



UNIVERSITY OF BELGRADE
TEACHER EDUCATION FACULTY

CURRICULUM FOR PRIMARY SCHOOL TEACHERS EDUCATION

Course No.	FIRST YEAR		ECTS	Semester
	CODE	COURSE		
1.	ОУЧФЕ	Philosophy with Ethics	5	I
<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>				
2.	ОУЧСОЦО	Sociology of Education	3	I
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Sociology of education as scientific discipline: topics, methods, relation with other sciences, development, theoretical approaches.</p> <p>- Education place in the society: Divisions of labour and education, development of economy and technology and education, social inequalities and education, social mobility and education, contemporary culture and education, ideology and education, social development and education, globalization and education.</p> <p>Socialization of young people: Social conditions and socialization carriers, development of personality and social integration, social deviation and young people, deviant behaviour prevention.</p>				
3.	ОУЧСТР1	Foreign Language I (Eng/Fr/Germ/Russ)	6	I, II

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 and speech understanding, reading and writing on the basis of texts and audio-visual materials of the English speaking countries; 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.

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)
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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 composite 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.				
4.	ОУЧПИ	Developmental Psychology	6	I, II
<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>				
5.	ОУЧОП	General Pedagogy	6	I, II
<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>				
6.	ОУЧПИ	Educational Informatics	4	I
<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.tablear calculations; and 5. Relational data bases</p>				

7.	ОУЧЈІ	Serbian Language I¹⁾	6	I, II
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I General linguistic questions and Serbian language origin (Topics and aims of linguistics; Serbian language origin, Vuk Karadžić reform and creation of modern literary 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>				
8.	ОУЧМАТІ	Mathematics I	5	I, II
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Elements of mathematical logic (expressions, operations with expressions, tautology, predicate formulae, mathematical logic significance)</p> <p>II Elements of theory of sets (theory of sets as axiomatic theory, concept of sets, union, section quotient, ordered pair), Cartesian product after Descartes, history and meaning of theory of sets, relations – equivalency and order, function, operation)</p> <p>III Real numbers (axioms of real number sets, the most important algebraic consequences of axioms, natural numbers, whole numbers, rational and irrational numbers, Archimedes principles, positional numeric systems, grade of real number, history of real numbers theory)</p> <p>V Linear equations and non-equations (linear equations and non-equations with one unknown, determinants of second and third order, linear equations system – Cramer rule, Gauss rule)</p> <p>VI Euclid’s geometry elements (Euclid’s geometry as axiomatic system, formulation of all axioms – per groups and basic consequences of such axioms, basic geometric object systematic development in the plane and space – segment, angle, polygon, polyether; segment measurements, plain image surface concept, body volume concept, coordinate system on line, in plane and in space)</p> <p><i>Practical teaching: Exercises</i></p> <p>Students are trained through examples and simple assignments and basic mathematical concepts; then with more complex assignments they develop different relevant mathematical procedures for solution of various mathematical problems. In such way students acquire formal mathematic technique and ability to formulate independently real problems in the form of corresponding mathematical model, to solve such model and to solve initial problem.</p>				
9.	ОУЧВИН	Vocal and Instrumental Education²⁾	4	I, II

Course content

Theoretical teaching

(1) Basic theory of music: terminology, concepts, rhythmic and melodic moving definitions, tonality, written marks for tempo, dynamics, articulation, phrases; music, sound, tone, tone`s features; note`s writing; 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; 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 students; correlation with note text; music interpretation concept introduction; (2) Accomplishment of playing blowing instruments: block-flute; **Griph** position, breathing technique; proper music interpretation through proper articulation, tempo, dynamics; correlation with note text; assignments for individual work of students;

Practical teaching

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;

10.	ОУЧУПІІІ	Introduction to Natural Sciences	4	I
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Course content

Different forms of motion and its characteristics; different kind of interactions; concept of mass; Friction force and resistance; gravitation and world around us; basic laws of dynamics; work, power and energy; simple machines and application; physics of fluids and gases; physical features of water and air; electro-statics basics; electric power; electric circle; permanent magnets; magnetic field of electricity; electro-magnetic induction; sound as mechanical wave, objective and subjective features of the sound; sound spreading through different environments; resonance; light as electro-magnetic wave; light spreading and geometric optic basics; temperature and heat; body expanding with heating and aggregate conditions; heat transfer through different substances; coefficient of useful effects; physics in everyday life;

Substance; physical and chemical features of substance; physical and chemical changes of substances; elements; compounds; mixtures; mineral and ores; compound and chemical features of air and water; solution; procedures for dissolute compounds of mixtures; structure of substance; chemical link; inorganic compounds (oxides, acids, alkaline and salts); organic compounds (carbon-hydroxides, organic compounds with oxygen); oil and natural gas; biologically important organic compounds (proteins, carbon-hydrates, fatties, and oils);

Alive and not-alive nature; diversity, harmony and conditionality of alive and non-alive nature; man as integral part of the nature; relation of modern man toward other alive and non-alive nature; rational (sustainable) use of natural resources; importance of the air for alive world; pollution and protection of the air; global and local effects of the atmosphere pollution; quality of the air biological monitoring; water circulation in the nature; importance of the water for alive world; pollution and protection of ecosystems of terrestrial water and global sea; soil: origin, characteristics and composition; soil pollution and protection; risk and risk factors of flora and fauna; forms, methods and possibilities for threatened flora and fauna species protection; field practicum in the University botanic garden *Jevremovac*.

