats composed of several works. Designing scenario for painting game.</p> <p>Practical teaching – Exercises</p> <p>Exercises of demonstration (assistant) and exercises of experience (individual work) students achieve selected assignments. Different group compositions are formed of student works during semester. Students make drawings, prepare and paint substrates, make 3D works for group compositions. They are trained to make tools, seals and matrix of recycled materials and to adopt procedures of painting applicable in preschool institutions. Students adopt designing scenario for guided fine arts game</p>				
<b>8.</b>	<b>ОПБММБ1</b>	<b>Music Teaching Methodology I</b>	<b>4</b>	<b>VI</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Methodology of music education as scientific and teaching discipline. Subject and tasks of methodology of music education. Music culture in the world and in our country. Influence of music to preschool children. Principle of education of music development in children.</p> <p>Specific application of methods of educational work in the field of music teaching. Means used in music education. Role of music teaching in education.</p> <p><i>Practical teaching. Exercises.</i></p> <p>Work on methods and contents in the field of performance (singing and playing), listening of music, responding the music by motion, development of rhythmic abilities, improvisation, work with music instruments.</p>				
<b>9.</b>	<b>ОПБМФБ1</b>	<b>Physical Education Teaching Methodology I</b>	<b>4</b>	<b>VI</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Subject of methodology in physical education. Definition of main concepts. Correlation of methodology with other science. Preschool education program. Significance, aims, tasks, principles, means, and methods of physical education. Program contents in preschool children physical education. Fields of physical education realized with preschool children. Organization and realization of physical education in preschool institutions.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Theoretical considerations of physical education in the system of children education. Methodological aspects of physical education for children from birth to school start. Exercises and games for learning forms of motion, shaping exercises, organization of placing and moving exercises. Exercises and games for supporting motoric abilities (strength, speed, durability, etc.). Physical education through fields: gymnastic, athletic, dance, adventure activities, etc. Forms of work in in physical education with preschool children.</p>				
<b>10.</b>	<b>ОПБМΥО1</b>	<b>Environmental Education Teaching Methodology I</b>	<b>4</b>	<b>V</b>

Course content					
<i>Theoretical teaching</i>					
Methodology of introducing environment as study discipline. Interdisciplinary approach introducing environment. Contents introducing environment. Introducing environment in function of formation of concepts. Rules on introducing environment. Methodology and organizational structure of introducing environment. Modern tendencies in monitoring and evaluation of effects in educational work in process of introducing environment.					
<i>Practical teaching: Exercises, other forms of teaching and study and research work</i>					
Students are encouraged to research selected contents of introducing environment and its methodological shaping. This is done in several ways using different methodology, types of motivation, didactic means, working materials. Each class is dedicated to one segment of written preparations (assignments, methods, means) in context of different topics in introducing environment (plants, animals, seasons).					
<b>11.</b>	<b>ОПБМIII1</b>	<b>Teaching Methodology Praxis I</b>	<b>6</b>	<b>VI</b>	
<b>Content of professional practice</b>					
<i>Preschool education models of education and upbringing</i>					
Model A and Model B.					
General preschool program as base for different program models.					
Education and upbringing aims as starting point for application of different models.					
Education and upbringing contents and activities in different program models.					
Planning and evaluation of education and upbringing work in preschool institution.					
Preliminary preschool program.					
<b>12.</b>	<b>ОПБIIIK3</b>	<i>Elective Courses **</i>	<b>Pedagogical/Psychological elective course III</b>	<b>4</b>	<b>V</b>



### Remote education – E-learning

#### Course content

##### *Theoretical teaching*

Concept definition for remote education. Development of remote education. Modeling Web portal for remote education. Models of remote education. Software for remote education. Methodology of remote education. Pedagogical effects application of remote education. Concept and structure of E-learning. Video conferences and discussing forums. Hyper media in education and its role in individualization of teaching. Improving teachers and experts of other profess in using Web supported sources of information. Evaluation of knowledge and monitoring of student`s advancing in remote education. Combination of traditional methods and forms of work with remote education. Return information in real and delayed time in function of modeling differentiation of teaching. Analysis of portal for teaching in the world and in our country.

