

The Book of Courses

**Master of Vocational Studies - Vocational Master Preschool
Teacher**

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Preschool child in the natural and social environment			
Teacher: Sonja Veličković PhD, Časlav Stoiljković			
Course status: compulsory			
ECTS: 6			
Prerequisite: none			
<p>The goal of the course: Upgrading the existing knowledge in the field of natural and social environment and preschool child's actions in it. Enabling students to prepare children to acquire knowledge about the natural and social environment. Making it possible to distinguish living from non-living, discover cause-and-effect relationships and the ability to classify according to some characteristic. Developing and nurturing love for nature. Building concepts of mutual connection and dependence in nature. Understanding the problem of environmental threats and fostering a protective attitude towards nature and living beings. Getting to know other people, their activities, institutions and basic social relations. Developing and intensifying the feeling of love for one's country, language and customs, religion and culture, and folk creativity.</p>			
<p>The outcome of the course : Teachers' ability to reveal to children that they too can be creators, researchers, critics of their own activities. A creative and competent preschool teacher, who initiates the desire to involve children in concrete actions, with the aim of getting to know the natural and social environment. The students' ability to influence the correct physical, socio-emotional and cognitive development of children through adequate forms of work, as well as by applying appropriate methods and activities. Students' ability to apply knowledge in practice, to provide for the child's gradual and adequate adaptation to the environment and the world that surrounds them, and above all better preparation for school.</p>			
<p>The content of the course Natural and social environment as areas of learning and encouraging children's development in preschool institutions. Preschool child in the social community - family, village, city, adults and their occupations. Nurturing folk customs and traditions in the family and kindergarten. The connection between the preschool institution and the social environment. Forms and methods of cooperation between the preschool institution and the local community - participation in cultural, public and sports events, etc. Developing the project as a function of cooperation between the kindergarten and the local community. The education about traffic of children of preschool age. Children, parents and teachers in joint actions to preserve and protect the environment. Preschool child in the natural environment. Acquaintance of children with natural phenomena, plant and animal life. Approaches and models in environmental education and education of preschool children. Interactive strategies in working with children of preschool age in the field of environmental upbringing and education. Environmental activities in project work with children of preschool age. Children, parents and teachers in the construction of the Environmental Program of preschool institutions.</p> <p>Practical teaching Application of theoretical knowledge in practical activities in kindergarten. Organization of studios, interest centers with content from the natural and social environment. Planning, programming, organization and evaluation of activities, trips, excursions, various ecological workshops.</p>			
<p>Literature Required literature: 1 . Miladinović, S. (2020). Formiranje ekološke svesti kod dece predškolskog uzrasta. U : Baščarević, S. (ured.) (2020). Zbornik radova Učiteljskog fakulteta u Prizrenu – Leposvić, br. 14 . Leposavić: Učiteljski fakultet u Prizrenu – Leposaviću, (str.499–513). https://scindeks-clanci.ceon.rs/data/pdf/1452-9343/2020/1452-93432014499M.pdf 2 . Mijajlović, S. (2016). Razvijanje projekta u funkciji saradnje vrtića i lokalne zajednice. U : Kopas-Vukašinić, E., Stojanović, B. (ured.) (2016). Zbornik radova „Savremeno predškolsko vaspitanje i obrazovanje: Izazovi i dileme“. Jagodina : Fakultet pedagoških nauka Univerziteta u Kragujevcu. (str . 245–252). 3 . Popović, R.(2016). Deca uče u prirodi – Istraživačke igre i aktivnosti za decu u uzrastu od tri godine do osam godina, Beograd: Kreativni centar. (str . 