11.	ОУЧІІІІІІ	Pedagogy and Psychology Praxis	2	II
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Content of professional practice

Thematic units:

Pedagogy:

Institutional context of the school; spatial structure of the school; aesthetic dimension of the classroom organization; pedagogic documentation; activity and function of teacher in the process of education; teacher as the master of classroom; position, roles and activities of pupils in the process of education; monitoring classroom activities; professional role of pedagogics;

Psychology:

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.	ОУЧОК	<i>Elective Courses **</i>	General elective course I ³)	3	II
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Interpreting the Bible

Course content

Theoretical teaching

1) Hebrew history and culture before and during the age of the Bible origin (10th century BC-2nd century AD); 2) Origin of the Bible; 3) Languages of the Bible; 4) Interpreting the Bible (theological, mythological, anthropological, symbolic); 5) Composition: Old Testament and New Testament books; 6) Biblical history – since Genesis to apocalypse; 7) Kinds of the literature; 8) Biblical anthropology; 9) Bible and moral (Old Testamental and New Testamental laws); 10) Bible in the literature, fine arts 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 arts and art crafts; scenes of everyday life in paintings; new literary genres: travel 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 achievements; development ideas and sciences; Serbian-French cultural relations from medieval to the beginning of 19 century; French-Serbian culture permeates in 19 century.

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 elected and for its presentation.

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 courses in the volume adequate for corresponding younger preschool classes.

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 people, and circle dances. Teaching in English language is preferably being done by professor of English language cooperating with professors of the Music culture methodology Physical culture methodology teaching.

13.	ОУЧППК1		Pedagogical/Psychological elective course I ⁴)	3	II
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History of pedagogy

Course content

Theoretical teaching

Development of the ancient pedagogic thought, medieval conceptions 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 the 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 20th century – individual and social pedagogy, working school and progresivistic 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 literature; 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 19th and beginning of 20th century; purposes, 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); information return in real and delayed time in function of shaping differentiated teaching.

14.	ОУЧПК1	Specialized elective course I ⁵)	3	II
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Spelling and literary-language normative

Course content

Theoretical teaching

I History of spelling in Serbian language (history of Serbian spelling codification, aim and purpose of standard language normative, features of valid *Spelling in Serbian Language* as manual for culture of language use application);

II Alphabet: Serbian Cyrillic and Serbian Latin (history of Serbian Cyrillic; standard Cyrillic as traditional Serbian alphabet);

III Phonetic spelling normative (proper writing of phonemes J and H; spelling rules in regard phonemic changes and alternations)

IV Writing capital and small letters (main rules in regard with capital letter use); spelling doublets and confusions when use small or capital letters; abbreviations);

V Connected and disconnected words writing (compounds and semi-compounds; nouns with prefix and pre-prefixes; individual formants; connections of adverbs and other words; negation);

VI Punctuation (spelling rules for sentence marks; auxiliary spelling marks).

Swimming

Course content

Theoretical teaching

Health and hygienic meaning of swimming; value of swimming in education and upbringing; value of swimming for anatomy and physiology; applicability of swimming; swimming lesson – methodology instructions; swimming course program; swimming technique – styles (free style-crawl, backstroke, breaststroke); diving and jumping basics; rescue and reanimation of a drowning person; measures for protection against injuries during swimming class.

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

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.

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 a 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.

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

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.

ROMANIAN LANGUAGE MODULE

- 1) *Romanian Language I*
- 2) *Vocal and Instrumental Education in Romanian*
- 3) *Serbian Language I* for students attending courses in the Romanian Language
- 4) *Basic General Psychology Concepts* in Romanian
- 5) *Serbian Language II* for students attending courses in the Romanian Language

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

Course No.	SECOND YEAR		ECTS	Semester
	CODE	COURSE		
1.	OY4CJ2	Serbian Language II ¹⁾	3	III
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Lexicology and lexicography basics (subject and aims of lexicology, basic type dictionaries, Serbian language dictionaries)</p> <p>II Word as basic unit of words system (semantic structure of words, functional transfers of meaning)</p> <p>III Stylistic aspects of words system (stylistic analyses of lexis, functional-stylistic characteristics of words and different spheres of use)</p> <p>IV System relations in lexis (typology of lexis and formation meaning, derivative relations in lexis)</p> <p>V Development of lexis content in contemporary standard language</p> <p>VI Phraseology (typology of phraseology units and their semantic components).</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow the content of lectures. At exercises the practical language texts are applied where students analyse usage and composition of Serbian language lexis. They are trained in correct use of sentences and encyclopaedic manuals.</p>				
2.	OY4TK	Introduction to Literature Interpretation ²⁾	6	III, IV
<p>Course content</p> <p>I Nature and study of literature (name and concept of literature; function of literature; literature and language; literature as art; style and stylistics; purpose and tasks studying literature);</p> <p>II Nature of literary text (literary text concept and determination; textual and out of textual relations; poetry language characteristics);</p> <p>III Classification of literary texts / classification of literature (tasks of classification of literature; principles of classification; folk and art literature / oral and written literature; kinds and classes of literature; lyrics; epics; drama; simple forms; amusing literature);</p> <p>IV Periodization of Serbian literature (concept and determination of Serbian literature; language of Serbian literature; three types of Serbian literature: 1. Folk literature – poetic principles of the folk literature; relation author – text – reader; system of literary genres; the most important works of the folk literature; 2. Medieval literature - relation author – text – reader; poetic principles; system of literary genres; the most important works of medieval literature; 3. New literature – conditions and time of origin; relation author – text – reader; periodization / epochs, divisions and stylistic formations; the most important authors and works);</p> <p>V Interpretation of literary text (concept and determination of interpretation; kinds of interpretative methods)</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow the problem issues planned in lectures and encircle teaching of this coursework. Exercises plan is organized per thematic cycles and predicts selection and interpretation of literary and literary-scientific texts. Students are encouraged to apply aesthetic and critical principles, critical and problem approaches to literary texts and study literature. Interpretation of each selected work includes selected critical and poetic texts. At exercises seminar papers are applied including questionnaires and other forms of creative work of students. Selective homework is possible. After completed thematic cycles on lectures and exercises, students have right to attend colloquium. Passed colloquium of certain field releases them of such part of exam.</p>				
3.	OY4DID	Didactics	8	III, IV