##### Mental health

Content of the subject: Mental health today. Protection and improvements of mental health as two main objections of mental health. Crisis in life. Medicinal clinical approach to life crisis. Trauma, stress and crisis. Medicinal psychology. Salutogenic orientation and model of health. Developmental psychology of entire life. Basic needs theory J. Kaplan. Theory of basic supports by J. Berger. Developmental crisis. Accidental crisis. Mental health in preschool children and school children, adolescents and adults. Theoretical and methodological difficulties in prevention of life crisis. Psychological primary prevention. Psychological primary prevention programs.

##### Game in function of discipline in preschool children

#### Course content

##### *Theoretical teaching*

Game as support. Environment structuring for game in function of discipline. Defining aims and preparation of game. Cooperation, respect and negotiations in game. Game – respond and consequence. Evaluation and adaptation of certain games. Kind of games in function of discipline in preschool children.

*Practical teaching: Exercises, other forms of teaching and study and research work*

13.	ОПБПК1		Specialized elective course I	4	V
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### Forms of courtesy in Serbian language

Course content

#### *Theoretical teaching*

I Concept of language courtesy (Forms for expressing courtesy, Speaking courtesy: greeting, apologizing, express thanks, congratulations, request, etc. Model of positive and model of negative politeness). II Basic concept in theory of speaking acts (Founders of the theory, structure of speaking acts, performative verbs and its grammar characteristics, typology of speaking acts). III Vocabulary and semantic and semantic-pragmatic analysis of language courtesy forms. Speaking act of request, speaking act of apologize, speaking act of congratulation, speaking act of condolence). IV Formal and informal style in language courtesy (Formal style of writing language). Informal style of writing language. Formal style of speaking language, informal style of speaking language). V Courtesy forms in social and cultural environments (modes of vocabulary representation in forms of courtesy in rituals, congratulations, celebrations, etc.; forms of courtesy in customs, forms of courtesy in school).

### Travel as form of education and culture

Course content: 1. Introduction in Study of travels coursework is embedded in *comparative literature* and *imagology*, a discipline dealing with studies of ideas about foreign countries and people and ideas about own country and people. Strong support was provided by *travels literature* as significant genre. Especially since time of enlightenment age when travels in Italy and Greece became necessity for each educated man – with testimonies by our most famous writers and thinkers. In contemporary world way and content of travels have changed but educational role is still present and in addition to traditional title *pilgrimage*, new terms are added such as *cultural travels*, *cultural tourism*, or *itinerarology* as discipline closest to literature dealing with ways and contents of moving people.

2. Travels fact of education from 18th century to present. Semantics of travels: recognising and reading mutual space/time conditionality or *chronotops* of cultural and historic sites. Famous scientist and writers as cultural travelers: F. Braudel, Jacques Lecarier, Jovan Dučić, Rastko Petrović, or Claudio Magris. Touristic spirit (*industry of experience*) and cultural-historical sensitivity (pilgrimage through culture): collecting and understanding.

Organization of cultural historical travels: selection of travel content, preparations (learning about the sites its place in history and culture, selected readings, planning and dynamics of travel), role of tour guide at the site, reading cultural signs and creating complete space/time image with participants/students or complex cultural and historical experience. 4. Analysis of Serbian Baedekers. 5. Taking an exam: work out of paper/project about given topic in the program and oral defend of the paper.

### Concept and determination of author`s fairy tale

Course content

#### *Theoretical teaching*

Forming a genre of author`s fairy tale, from folklore model to artistic story. Story tale between children literature and adult`s literature. Relation between fairy tale and fantastic story. Christian sub-text in fairy tale. Forms of author`s fairy tale: parabola, allegory, drama`s fairy tale, fairy tale in verses, etc. Inversion of fairy tale in 20 century: anti-fairy tale, novel fairy-tale, post-modernistic fairy tale – examples of world`s literature. Author`s fairy tale in Serbian literature.

