

## Specification of courses for the book of courses

<b>Study program</b>		Preschool teacher	
<b>Module</b>		/	
<b>Type and level of studies</b>		Basic vocational studies - 1st level study program (professional bachelor deg	
<b>Name of the subject</b>		Preschool Didactics	
<b>Teacher (for lectures)</b>		Aleksandar Stojanovic, PhD	
<b>Teacher/associate (for practical class</b>		Biljana Vujasin	
<b>Teacher/associate (for other forms of</b>			
<b>Year of study when the component is delivered</b>		2	
<b>Semester/trimester when the component is delivered</b>		4	
<b>Number of ECTS</b>	5	<b>Status of the course (compulsory/optional)</b>	compulsory
<b>Condition</b>		/	
<b>Goal of the course</b>	Students adopt basic didactic-methodical knowledge and develop elementary didactic and methodical abilities for understanding the essence, goals and tasks of the educational process; they are trained for curricular design of contents and outcomes of education and for the adequate choice and creative use of methods, forms, media and strategies in the process of planning, implementation and evaluation; they are trained for critical reflection. Students get acquainted with the General Principles of the Prediction Program as a framework for the planning, impementation and evaluation of educational activities; roles and tasks of educators according to the models of the program and the necessary competences for their realization.		
<b>The outcome of the course</b>	After the successful completion of the course, students will master the basic didactic and methodical knowledge, understand the essence, goal and tasks of the educational process, know the basic principles of preparing, implementing and evaluating educational process and practice in preschool institutions, be trained for the practical application of the acquired didactic-methodical knowledge when working with preschool children and for self-reflection, will be able to describe the General basics of the preschool program; Differentiate models of the General Funds of the preschool program; discover the educational potential of the organization in a kindergarten; compare the educational style of different types of educators; differentiate forms and methods of work; evaluate the expected roles, or the tasks of the educators according to the program models.		
<b>Course content</b>			
<b>Theory classes</b>	Subject, goal and tasks of preschool didactics as a pedagogical discipline. General basics of preschool programs - models A and B. The organization of the educational process in preschool institutions (space, time and didactic material) and its educational potential. Different aspects of the development of children from a holistic perspective. Specificity of children's play, learning and work in preschool institutions. Didactic-methodical strategies of educational process (methods, forms, media) and their educational potential. General and special conditions for successful communication and interaction of educators, children and parents. Educator - role, authority, competence and reflexive activity. Planning and programming of educational activities - thematic approach. Monitoring and evaluating the educational process and program effects. Educator as part of a professional team in a kindergarten. Individualization and differentiation of the educational process. Learning as construction of knowledge.		
<b>Practical classes (other forms of teaching, research work during the studies)</b>	Introduction to the General Principles of the Preschool Program, Objectives and Program Content of Preschool Education. Similarities and differences in the organization of space and time within the model A and B of the preschool program. Operationalization of educational goals. Creating space, time and resources for working with children in preschool institutions. Organization of educational groups. Watching and analyzing children's play. Thinking and discussing the topic of preparing, organizing and realizing the daily activities of children in preschool institutions with particular reference to the forms, methods, strategies and materials of the educational process. Reflection on pedagogical and didactic-methodical procedures of educators aimed at developing certain aspects of the personality of the child. Acquiring insights into the techniques and instruments of monitoring and evaluation of the development and progress of the child and the educational work of the preschool teacher. Therole of the educators in the organization of the activity: the actions of the preschool teacher in the educational process: adapta		
<b>Bibliography</b>			
1	Каменов, Е.(2006): <i>Васпитно-образовни рад у дечјем вртићу - Општа методика</i> . Нови Сад: Драгон		
2	Пасер, В., Вујасин, Б., Стојановић, А., (2015) <i>Приручник за предшколску дидактику</i> . Вршац: Висока школа струковних		
3	Гојков, Г. – Стојановић, А. (2015) <i>Дидактичке компетенције и европски квалификациони оквир</i> . Београд: Српска		
4	Опште основе предшколског програма (2006). СЛ-Просветни гласник РС. Бр.14/2006		
5	Стојановић, А. – Богавац, Д.: (2015) <i>Методичке стратегије развоја дечјих потенцијала у савременој предшколској</i>		
<b>Number of active classes per week during a semester/trimester/ year</b>			
<b>Lectures</b>	<b>Practical classes</b>	<b>Research work during the course</b>	<b>Other classes</b>
2	3		
<b>Teaching methods</b>	Academic and problem presentation, explanation with rhetorical questions, discussion on a predefined topic, self-organized, interactive and self-reflexive learning, explanation of attitudes in discussion, summarizing ideas, anticipation of consequences, consultations, independent research and practical work.		
<b>Mode of delivery</b>		face-to-face	
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
<b>In class activity</b>	10	<b>Written exam</b>	/
<b>Practical classes</b>	30	<b>Oral exam</b>	30
<b>Colloquium</b>	20		
<b>Seminar papers</b>	10		
<b>Language of instruction</b>		<b>Serbian/English</b>	