<p>Course content</p> <p>Concept and essence of teaching; history of teaching; grasping upbringing and education in teaching process; concept and structure of education (knowledge – kinds and levels of knowledge, skills, habits, and abilities); learning process in teaching; curriculum approach to teaching; aims and outcomes of upbringing and education in teaching conditions; operational tasks in teaching; taxonomy of teaching aims and tasks; phases of teaching process – preparation and introducing pupils in work, processing content, exercising, repeating, evaluating; typology end phases of teaching class; teaching articulation; teaching work forms – frontal, group, individual, and tandem.</p> <p>Teaching work methods (monolog, dialog, illustrative works, demonstrations, practical and laboratory works, reading and text work; didactic games, workshops, etc.); teaching means and didactic media; didactic principles and implementation in teaching; didactic models of eaching (individual, programmed, problem, team, cooperative, examples, project, receptive teaching and teaching via discoveries); planning eaching and other forms of upbringing and education work – teaching plan and program; strategic and operative planning of teaching; thematic planning of teaching, teacher`s preparations for class; evaluation of work and achievements of pupils – criteria, techniques, mistakes in evaluation; evaluation of didactic efficiency of class and self-evaluation.</p>				
4.	OY4MAT2	Mathematics II	6	III, IV
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Complex numbers (field of complex numbers, algebraic form, modulo and conjugated complex number of given number)</p> <p>II Elements of polynomial theory (polynomial and polynomial functions, dividing polynomials, Bezout's formula, basic theorem of algebra, Viète's formulae, algebraic equations, history of algebra)</p> <p>III Series of real numbers (concept, algebraic characteristics, limit value, connection of limes with algebraic operations and inequalities, monotonous series)</p> <p>IV Real functions of one variable – convergention (real function concept, algebraic features, elementary function basics, and limes function – features, continuity, continual functions – features)</p> <p>V Real functions one variable – derivative (derivative concept and function differentiability, rules, derivative higher order; l'Hôpital rules, derivative application in function examinations)</p> <p>Vi Real function one variable – integral (primitive function and indefinite integral, indefinite integral features; partial integration and change of variable; integration of rational functions; definition definite integral, historic motivation, algebraic features of definite integral, partial integration and change of variable, integral as function of upper limit; Newton – Leibniz formula application of definite integral in calculation curve length, plane image surface, and body volume; history of differential and integral calculus)</p> <p>VII Analytical geometry lines and planes (main assignments in analytical geometry, vector concept, algebraic operations with vectors, vectors in coordinate system; scalar, vector and mixed results of vectors; lines and planes equations; mutual positions of lines and planes; curve and surface concept; circumference)</p> <p><i>Exercises</i></p> <p>Students are trained through examples and simple assignments and basic mathematical concepts; then with more complex assignments they develop different relevant mathematical procedures for solution of various mathematical problems. In such way students acquire formal mathematic technique and ability to formulate independently real problems in the form of corresponding mathematical model, to solve such model and to solve initial problem.</p>				
5.	OY4CTP2	Foreign Language II (Eng/Fr/Germ/Russ)	3	III

English Language II

Course content

Theoretical teaching and practice

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.

French language II

Course content

Theoretical teaching

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

German Language II

Course content

Lectures:

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.

Exercises:

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.

Russian Language II

Course content

Theoretical teaching

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;

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

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.

6.	ОУЧСОЦП	Sociology of the Family	3	III
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<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"> - Society – state – family - Sociology of the family as scientific discipline, origin and development - Present state, dilemmas and challenges - Historical evolution of marriage and family - Contemporary sociological theories about the family - Authority and its de-legitimacy in modern family - Family as carrier of primal socialization 				
7.	ОУЧППС11	Educational Psychology	6	III
<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>				
8.	ОУЧ/П	Drama and Movement	3	IV
<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; process of creation of theatrical act (text selection, work on text, pre-coding of drama text in text of performance, casting, Mis-en-scene organizing, costume and music selection, atmosphere).</p>				
9.	ОУЧ/Д	Introduction to Social Sciences	4	III

<p>Course content</p> <p><i>Geography</i>: Concept, subject of study, divisions, and historical development; <i>elements of physical geography</i>: Composition and age of the Earth and Earth`s crust; shape and motion of the Earth; geographic shell components; <i>cartography</i>; <i>orientation in the space</i>; <i>social and geographical concepts</i>; settlements, population and economy; <i>physical-geographical, social-geographical and regional-geographical characteristics of Serbia</i>; <i>local geographic environment</i>; <i>geographic contents in teaching nature and society</i>.</p> <p>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.</p>					
10.	ОУЧОСФВ	Basics of Sport and Physical Education	3	III	
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p><i>Practical teaching</i>: <i>Exercises, other forms of teaching, study and research work</i></p> <p>Walking and running; jumping and jumping over; throwing and catching; hanging, supporting and climbing; rhythmic exercises and folk dances; exercises with devices on the floor; balance exercises; sport games basics; athletic; elementary games.</p>					
11.	ОУЧВУ	Visual Arts	3	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 structures; 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>					
12.	ОУЧДИДП	Didactic Praxis	3	IV	
<p>Content of professional practice</p> <p>Mandatory didactic praxis of 15 working days student has to complete in younger elementary school classes in the following fields: <i>planning in teaching</i> (analysis, evaluation and participation in annual program of school work making, annual and operative plan of teaching subjects; schedule of teaching classes, etc.); evaluation in teaching (evaluation of pedagogic work of pupils, teachers and school) and research task (examination of some didactic problem in practice, analysis of data and concluding on possible effects of research results to teaching process).</p>					
13.	ОУЧОК2	<i>Elective Courses**</i>	General elective course II	3	IV

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.

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

1. 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.

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, through Torstein Veblen, George Zimmel, Gabriel Tardy to thinkers in 20 century: Pierre Bourdieu, Herbert Bloomer, Giles Lipovecki; 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.