### Stage art basics

Course content

#### *Theoretical teaching*

Understanding of process of creating fine art work through use of stage means and recognising specific relation between stage and drama.

Understanding of communication means between theatrical play and audience.

Reading and understanding drama text. Division of roles. Analysis of characters, their speech, gestures, etc. Learning theatre time and space. Acquiring ability to independently create theatrical play.

Mathematical games

Program contents of didactic game. Function of game. Kind of games. Games on the board. Counting games. Games for development of logical thinking. Games for space orientation and geometrical thinking. Games from different culture. Planning and preparation of game activities (preparation of didactic material and space). Presentation and critical analysis of games (preparation and didactic material). Game realization.

<b>14.</b>	<b>ОПВМК1</b>		<b>Teaching Methodology Elective Course I</b>	<b>4</b>	<b>V</b>
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### From game to health

#### Course content

Meaning, aim and assignments of lectures-workshops. Realization of workshop activities. Organization of workshop activities. Structure of workshop activities. Specific program of exercises for children with poor body posture.

*Practical teaching: Exercises, other forms of teaching and study and research work*

Presentation of workshop activities

### Visual content in theatre for children

#### Course content

*Theoretical teaching:* In context of –story (text) and space where story action takes place: scenography and stage changes, actor as animators of puppets, animators, puppets, light, tone. Etc.

*Practical teaching: Exercises, other forms of teaching and study and research work:*

Students in their practical work will learn procedures of the simplest types of stages in the puppet theatre, scenography basics, and some principles of making the puppets (puppets, gignolas, and maps) and make the simplest models.

### Strategy of selection of music literature for children

#### Content

Work with students will focus to further development of performance skills with music composition repertoire expanding. Encouraging creativity and higher level of music interpretations with focus on the most essential parameters of music expression: dynamics, tempo and articulation. Gaining skills of joint playing the music through literature of classic and jazz, ethno, modern and film music. Students will experience the process of preparations and finalization (internal and public performance/concerts). Through process of performance students will improve their performance-music skills. Discovering new methods of processing music composition students will have a chance to grasp in different way harmonic material of music opuses applying the most modern computer programs and to successfully master the interpretation in different way. Recognition of music terminology, identification of symbols, skill of reading music text *prima vista*, application of different literatures, master epoch and styles. The exam is oral or in some form of public performance (celebration, internal class, public class, formal concert).

### Choir III

#### Course content

- Technique of correct breathing when singing
- Technique of correct vocal performance
- Technique of precise single and dual singing
- Performance of vocals and canons
- Performance of dual compositions for women mixed choir
- Choir singing upon notes

### Fine arts games in daycare

Course content: Extending fine arts abilities and experience gained in fine arts class. Watching, touching, introducing and manipulation with painting means. Selection and organization of tools and materials. Traditional painting medium as tool of visual narration. Application of known objects or their parts and alteration of their function in fine arts process. Games of visual recognising and visual thinking. Games of imagination and creative thinking.

\*\* Each student chooses 3 elective courses, one from each group. Each group contains a wider choice of courses.

