

Specification of courses for the book of courses

Study program		Preaschool teacher	
Module		/	
Type and level of studies		Basic vocational studies - 1st level study program (professional bachelor degree)	
Name of the subject		Speech Development Teaching Methodology 1 in Romani language	
Teacher (for lectures)		Marija Aleksandrović, PhD	
Teacher/associate (for practical classes)		Eldena Stanić	
Teacher/associate (for other forms of teaching)			
Year of study when the component is delivered		3	
Semester/trimester when the component is delivered		5	
Number of ECTS		4	Status of the course (compulsory/optional) compulsory
Condition	None		
Goal of the course	The goals of this course are that students acquire the theoretical knowledge necessary for further training, as well as to deal with the profession they have chosen. They are based on the scientific-theoretical knowledge related to language, speech and communication; building relationships with others through the realization that communication is a two-way process; acquiring knowledge about the world, objects and phenomena, etc.		
The outcome of the course	To specify theories of language development and the function of the development of speech of pre-school children in Roma language; explain the relationship of language and speech and speech and thought; describe the phases of speech development, speech development factors and speech disorders; They devise directed activities in the Romani language in the following areas: preparation for initial reading and writing of children (Preparation of Children for Enrolment in School) and literature for children; they devise targeted activities that stimulate the development of speech, creativity and creativity (culture of expression), apply exercises to pronounce certain phonemes in Roman; use verbal		
Course content			
Theory classes	Characteristics of children's speech and its function, with particular reference to factual, instrumental, regulatory, heuristic, intelligent preformative, expressive and imaginative function. Language games, speech as a means of thinking, its role in the formation of concepts, types of communication among children, etc. Nonverbal communication with the child (smile, gaze, touch, mimics, grimaces, gestures, vocalization). Enriching the vocabulary through the designation of body parts, objects. Understanding the sentences through the verbalization of the simple actions the child sees, the dramatization of the text.		
Practical classes (other forms of teaching, research work during the studies)	Seminar papers. Preparation of lesson plans.		
Bibliography			
1 Ђурић, Р. : „Граматика ромског језика“, Београд, 2005.			
2 Јовановић, Р.Р.: „Камавас те авав“, Дериње, 2007.			
3 Шипка, М.: „Култура говора“, Нови Сад, 2011.			
4 Бутуровић, М. : „Методика развоја говора“, Шабац, 2001.			
5 Ђурић, Р., Хорват, Р. : „Ромски абecedник“, Мурска Собота, 2012.			
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
3	1		
Teaching methods	Verbal method, dialogue, demonstration.		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	10	Written exam	20
Practical classes	30	Oral exam	20
Colloquium	10		
Seminar papers	10		
Language of instruction	Romani/English		