15–123) 4 . Simeunović-Bajić, N., Novaković,D., Manić, Lj.(2021). Kreativna ekologija: priručnik za vaspitače i roditelje. Beograd : Društvo za kreativne inicijative – RE.KreAKTa (str. 10–36) https://rekreakta.rs/wp-content/uploads/2021/06/PRIRUCNIK-SIMENUNOVIC-ZA-STAMPU.pdf 5 . Travar, M., Božalo, S. (2021). Povezanost predškolskih ustanova i društvene sredine iz ugla kadrova u predškolestvu. Istraživanja u Pedagogija, Vol .11 , No.2, (pp. 395–404). https://scindeks-clanci.ceon.rs/data/pdf/2217-7337/2021/2217-73372102395T.pdf</p> <p>Additional literature: 1 . Golubović-Ilić, I. (2020). Dete -istraživač -aktivni učesnik u svom razvoju. U : Čutura, I. (ured.) (2020). Uzdanica, XVII/2. Jagodina: Fakultet pedagoških nauka Univerziteta u Kragujevcu. (str . 295–311). https://pefja.kg.ac.rs/wp-content/uploads/ 2 . Potrebić, N., Pavlović, T. i sar. (2020). Planeta se oblači slojevito. Priručnik za vaspitače i učitelje za integrativno i iskustveno učenje o svetu i čoveku. Beograd : Ministarstvo prosvete, nauke i tehnološkog razvoja https://povratakprirodi.rs/wp-content/uploads/2020/09/Prirucnik_za_vaspitace_i_ucitelje_-_Planeta_se_oblaci_slojevito.pdf 3 . Radović, S. (2018). Ekološko znanje predškolske dece. U : Maarinković, L. (ured.) (2018). Zborniku radova „Svakodnevn život deteta“. br. 2 . Novi Sad: Visoka škola strukovnih studija za obrazovanje vaspitača. (str.121–138). https://www.academia.edu/40381876/Ekolo%C5%A1ko_znanje_pred%C5%A1kolske_dece</p>			
Active teaching	Theory: 2	Practice: 1	OFT:1
Teaching methods: Verbal-textual (oral presentation method, dialogic method: conversation, discussion, text work method), demonstration method (application of multimedia educational materials, project presentations...), method of practical work and analysis.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Preparatory preschool program			
Teacher: Sonja Veličković PhD, Časlav Stoilković			
Course status: compulsory			
ECTS: 7			
Prerequisite: none			
<p>The goal of the course: Upgrading the existing knowledge of students so they can understand the concepts of: readiness (maturity) of a child to start school, socialization, early education and the influence of experience on the development of thinking, and training students to understand the ability to learn and the development of positive internal motivation of a preschool child within the preschool program; understanding the facts and seeing the essential features of the preschool program ; understanding the implications of parts of different programs for the creation of preschool programs in the spirit of the new program concept of PE “Years of Ascent”; understanding the transitional period of a child from kindergarten to a new school environment, acquiring knowledge and developing students’ ability to recognize children with developmental difficulties through cooperation with parents (adaptation and individualization of work with children).</p>			
<p>The outcome of the course: The student is able to understand the readiness of the child to start school and the level of socialization. He has knowledge about the concept and needs of early education and the impact of experience on personality development, especially on the development of positive internal motivation, emotions, thinking, learning ability and creative expression of a preschool child within the preschool program The student knows how to manage collaborative relationships and use interactive learning methods and techniques, with a focus on thematic and project planning and learning. The student is able to cooperate with parents and the systemic environment, especially with the school in order to achieve continuity in learning. They have the knowledge to follow and document the development of each child and group of children, independently and in teams with other colleagues (creating portfolios and pedagogical profiles).</p>			