Course No.	FOURTH YEAR		ECTS	Semester
	CODE	COURSE		
1.	OIIBIIIPIA	Preschool Law and Administration	3	VII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Teaching plan and program takes the following thematic units: State and public functions. System of upbringing and education. Legal base of the system of upbringing and education. Foundation and internal organization of preschool institution work. By-law acts regulating work and internal organization of school. Legal and by-law acts of labour. Managing preschool institution.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>During the practice students perform in preschool institutions, they get familiar with administration in the preschool institution.</p>				
2.	OIIBMPII2	Speech Development Methodology II	7	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Language exercises (articulation, morphology, vocabulary, and syntax).</p> <p>II Picture as incentives for speaking and creative forms of speaking (pictures with entire event and series Of pictures as encouragement for speaking, talking on the basis of given beginning, with change of grammatical person, end of story, etc.)</p> <p>III Getting to know and interpreting literary text (activities modeling, guidelines for methodology interpretation, formulation of question for conversation, interpretation of unknown words, thematic and functional connectedness of phases of activities, function of obvious means, etc.).</p> <p>IV development of pre-reading skills and preparation for writing (analysis of words to phonemes, recognising letters, levels of motoric development, using tools).</p> <p>V TV and computer in function of development of speaking (TV and computer in modeling and realization of oral activities).</p> <p>VI Integrative approach in development of speech in child (connecting speech development and all other areas of education in PU).</p> <p><i>Exercises:</i> Examination of language status of children – observing, monitoring and recording (practical implementation of various instruments, analysis and interpretation of results). Evaluation and self-evaluation of educational activities. Organising environment for learning (physical, social and program). Organization and work in centers of activities and workshops. Conversations with experts and practices within this field. Familiarize with complex role of tutor in recognising speaking disorders in children in correction of deficiencies and development of correct grammatical speaking.</p>				
3.	OIIBMPIIPII2	Basic Mathematical Concepts Teaching Methodology II	7	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Methodology system practice with students. Simulation and analysis of educational activities. Mathematical language. Development of mathematical communication. Individual approach to children. Work with talented children for mathematic. Role and procedures of tutor in mathematical development of children. Creation of conditions for development of mathematical knowledge. Motivation of children to deal with mathematic activities.</p> <p><i>Exercises with practical teaching</i></p> <p>Individual activities of students. Planning initial mathematical knowledge. Self-evaluation and evaluation of realized activities.</p>				
4.	OIIBMJIB2	Art Teaching Methodology II	7	VII, VIII

<p>Course content</p> <p><i>Theoretical teaching</i> – Professional methodology aspects of visual arts, didactic-methodology aspects. Nature and development of fine art expression in children, fine art kind of children and implication to work within fine art assignments. Motivation problem and encouraging preschool children to fine art activities.</p> <p>Type of fine art activities regarding fine arts requests. Kind of fine art activities depending on age. Actions in fine art and applied arts adapted for work in daycare. Contrast problem in designing, connecting and pre-composition of products obtained during activities into new compositions. Integration of fine arts activities with other contents in daycare. Starting points and sources for planning fine art activities in daycare. Concept for fine art activities. Monitoring and analysis of fine art activities. Instructive lecturers on problems in practice.</p> <p><i>Practical teaching</i></p> <p><i>Instructive exercises (at Faculty):</i> Individual mentorship: instructions for independent work of students in daycare-workshop. Students in smaller groups with individual mentor work obtain instructions for completion activities in daycare-workshop, instructions for monitoring activities, and contents and assignments.</p> <p>Exercises in daycare-workshop: Individual practice of students: completion of fine art activities with children in daycare-workshop, within the practice it is included analysis of activities performed individually or in context of group and/or project task.</p>				
<b>5.</b>	<b>OIIBMMB2</b>	<b>Music Teaching Methodology II</b>	<b>7</b>	<b>VII, VIII</b>
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Factors of children music development. Musicality and sensor development in preschool children. Correlation with other educational fields. Distinctiveness of music education in children of different ages. Organization and structure in methodology of music education. Influence of traditional music to children creativity in music. Theoretical base for initial teaching of music literacy (methods and procedures in training preschool children in playing instruments). Evaluation of children achievements.</p> <p>Practical teaching: Exercises</p> <p>Independent practical work of students in daycare – detailed preparation, realization and analysis of performed activities.</p>				
<b>6.</b>	<b>OIIBMΦB2</b>	<b>Physical Education Teaching Methodology II</b>	<b>7</b>	<b>VII, VIII</b>
<p>Course content</p> <p><i>Theoretical teaching:</i> Realisation and control of physical activities in preschool children general and individual load during activities in physical education. Evaluation of motoric activities in form of work. Observing, assessment, analysis, and evaluation of physical education condition. Organization of physical education i preschool institution. Documentation of physical education in preschool institution.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Methodology-pedagogic analysis of focused morning activities in physical education in preschool institution.</p> <p>Control monitoring in physical education in preschool institution. Measurements of a load and engagement of children in physical education activities. Testing and diagnosis of physical capacity of children. Evaluation and data saving of physical education.</p>				
<b>7.</b>	<b>OIIBMΥO2</b>	<b>Environmental Education Teaching Methodology II</b>	<b>7</b>	<b>VII, VIII</b>

Course content

*Theoretical teaching*

Cooperative activities preschool children. Kind of knowledge in meeting the environment. Preparation of different kinds of activities with preschool children.