14.	ОУЧПІІК2	Pedagogical/Psychological elective course II ³⁾	3	IV
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Psychology of talent

Course content

Theoretical teaching

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;

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

Psychology of personality

Course content

Theoretical teaching

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)

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

Aggressive behaviour management

Course content

Aggressive behaviour of children in school, concept, kinds and factors of aggressive behaviour of pupils; prevention: creation of positive environment in school; development of positive pro-social skills; development of mutual respect; development of feeling of acceptance and communal spirit; cooperation with family; management of aggressive behaviour of pupils; conflict mediation among pupils; support to children suffering aggressive behaviour of school mates; support to children who tend to behave aggressively toward school mates.

European standards of IT knowledge

Course content

Theoretical teaching

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 of teachers.

15.	OY4OK	Specialized elective course II	3	IV
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Forms of written and oral communicating

Course content

Theoretical teaching

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, **singedoxa**; 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-logics, terms, dialectics, regionalism, onomastic);

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

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

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

Writing work biography, requests, appeals (administrative style); writing seminar and diploma works (scientific style); writing news, interviews, reportages (publicist style); non-formal and formal conversation between teacher and student (conversation style).

Natural phenomena examinations in teaching

Course content

Theoretical teaching

Learning characteristics embedded in research approach (experiment in teaching, systematic observing and monitoring, simulation/models of natural phenomena); learning by discovering and by problem solving; phases of research process in teaching (problem situation, formulation and testing hypotheses, formulation of conclusions, different ways of making notes on conducted research, recognising studied phenomena in the local environment)

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: *motion, air, water, electricity, magnetism, pressure (atmospheric and in water), light and shadow, sound, greenhouse effects, plants, life of trees, senses, renewable sources of energy, etc.*

Children dance basics

Course content

Theoretical teaching

Systematization of dancing context of folk, social and modern dance; connecting motion and moving of all parts of body in accordance with elements of music assistance; exercises of coordination, connecting arms, legs, torso in the same or opposite directions, in the place, moving in the space; aesthetic shaping of walk and running with respond to the music assistance. Selection of dance elements, method of learning and work according to age, gender and abilities of population in teaching process; expressing creativity of each individual with application dance technique, discovering and correct directing potentials of a pupil; development of creative abilities in children; children folk dances with instrumental and vocal assistance; children social dances; choreographies

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

Introductory preparation phase of the class with music assistance; step with pulling and body load relocation; children jump; gallop; waltz steps; combination of natural forms of moving with music assistance; children folk dance *Kolariću paniću*; children dance *Patkica*; combination of waltz steps – English waltz; children folk dance *Šibljó, šibljiko*; social dance cha-cha-cha;

Dance choreography with corresponding music assistance; children`s folk dance *Ja posejah lan*; children`s folk dance *Ja posejah lubenice*; children`s dance Lets kiss – Train; social dance rock-and-

roll; children`s dance Bunny Roger; children`s folk dance *Divna, Divna*; dancing choreography on certain music assistance; children`s folk dance *Mi smo deca vesela*; children`s folk dance Savila se bela loza vinova; polka step; creating dance choreographies (group); Cowboy polka;

Choir II

Course content

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

Chamber music II

Course content

Theoretical teaching – secondary form of teaching

Theory is integrated with practical teaching.

Introducing students with interpretation of other chamber musicians and chamber orchestras using carriers of sound and picture; development of discussion about impressions of music performance; students get explanations of main history of music and music forms; discussion about kind of interpretations and characteristics of music period depending on music program selected on the base of technical and general level of knowledge and experience of participants.

Practical teaching – primal form of 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.

Pottery II

Course content

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

Unique vessel, modeling from the board technique (modeling, texture, colour and glaze); sculpture, animal topics, combined technique (modeling, texture and colour); free topics, mould application technique (making mould, modeling, colour, glaze); figure, combining pottery with other materials (modeling, texture and colour); jewellery and small plastic, two-dimensional and three-dimensional forms (modeling, colour and glaze); light bodies, paper clays and perforations (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 into 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; performing art-performative scores with shorter sound/music forms; all phases of work will be followed with photo or video recording; results of the work within this course will be subject of exhibition or short form of performance at the end of semester.

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

Homeland geography

Course content

Introduction:

- (1) Subject, task and meaning of geographical study of local environment or homeland;
- (2/3) Orientation in space: orientation with the North Star; main and secondary spots of the horizon; map orientation by the Sun and shadow; orientation according to objects and phenomena in vicinity; orientation in space by compass;
- (4) Determination of geographic coordinates of site: determining latitude (by school protractor and gnomon); determination of altitude;
- (5/6) Orientation in local environment by geographic map: map orientation; orientation by compass; preparatory works with map before field work; map orientation at the field; comparing content of the map with surrounding environment; orientation during moving; orientation cross;
- (7) Geographic measurements in nearby vicinity of the school: determination of object distance; determining object height; determining river width;
- (8) Plan making: scale of the map; measurements on plans; plan making of the room and school courtyard; homeland monograph making;
- (9/10/11/12) Field work studying local environment (homeland): geographic position, geological composition, relief, climate (meteorological measurements and observations); water, soil, flora and fauna, settlements, population

¹⁾ *Romanian Language II* for students attending courses in the Romanian Language

²⁾ *Introduction to Literature Interpretation* in Romanian

³⁾ *Psychology of Giftedness* for students attending courses in the Romanian Language

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

Course No.	THIRD YEAR		ECTS	Semester
	CODE	COURSE		
1.	ОУЧКД	Children's and Youth Literature ¹⁾	6	V, VI
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Determination and poetry of literature for children and young people; II Poetry; III prose; IV Drama; V Folk literature as form of literature for children; VI Science – popular literature; VII Contemporary literature; VIII Essays on literature for children</p> <p><i>Practical teaching</i></p> <p>Exercises program is thematically coordinated with content of lectures.</p>				
2.	ОУЧОМ11	Media Literacy Education	3	V
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Presentation of communicative abilities of mankind, its origin and improvements by means for indirect communication; connecting different systems of symbols as integral factors of culture and society; indicating different kinds of meaning of artificial symbols and children's problem to understand connotative meanings; illustration of history and contemporary use of printing, radio, film, television and computer networks; emphasizing different functions of communicative means and its importance particularly in education and socialization.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises with students producing media contents on technical equipment at the Faculty; student's lectures with use of presentation on computer.</p>				
3.	ОУЧМПП11	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>				
4.	ОУЧПОП11	Family Pedagogy	3	VI

