

Specification of courses for the book of courses

Study program	Preschool Teacher		
Module	Preschool Teacher with higher competencies in working with socially deprived		
Type and level of studies	Basic vocational studies - 1st level study program (professional bachelor degree)		
Name of the subject	Ethics of the Preschool Teacher Profession		
Teacher (for lectures)	Ljubivoje Stojanović, PhD		
Teacher/associate (for practical classes)	Ljubivoje Stojanović, PhD		
Teacher/associate (for DON)			
Year of study when the component is delivered			3
Semester/trimester when the component is delivered			5
Number of ECTS	3	Status of the course (compulsory/optional)	optional
Condition	none		
Goal of the course	Familiarizing students with ethical principles of different ethical systems. Understanding ethical pluralism as a creative determinant, with a clear value system in which the good is different from evil. Responsible understanding of upbringing and creative freedom of preschool children.		
The outcome of the course	Upon successful completion of the course student will acquire the ability to: define creative ethical principles in the context of ethical pluralism; understand and make the distinction between several ethical systems; choose and promote adequate ethical principles; compare and distinguish good and evil; provide solutions for conflict situations; evaluate different ethical principles based on their feasibility.		
Course content			
Theory classes	The idea of ethics. The concept of upbringing and education. The question of the origin and purpose of morality. Ethical pluralism. Axiology and Aretology. Ethical theories. Ethical dilemmas. Ethical concept of good. Ethical concept of evil. The principle of bliss. Principle of satisfaction. Benefit principle. Freedom as a source of morality. Traditional and modern concept of moral freedom. The concept of free will. Ethical concept of duty. Duty to ourself and duty to others. The concept of the law. The concept of value. Justly and fairly. The concept of responsibility. Moral character. Moral feelings. The concept of conscience. Moral merit. Education for the virtue. Moral attributes of the educator.		
Practical classes (don, research work during the studies)	After presentation of the topic, a discussion would be opened in which all present students take part. Apart the theoretical insight into the corresponding literature, the contemporary situation in the field of pedagogical science and the moral norms of modern life will be considered. Each student will do an essay (review) on the agreed topic, expose and defend their attitudes in a debate. In the end, there will be a common conclusion that will determine the degree of agreement and disagreement in attitudes. In group and individual consultations, students will be able to propose solutions and ask questions about all their interests.		
Bibliography			
	1 Петровић, Ружица (2006). <i>Антрополошко-етички огледи</i> , Вршац.		
	2 Стојановић, Љубивоје (2012). <i>Основи хришћанске науке</i> . Врање.		
	3 Бојанин, Светомир (2014). <i>Четири есеја о доброти</i> . Београд.		
	4 Мацукас, Никос (2005). <i>Проблем зла</i> . Крагујевац.		
	5 Јегер, Вернер (2007). <i>Теологија раних грчких филозофа</i> . Београд.		
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
1	2		
Teaching methods	Teaching is carried out in such a way that, after the presentation of the problem, students are confronted with opinions and lead a discussion on a specific topic. Thematic, the exercises are related to lectures, are based on the selection of texts and are performed in smaller groups through discussion and analytical interpretation.		
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	30
Practical classes	10	Oral exam	30
Colloquium	20		
Seminar papers	/		
Language of instruction	Serbian/English		