*Practical teaching: Exercises, other forms of teaching and study and research work*

Exercises follow problem issues predicted in lectures and complete teaching of this study coursework. Plan of exercises is organized per thematic cycles and predict selection, presentation and realization of representative cooperative activities including different kind of knowledge expected from children, exploration of own practice under mentorship of selected tutor, and planning, realization and evaluation or organized activities.

<b>8.</b>	<b>ОПБМП2</b>	<b>Teaching Methodology Praxis II</b>	<b>7</b>	<b>VIII</b>	
Content of professional practice					
Planning, organizing, executing, evaluation and self-evaluation of upbringing-educational work in preschool institution.					
<b>9.</b>	<b>ОПБМК2</b>	<i>Elective Courses**</i>	<b>Teaching Methodology Elective Course II</b>	<b>4</b>	<b>VII</b>

### Methodology of IT education

#### Course content

##### *Theoretical teaching*

Defining the concept of informatics education. Modeling content of informatics in order to make it understandable to children of younger age. Creation of preparations and methodology instructions for teaching in IT technologies education. Comparative analysis of IT model in education globally and in our country. Improvement of teachers and experts in other professions using WEB supported sources of information. Evaluation of knowledge and monitoring in the field of IT education. Combination of traditional methods and forms of work with modern didactic media. Returning information in real and delayed time in function of modeling of differentiated teaching. Integrative teaching in IT education. Interactive teaching in IT education.

### Methodology of diction and rhetoric

#### Course content

##### *Theoretical teaching*

Teaching: Methodology of diction and rhetoric should enable future teachers to gain knowledge in diction and rhetoric. The course will provide students to correct errors in speaking and writing and to better understand meaning of language in communication. Students will work all important elements in speaking culture (speech apparatus, breathing, system of sounds in Serbian literary language, Serbian literary accents, accent units, sentence intonation, regularity, logic and clearance, picturesque exposing and expressing, style and its characteristics.

Meaning of public speaking for general culture and teaching profession. Communication, information and language. Culture of speaking and stylistics. Concept and elements of rhetoric. Speaker: gestures, mime and moving, auditorium and its kinds, fear and stage fright.

Main kinds of speech, preparation and speaking.

### Children as guardians of nature

#### Course content

1. Education for environment and education for sustainable development. Main characteristics and importance. Key competencies and system of values necessary to develop in children. Obligations (European and national framework), role and importance of tutors and teachers in realization of aims in this field working with children.

2. Methodology aspects of education for environment/sustainable development. Importance and role of active learning, modern models and forms of work achieving targets in the field of education for environment/sustainable development.

Holistic approach in the field of education for environment/sustainable development: characteristics and importance. Examples of activities in the field of education for environment/sustainable development working with preschool children and younger elementary school classes (in the frame of *Meeting the environment*, or coursework *World around us/Nature and society* and *Nature guardians*): exploration of the problems in the environment, causes, consequences and possible solutions, and sustainable (ecology friendly) habits through game, projects, experiments, etc.

### Young hero in Serbian novel for children, methodology aspects.

#### Course content

Concept and determination of literary hero in literature for children. Literary hero in novel for adolescents. Literary hero in science fiction. Literary hero in post-modern novel for children. Kinds of literary hero in contemporary Serbian novel for children: lonely child, sensitive child, child from village in a city, objects as heroes and socially marginalized people, dislocated child, boys and girls as carriers of discourses of different type. Analysis and interpretation of literary hero in works of Dejan Aleksić, Vesna Aleksić, Igor Kolarov, Momo Kapor, Ivana Nešić, Milorad Pavić, Jasminka Petrović, Uroš Petrović, Gradimir Stojković, Gordana Timotijević, and others contemporary writers as per student's selection.