<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>				
5.	ОУЧШПЕД	School Pedagogy	3	V
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>School pedagogy concept and topics; curriculum and curriculum changes; elementary and secondary schools; school with full day teaching, and with extended and full-day stay; small countryside school; quality-innovative schools and experimental schools as carriers of developmental changes; role and importance of pedagogics in elementary school; programming and evaluation of school work; cooperation of school and family; pedagogic documentation; decentralization and democratization of education; relation between upbringing and religion, school and church.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Practical individual elaboration of segments of school curriculum; analysis of available pedagogic documentation; mentor`s work on research and assignments; individual project activities of students.</p>				
6.	ОУЧКЕК	Serbian / National Culture in European Context²⁾	3	VI
<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); 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>				
7.	ОУЧОТ	Educational Technology	4	V
<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>				

8.	ОУЧМHCJK1	Serbian Language and Literature Teaching Methodology I³⁾	6	V, VI
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I. Teaching methodology as teaching and scientific discipline (concept, scientific status);</p> <p>II. Methodology of teaching of beginning reading and writing (beginning reading and writing, monographic, group and complex procedure of elaboration of letters, process of beginning reading and writing);</p> <p>III. Methodology of literature teaching (methods and principles, reading and kind of readings, experiencing, understanding, interpreting, and evaluation of literary work, normative and creative actions elaborating literary work, lyric, epic and drama in teaching);</p> <p>IV. Methodology of teaching grammar and spelling (methods and principles in teaching grammar and spelling, teaching methodology structure of teaching class in grammar and spelling, language and stylistic exercises);</p> <p>V Teaching methodology of speech-culture (exercises of oral and written expressing, introducing students into literacy and written papers).</p> <p><i>Exercises</i></p> <p>Exercises follow content of lectures; students are trained to apply theoretical knowledge through its methodological interpretation and for individual preparation of certain segments of teaching (writing preparations for eaching class, creation of teaching means, analysis of textbooks, etc.).</p> <p>Teaching methodology practice; in the framework of teaching methodology practice students observe teaching process, notify course of class, analyse the class and provide proposals for improvements.</p>				
9.	ОУЧМНМ1	Mathematics Teaching Methodology I	4	V, VI
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Mathematic as scientific discipline and teaching subject; eaching methodology of mathematics as scientific and study discipline; psychological and logical basics of teaching mathematic (development of mathematical thinking, thinking operations; mathematical concept; mathematical conclusion and evidence); analysis and explanation of mathematical concepts (sets, arithmetic contents, algebraic contents, geometric contents, measurements and measures); methodological approach to content elaboration of initial eaching mathematics (sets natural numbers divided to block numbers, relations. Fractions, equations and non-equations, geometric contents, measures and measurements); arithmetic assignments (definition, structure and kinds; phases and methods of solving textually given problems); motivating and encouraging to learning mathematics; teaching (didactic) principles; teaching methods and systems; organization and execution of initial teaching mathematic (kind of eaching classes, forms of teaching work at class, structure of teaching class, teacher`s preparation for teaching class, methodology analysis of mathematic class, extra teaching work, work in combined classroom); check and evaluation of pupils in teaching mathematic; teaching means (kinds, value and normative).</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>At exercises students elaborate practical problems defined on lectures. In different problem situations students are trained to apply gained knowledge. Seminar papers of students are elaborated, professional papers are analysed and individually presented solutions of domestic assignments. Students are provided to express their opinions and attitudes through different imagined practical situations and to discuss in between.</p>				
10.	ОУЧМНJK1	Art Teaching Methodology I	2	VI

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Meaning and role of visual arts in general education context: meaning and role of visual arts in education process; historical context of art education; professional and general education in fine arts; learning distinctiveness through fine arts: meaning of creative experience; significance of creativity and free expressing for a child in context of visual arts and school program and relations with other subjects; theoretical aspects of visual arts: nature and language of visual arts; basic painting elements, key concepts in the art; process of creating in visual arts: visual arts language, visual arts fields – traditional media of fine and applied arts; traditional techniques, procedures and materials; alternative techniques, procedures and materials adapted for work in school;</p> <p><i>Field trips lectures</i> – demonstration lectures in the Graphic Atelier FLU; lectures in paintings ateliers and/or institutions of culture (museum, galleries, art ateliers in relation with actual events).</p> <p><i>Practical teaching – Exercises</i></p> <p>Through direct work students gets familiar with: different traditional techniques, procedures and materials of fine and applied arts; different alternative techniques, procedures and materials adapted for work in school; different kinds of collage and material applications; procedure combination possibilities; recycled materials, etc.</p>				
11.	ОУЧМНІД1	Social, Environmental and Scientific Education Teaching Methodology I	4	V, VI
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Teaching methodology of nature and society as scientific and study discipline; interdisciplinary approach of nature and society teaching; contemporary understanding of taxonomy aims and outcomes of nature and society teaching; education standards of nature and society teaching; content of nature and society teaching; process of concepts forming in nature and society teaching; learning process characteristics in nature and society teaching; methodology and organization structure of nature and society teaching; preparation of organization and evaluation of class in nature and society teaching; innovative models of work in nature and society teaching; modern tendencies in evaluation of nature and society teaching.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Exercises follow problem issues predicted in lectures. Exercises plan predicts analysis of corresponding literature in nature and society teaching methodology, textbooks and documents; students are trained to shape written preparations of teaching class in nature and society teaching for traditional and innovative models, and for making, use and analysis of teaching</p>				
12.	ОУЧМНМК1	Music Teaching Methodology I	2	VI
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>General approach to methodology of music culture teaching: concept, subject, relation with other music disciplines and sciences, place and role of music culture as teaching subject in general education system; development of sense for music in children of 6-11 years of age; activities in music culture teaching: performance (singing and playing) and listening music, kinds of children creativity; selection of contents adequate for young elementary school classes pupils and purpose of activities (what and why).</p> <p><i>Practical teaching – exercises</i></p> <p>Exercises follow problem issues predicted in lectures. Students are encouraged to creative interpretation of music contents through performance (singing and playing) and listening, to experience different forms of creativity adapted to the age of children in younger elementary school classes and to acquire skills and knowledge in the proces of music literacy from sound acts to singing/playing note text.</p>				