<p>The content of the course</p> <p><i>Theory</i></p> <p>The need, importance and scope of the preschool program. Preschool program in the spirit of the new Basics of the Years of Ascent program - goals and assignments. Challenges of preparing preschoolers, their readiness for school. Indicators of a child’s maturity for starting school by aspects of child development. Developing a realistic program in the year before starting school. Basic strategies and principles of preschool teachers in developing preschool programs. Supporting the well-being of the child in a realistic program through relationships and actions. Difficulties in implementing the preparatory preschool program. Continuity/discontinuity between preschool and school. Partnership with the school in the function of supporting the adequate preparation of children for starting school. Parenting in the function of supporting the adequate preparation of children in the preschool year. Specifics of preparing children with developmental disabilities in the year before starting school. Analysis of examples of projects implemented with preschool children.</p> <p><i>Practice</i></p> <p>The application of theoretical knowledge in practical activities in kindergarten. Planning, programming, organization and evaluation of activities, trips, excursions, various ecological workshops. Creation and implementation of life-practical situations, planned learning situations about the natural and social environment. Creation and implementation of activities related to cooperation with the community and family.</p>			
<p>Literature</p> <p>Required literature:</p> <ol style="list-style-type: none"> 1 . Breneselović-Pavlović, D., Krnjaja, Ž. (2017). Kaleidoskop – Osnove diversifikovanih programa predškolskog vaspitanja i obrazovanja. Beograd : Institut za pedagogiju i andragogiju, Filozofski fakultet Univerziteta u Beogradu (str.21–56; 75–86) https://www.unicef.org/serbia/media/2796/file/Kaleidoskop.pdf 2 . Kamenov, E. (2006). Vaspitno -obrazovni rad u dečjem vrtiću. Novi Sad: Dragon. (141–192). 3 . Osnove programa predškolskog vaspitanja i obrazovanja Godine uzleta (2018). Beograd : MPNTR, UNICEF, IPA, 4 . Pavlović-Breneselović, D., Krnjaja, Ž., Jovanović, M., Sjenčić, G. (2022). Strategija zajedničkog razvijanja programa. Beograd : Ministarstvo prosvete, nauke i tehnološkog razvoja. (str.53–76). https://ecec.mpn.gov.rs/wp-content/uploads/2023/01/Strategija-zajednickog-razvijanja-programa.pdf 5 . Spasojević, P., Mojić, D., Stević, D. (2017). Vodič za vaspitače za programa u godini pred polazak u školu. <p>Additional literature:</p> <ol style="list-style-type: none"> 1 . Veličković, S. (2016). Development of Educators – Important Condition for Improving Educational Work With Children Who Have Disabilities (Profesionalni razvoj vaspitača-bitan uslov za poboljšanja rada sa decom ometena u razvoju, International Journal for Research in Vocational Education and Training (IJERT), Volumen, 2, Skopje: Filozofski fakultet – Institut za pedagogiju. (str . 161–166). https://www.researchgate.net/publication/323295747_ 2 . Veličković, S. (2015). Primeri programa predškolskog vaspitanja u svetu. U : Grandić, R. (ured.) (2015). Pedagoška stvarnost, god. LXI , br.1, Novi Sad: Pedagoško društvo Vojvodine. (str.122–133). https://pedagoskastvarnost.ff.uns.ac.rs/asb/2015/PS-1_2015.pdf 3 . Veličković, S. (2014). Profesionalni razvoj vaspitača u funkciji unapređivanja kvaliteta pripremnog predškolskog programa. U : Grandić, R. (ured.) (2014). Pedagoška stvarnost, god. LX , br. 3 . Novi Sad: Pedagoško društvo Vojvodine (str.103–112). 4 . Veličković, S., Barakoska, A. (2013). Značaj saradnje vrtića i škole na pripremu dece za početak školovanja. U : Joković, M. (ured.) Naše stvaranje. Zbornik radova sa osmog simpozijuma Vaspitač u 21. veku. Aleksinac : Visoka škola za vaspitače strukovnih studija. (str . 134–145). 			
Active teaching		Theory: 3	Practice:0 OFT: 1
Teaching methods: Verbal method (oral presentation, monologue-dialogue). Work in pairs, group work, workshop work, team work, discussions, debates, independent work and presentations.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher Повратак на прву страну			
Course title: Anthropomotrics of preschool children			
Teacher: Dušan Nikolić PhD			
Course status: compulsory			
ECTS: 7			
Prerequisite: none			
The goal of the course			
Introduce students to the knowledge, experience, measures and procedures that improve physical capabilities and help recovery and overall development of a young person.			
The outcome of the course			
The ability of students to have a stimulating and positive influence on the development of a young child's body through organizational forms of work, suitable operative content and conditions on which the efficiency of exercising depends.			