<b>10.</b>	<b>ОПБМК3</b>		<b>Teaching Methodology Elective Course III</b>	<b>4</b>	<b>VII</b>
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### Meeting environment through moving

#### Course content

Meaning aims and tasks of activities in the nature. Main rules and organization of activities in the nature. Content and children activities in the nature (the course covers the bank of activities in the nature including courtyard of preschool and school institution, excursions, mountain activities (summer-winter), activities at the snow (summer-winter), activities in the water and with water, activities on ice, riding bicycle, tricycles, trotinets, rollers, etc.). Methodology instructions  
And actions in learning preschool children in activities of orientation, solving problems in walking and excursions.

*Practical teaching: Exercises, other forms of teaching and study and research work*

Presentation of workshop activities

### Activities in the nature

#### Course content

Theoretical teaching: Program of the Activities in the nature covers several disciplines in the field of: getting to know the nature and its rules in genuine form, training skills in orientation in the nature, realizing danger, beauty and values of the nature in the space of physical culture, optimal and safe time in the nature, study content of significance for correct use of all positive factors in function for health, education and recreation. The course is closely linked with Physical education teaching program of the elementary school pupils, preschool programs and some external associations. It is important to note that majority of programs is being realized through practical exercises and testing of acquired knowledge at the field.

*Practical teaching: Exercises, other forms of teaching and study and research work*

A- Excursion 5 hours long at the vicinity of Belgrade (Košutnjak, Ada Ciganlija, Avala, Kosmaj, Fruška gora, etc.). Preparatory activities, information, schedule of obligations, info-board, walking in known and unknown terrain using compass and map. Orientation with improvised means and phenomena in the nature, games according to terrain, visits to significant objects, monuments and phenomena.

B Camping 7 days long at somewhere in Serbia at terrain convenient for program including activities with water and at the coast (lake, waterway with organized terrain for small sports and with interesting surroundings and piece). During camping students participate in the process of life and work at the field, take care of accommodation, diet, on duty at the campsite, help in common jobs, participate field teaching according the plan and program. They participate in excursions, tournaments and independent performance of culture and entertaining program in function of illustration of learned knowledge and skills and own talent and initiative.

### Stage art, methodology and aspects

#### Course content

Elements of theatrical act and its functional and aesthetic role. From drama text to theatrical act: step by step. Individual exercises and team work, Space and time in the act. Costumes, stage, music and light as essential elements of the theatrical act. Creative installation of single elements in the entirety of theatrical act.

### Shaping didactic means

Content of the course means introduction of students with forms, elements and rules of graphic presentation and

3D modelling. At examples and assignments students will pass through process of creation, elaboration and completion of different forms of didactic means (objects, models, toys, pictures). In the framework of such assignments the role of adequate visual and tactile structure will be investigated: coloured relations, forma and shape relations, picture and typography, and different textures. Particular attention will be paid to dimensioning, form, visual structure of didactic means and selection of materials.

#### Choir 4

##### Course content

Choir singing in the ensemble, preparation process and finalization (public performance), performing work for choir. Getting familiar with choir literature, ages and styles and ways of interpretation.

Obligations of students are regular attendance at rehearsals and participating public performances of the choir (celebrations, final concert).

Choir program IV continually follows with and supplements the program of the choir I, choir II and choir III.

##### From question to topic

Course content: Integrated against disciplinary curriculum. Teaching children within integrated program. Starting points in programming VOR. Collecting and analysis data on possibilities, interests, needs, and experience of children. Selection and definition of VOR topics and thematic projects. Thematic planning as integrated, interdisciplinary and problem approach in planning. Initiating and development of thematic projects. Monitoring and documenting learning process.

\*\* Each student chooses 2 elective courses, one from each group. Each group contains a wider choice of courses.