13.	ΟΥЧМНΦΚ1	Physical Education Teaching Methodology I	2	VI
<p>Course content</p> <p><i>Theoretical teaching</i> Basic visual forms of physical education (sport, recreation); aims and tasks of physical education, taxonomy aims in psychology and motoric fields; general development methods of physical abilities; skills gaining in physical education teaching; teaching methods in physical education; innovative models of work in physical education teaching; forms of work in physical education teaching; methodology media and equipment in physical education teaching.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i> Terminology, initial postures, moving arms, legs and torso; individual shaping exercises; shaping exercises in pairs; exercising with requisites; development of physical abilities – speed, strength, persistency, coordination, punctuality, balance; elementary games in physical education teaching; cross and form of extra classes activities; monitoring physical load of pupils.</p>				
14.	ΟΥЧМДПП	Special Needs Education Teaching Methodology	3	VI
<p>Course content</p> <p><i>Theoretical teaching:</i> 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;</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i> Introducing specialised institutions for educational work with disabled children</p>				
15.	ΟΥЧМПП	Teaching Methodology Praxis I⁴	4	V, VI

Content of professional practice					
Written preparations structure for realization of individual teaching subjects;					
Making teaching means and adequate teaching methodology application;					
Monitoring, analysis and evaluation of teaching lessons in younger elementary school classes					
16.	ОУЧППКЗ	<i>Elective Courses**</i>	Pedagogical/Psychological elective course III⁵⁾	3	V

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

Course content

Theoretical teaching

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; individual and developmental approach to life crisis; Crisis and similar concepts; toward theory of life crisis: medicinal psychology; toward theory of life crisis: developmental psychology of entire life; basic needs theory by J. Kaplan; theory of basic supports by J. Berger; developmental crisis; accidental crisis; theoretical, methodological and ethical difficulties in life crisis prevention; psychological primary prevention; psychological primary prevention programs; stressful life events; mediating factors; Salutogenic orientation and Salutogenic health model; question of society vitality genesis and health in humans.

After elaborated (wider) field on lectures, students have right to pass colloquium (two the most) in such field. Passed colloquium in certain field releases that part of exam.

Pedagogic workshops

Course content

Theoretical base of drama pedagogy and its application in school education; games, exercises and techniques in elementary form; drama in education; introduction in applied theatre; forms of applied theatre in teaching; systematization per senses; theatre of images; forum scene (creation, intervention, application); interactive theatre and preparation of pupils for functional application;

Contemporary conceptions and strategies of class discipline

Course content

Class discipline – from external control mechanism to support of autonomous acting in the class; terminological dilemma (class discipline and processes of determination of behaviour, punishment, awarding, managing the class, emancipation); conceptual base of theoretical models of teaching class; behavioural and constructivist/humanistic approach in the base of theoretical concepts of teaching discipline. Concepts of class discipline focused on: a) teacher`s control of behaviour of pupils; and b) support of autonomy of pupils (theory of self-determination as classification criterion); procedural, interpersonal and didactic strategy of class discipline in conceptions by: Lee Canter, F. Jones, R. Dreicus, V. Glaser, T. Gordon, and A. Con.

17.	ОУЧНИК3		Special elective course III	3	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 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 specially after age of the Enlightenment, when travels in Italy and Greece became necessity for each educated man – with testimonies by the most famous European and our 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 18 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 ravel), role of tour guide at the site, reading cultural signs and crating 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 subtext 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.

Basic geographic concepts through experiments

Course content

COSMOS AND EARTH: (1) Heaven's sphere – stars and clusters and (2/3) orientation by Northern Star (demonstration in Planetarium of Astronomic Society Ruđer Bošković); MOTION OF EARTH AND CONSEQUENCES: (4) Change of day and night; (5) Change of day duration and noon height of the Sun during the year; (6) heating belts and change of seasons; LITHOSPHERE: (7) Origin of rocks (e.g. sediment rocks) and fossils; (8) Volcanism and earthquakes ; (9) Ice erosion; karst forms of relief (experiment: formation of stalactites); ATMOSPHERE: (10/11) Meteorological instruments and do-it-yourself principle (thermometer, rain-meter, barometer, weather vane, anemometer); (12) Meteorological measurements and observations (working visit to Meteorological Observatory Beograd); (13) air pressure: determination of the height above sea level by barometer method; HYDROSPHERE: (14) Water circulation in the nature; BIOSPHERE: (15) Acid rains.

Mathematical games

Course content

Didactic games; function of game in teaching; kind of games; strategic games; games on the board; numeric games; games for logic thinking development; games for space orientation and geometrical thinking; games from different cultures; planning and preparation of game activities (preparation of didactic material and space); presentation and critical analysis of games (preparation and didactic material); game realization.

Visual contents in theatre for children

Course content

Theoretical teaching

In context – of the story (text) and space where the action happens: scenography and scene changes, actors, puppet animators, animators, puppets, light, tone;

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

Students will through practical work and specially selected assignments get familiar with procedures of the simplest kinds of stages for puppets, scenography basics and some of principles of puppet making (marionettes, Guignols and maps) and make the simplest models.

Strategy of choice of 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 (rehearsals) 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).

Choir III

Course content

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

Puppet art – teaching methodology aspects

Course content

1. Introduction to puppet theatre art
2. Significance of puppet encouraging development of children; upbringing and educational aspect of theatre puppet;
3. Basic methods of puppet art application in work with children of preschool and school age;
4. Dramaturgy of puppet games; puppet games for speech development; puppet games for adopting literacy;
5. Puppet games for development of visual perception and creativity in children;
6. Puppet and mathematical games;
7. Puppet games for introducing the nature and society;
8. Puppet music games.

1) *Children's and Youth Literature* in Romanian

2) *Romanian National Culture in European Context* for students attending courses in the Romanian Language

3) *Romanian Language and Literature Teaching Methodology I* for students attending courses in the Romanian Language

4) *Teaching Methodology Praxis I* in Romanian

5) *Serbian Language and Literature Teaching Methodology I* for students attending courses in the Romanian Language

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

Course No.	FOURTH YEAR		ECTS	Semester
	CODE	COURSE		
1.	OU4IIIPIA	School 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 school work; by-law acts regulating work and internal organization of school; Legal and by-law acts of labour; managing the school; school documentation and administration; communication in school;</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>During the practice students perform in school, they get familiar with administration in the school.</p>				
2.	OU4MHCK2	Serbian Language and Literature Teaching Methodology II ¹⁾	8	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>I Permeation of language teaching, literature and speech culture (possibilities for connecting content of these fields);</p> <p>II Methodological structure of textbooks for Serbian language (methodology structures of <i>Bukvar</i> and <i>Čitanka</i>);</p> <p>III Teaching methodology theatre and film arts (introducing a pupil in theatrical and film art, methodological organization of classes);</p> <p>IV bilingual teaching methodology (bilingual concept, work in bilingual environment);</p> <p>V Creative work of pupils in Serbian language and literature teaching (organizing individual and creative work at classes);</p> <p><i>Exercises</i></p> <p>Practical lectures – exercises in school exercise room (preparation of class, performance of student before pupils, analysis and evaluation of class, monitoring and evaluation of classes in school and exercise room.</p>				
3.	OU4MHM2	Mathematics Teaching Methodology II	8	VII, VIII

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Methodology system practice with students; aim and tasks of teaching methodology practice of students; model of function teaching methodology practice; displaying teaching class; demonstration and analysis of class; preparing teaching and out of teaching activities in mathematical education; standards of teaching mathematic; mathematical world view; reasoning and feeling about number and space; representations; mathematical modeling; mathematical games; graphic illustration of data; contemporary tendencies and innovations in teaching mathematics; project teaching, scientific oriented teaching, realistic teaching, etc.; teaching methodology with children talented for mathematic; mathematical skills; identification of pupils talented for mathematic; work with children talented for mathematic; scientific research work of students in process of study teaching methodology of mathematics; aim and tasks of teaching methodology research in mathematics teaching; distinctiveness of professional, scientific and methodological research; teaching methodology research; action research;</p> <p><i>Exercises</i></p> <p>Exercises are connected with practical teaching in elementary schools and oriented to application of theoretical knowledge; students by monitoring of classes, preparation and realization of teaching in school and practical insight of teaching realization widen their knowledge in school including different aspects of teaching mathematic; students are encouraged to self-reflection and objective evaluation of monitored classes regarding established principles of critique; during exercises it is allowed to express knowledge and discuss.</p>				
4.	ΟΥЧМНЛК2	Art Teaching Methodology II	5	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i> – Professional methodology aspects of visual arts: sources for monitoring and research, planning process of creation; different painting activities and special painting techniques and procedures for work with children of younger elementary school age; different structures and possibilities of combining painting activities; didactic-methodology aspects of visual arts: strategy, technique and methods for work with children of younger age on visual art problems, selection of adequate assignments regarding painting problem and age; motivation problems and ways to encourage creativity, leading creativity process; monitoring and forms of advancement monitoring; different models of short-term and long-term planning (selection of content and corresponding activities) in the field in context of school program;</p> <p><i>Practical teaching</i></p> <p>Exercises at the Faculty – virtual teaching classes – experience preparation in realization of simulation classes including all relevant problems in fine arts culture teaching in school; instructive lectures of problems in practice and individual preparation of classes; Exercises in school in exercising room – realization and monitoring classes in exercising room in smaller groups through individual mentor works and introducing students in ways of realization and monitoring classes, and contents and assignments related with class; analysis and evaluation of classes, individually and in context of group and/or project task.</p>				
5.	ΟΥЧМНФК2	Physical Education Teaching Methodology II	5	VII, VIII

<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Body exercising class; game as means and method on physical education classes; special physical education; special practicing class; basic principles in physical education; extra classes activities in physical education; program of physical education; sport and technical education; condition of work in physical education teaching; motoric and morphological characteristics of pupils; evaluation in physical education teaching.</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Elements of planning and organization of class; natural forms of moving and situational moving; technique of running, low and high start; gymnastic – elements of acrobatics; leading the ball in place and when moving; throwing and catching the ball in different ways; corrective gymnastic; baton games; polygons with obstacles; elements of rhythmic, dancing choreography, folk dances; testing in physical education teaching.</p>				
6.	ОУЧМНПД2	Social, Environmental and Scientific Education Teaching Methodology II	7	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Curriculum of teaching aims planning; planning teaching models; planning and preparation of teaching class, models and techniques of preparations; possible models of writing preparations of students for teaching conduct; procedures and instruments in evaluation and self-evaluation of didactical – methodological base of teaching classes; procedures of recording teaching class by corresponding evaluation instruments; basic methodological values and indicators that should have in mind when plan, organize and evaluate methodology embedded teaching classes; interactivity and cooperation, social and emotional climate during the class; innovative models of teaching as determinants of more efficient organization of teaching;</p> <p><i>Practical teaching: Exercises, other forms of teaching and study and research work</i></p> <p>Theoretical exercises, instructive exercises, exercises in exercising room.</p>				
7.	ОУЧМНМК2	Music Teaching Methodology II	5	VII, VIII
<p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Music culture teaching methods; models of use of methods on selected contents; theoretical base for initial teaching in in training children for singing/playing with note text; distinctiveness of methodological organization music culture classes (assignments of class, structure, activity combinations and content selection, use of teaching means and modern IT technologies); planning and preparing music culture teaching.</p> <p><i>Practical teaching</i></p> <p><i>Exercises</i></p> <p>Students are encouraged to independent thinking, arguing and problem approach in planning and organizing music culture teaching, and to estimate and evaluate own ideas and ideas of colleagues; in smaller groups and through instructive lectures and individual mentorship students obtain instructions for individual realization of music culture classes in school exercise room, and instructions for monitoring and evaluation of their colleagues` classes; work in exercise room monitors and coordinate a professor.</p>				
8.	ОУЧМНІ2	Teaching Methodology Praxis II²⁾	7	VIII
<p>Content of professional practice</p> <p>Independent planning, organizing, performing and evaluation and self-evaluation of overall upbringing and education work in children of younger elementary school classes.</p>				

9.	OY4MK1	<i>Elective Courses **</i>	Teaching methodology elective Course I	4	VII
<p><u>Methodology of diction and rhetoric</u></p> <p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Teaching: <i>Methodology of diction and rhetoric</i> should enable students, 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.</p> <p>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 tremors; basic kinds of speech, preparations for speaking.</p> <p><u>Children as guardians of nature</u></p> <p>Course content</p> <p>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 5 (European and national framework), role and importance of tutors and teachers in realization of aims in this field working with children.</p> <p>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.</p> <p>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 <i>Meeting the environment</i>, or coursework <i>World around us/Nature and society</i> and <i>Nature guardians</i>): exploration of the problems in the environment, causes, consequences and possible solutions, and sustainable (ecology friendly) habits through game, projects, experiments, etc.</p> <p><u>Creative activities in Serbian language and literature teaching</u></p> <p>Course content</p> <p><i>Theoretical teaching</i></p> <p>Students will learn how to develop with pupils reading skills for known and unknown text with understanding; how to act to release pupils for public performance; possibilities to create games creation for repeating learned lectures in language and literature; how to help a pupil to learn to write a paper or encourage to independent written creativity; which competencies should gain a pupil from 1-4 elementary school class in culture of oral expression (talking about given topics, expressively and interpretative reading, etc.); to which extent other arts contribute understanding of literary and other texts; how occurs dramatization; why is important functional connecting of content within course and correlation with other courses, etc.; during the coursework it will be considered document – <i>Educational standards for the end of the first phase of mandatory education</i> - and its implementation in Serbian language teaching</p>					
10.	OY4MK2		Teaching Methodology Elective Course II³⁾	4	VII

Problem assignments in initial teaching mathematic

Course content

Theoretical teaching

Ways of solving problem assignments. Stages in solving problem assignments; ways and levels of understanding the process of solving by pupils; modeling in initial stage of mathematic; ways of modeling problem assignments; functions and significance of modeling (representing) mathematical relations in assignments; possibilities and procedures of researching the way how pupils modeling and solving problem assignments.

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

Solving and analysis of procedure for problem assignments for pupils of younger elementary school classes; analysis of scientific and professional works from journals; in various problem situations students will be trained to apply acquired knowledge.

Textbook for mathematic – basic book for learning

Course content

Theoretical teaching

Analysing textbook for mathematic through the following components: compliance with the *Teaching program*; structure of program contents and logical sequence of topics; structure of topics in textbook; smaller units (textbook units); content of textbook units, methodology of exposing ; assignments; (possible) errors; pictures; work sheets; motivation for mathematic; connection with life and practical problems; connection between mathematic and other course works; generalization (conclusions) in mathematic textbook;

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

Practical, research work of students included in lectures

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 eaching 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

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

11.	OY4MK3		Teaching methodology Elective Course III	3	VII
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Activities in the nature

Course content

Theoretical teaching

Program of the *Activities in the nature course* 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.

Work with children instruments

Course content

Theoretical teaching

Orff instruments: concept and division of instruments (basic); learning characteristics and possibilities of Orff concept and Orff instruments; work on creative motions and rhythmic assistance creation by the body (body percussion). Practical playing of all instruments (rhythmic and melodic) through familiarizing and playing music literature (traditional and art) for elementary school pupils; learning basic principles of work when creating sections for rhythmic and melodic instruments; learning basic laws of vertical organization of music whole, ways of formation of two-voice and many-voice singing, as well as ways of organization of rhythmic assistance; creation of own arrangement and arrangement performance (group); work on interpretation of melodic sections (playing block flute); possibility to use information technologies in writing arrangements (learning one of programs for music notating)

Stage art methodological aspects

Course content

Elements of theatrical act, functional and aesthetic role; from drama text to theatrical act: step by step; individual exercises and teamwork; space and time in theatrical act; costumes, stage, music, and light as essential elements of theatre.

Choir IV

Multi-voices singing in ensemble, preparatory process and finalization (public performance) of performing choir work; meeting with choir literature, ages and styles or ways of interpretation; students' obligations are regular coming to rehearsals and participation in public performance of choir

(celebrations, final concert); Choir programme IV continually follows and supplement program of Choir I, Choir II, an Choir III.

Famous Serbian painters and sculptors as encourage for fine arts work

Course content includes different teaching approaches where fine art works may be used as

incentives during lessons of fine arts; special attention will be paid to Serbian artists of 20 century works study in context of teaching in younger elementary school classes; through learning about own heritage and practical assignments students will examine ways to use significant works in Serbian paintings and sculptures as starting point for children`s creations in different fine art techniques and materials, for discussion, inspiration for visual and drama games, etc.

¹⁾ *Romanian Language and Literature Teaching Methodology II* for students attending courses in the Romanian Language ²⁾ *Методичка пракса II на румунском језику*

³⁾ *Serbian Language and Literature Teaching Methodology II* for students attending courses in the Romanian Language

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