The content of the course			
<i>Theory:</i>			
Phylogeny and ontogeny of motor development. Physical movement - the basis of physical exercise. Physiological and biomechanical basis of muscle contraction. Motor control. Movement coordination. Bernstein's theory of movement coordination - hierarchical structure and feedback control. Motor abilities, motor habits of preschoolers and motor behavior of the child. The structure of the motor area of a preschool child. Manifest and latent motor space. Motor behavior of the child in the exercise process. Methodical instructions in encouraging and developing the child's motor skills. Means for raising motor behavior to a higher level. Plan and program for ages 4 to 7: exercises for movement and body shaping, exercises on equipment, jumping on a trampoline, polygons, exercises with props, ball games, athletic activities, exercises and games in water, activities in nature (excursions, activities on snow, water activities, martial arts activities.) Batteries of tests for assessing the motor behavior of preschool children. Periods of development of gross and fine motor skills. Instruments for the assessment of graphomotor skills. Motor talent of children. Ways of discovering motor talent. Characteristics of motor exercises that stimulate physical and mental development of children (rotation and balance exercises, eye accommodation exercises, fine motor development exercises)			
<i>Practice :</i>			
Kinesiology operators in the development of motor skills and motor habits in children. Operationalization of children's physical preparation. Concretization of the plan and program for ages 4 to 7: exercises for movement and body shaping, exercises on equipment, jumping on a trampoline, polygons, exercises with props, ball games, athletic activities, exercises and games on water, activities in nature, martial arts activities. Practical application of a battery of motor tasks for the assessment of motor behavior. Examples of the application of devices and props in the development of physical properties of preschool children. Examples of motor activities in sports school. Fine motor exercises and graphomotor exercises. Examples of motor exercises that have a stimulating effect on the physical and mental development of children (rotation and balance exercises, eye accommodation exercises). An example of kinesiology activity for additional stimulation of synapse development.			
Literature:			
1 . Bala, G. (2002) Sportska školica. Novi Sad:SAI (str.27-42);			
2 . Kukulj, M. (1996) Opšta antropomotorika. Beograd : Fakultet fizičke kulture (str. 8-20);			
4 . Maksimović, S. (2009) Metodika fizičkog vaspitanja dece predškolskog uzrasta. Šabac : Grafika Šabac			
4 . Maksimović, S. (2012) Fiizičko vaspitanje – aktivnosti u prirodi. Šabac : Visoka škola za obrazovanje vaspitača Šabac;			
5 . Nićin, Đ. (2000) Antropomotorika –teorija. Novi Sad: Fakultet fizičke kulture Univerziteta u Novom Sadu.			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods:			
Monological-dialogical, demonstrative			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	20
Practical work	10	Oral exam	30
Midterm tests	10	.....
Seminar papers	15		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: From game to sound			
Teacher: Mr Dubravka B. Stošić			
Course status: optional			
ECTS: 10			
Prerequisite: none			
The goal of the course			
Enabling students to recognize aesthetic values in works of classical music, first through the listening experience and then through the dramatization of selected parts of the compositions by applying a multimodal approach in working with students, developing creative thinking and the ability to create and realize musical dramatizations.			
The outcome of the course			
Students recognize examples for listening to music that have aesthetic value, are suitable for preschool children and are suitable for musical dramatization and play; The student will be able to influence the development of sensory sensitivity and motor skills of children.			
The content of the course			
<i>Theory</i>			
Kinesiology operators and means used in movements with music. Means for improving children's movement. Developing aesthetic feelings that are presented through gestures. Developing rhythm and coordination of movements. Natural forms of movement and music. Techniques of working with: ball, hoop, skipping rope, bands, cones. Children's dance-rhythmic games and compositions. Musical games (concept and importance of musical games, coordination of movements with music, specifics and characteristics of musical games). Body awareness function games. Morphological, motoric and functional development through the content of movements accompanied by music. Psychophysiological engagement and response to activities with the application of motor forms of movement to music			
<i>Practice</i>			
Exercise and musical expression. Tempo, melody and practice. Walking and running with musical accompaniment. Deer jump. Children's hopscotch. Technique of working with: ball, hoop, skipping rope, band, cones... Composition with music. Children's spontaneous (creative) and choreographed dances. Movements and movements of the body in the sagittal, frontal and transversal plane and harmony with music. Dance steps (lolkić step and waltz step).			
Literature			
1 . Đurković-Pantelić, M. (1988). Metodika muzičkog vaspitanja dece predškolskog uzrasta. Šabac : Viša škola za obrazovanje vaspitača			
2 . Zdravković, V., J.Vučkovski. A . Spasić-Stošić. (2011). Zbornik pesama za muzičku nastavu. Vranje : Učiteljski fakultet.			
3 . Bleking, Dž. (1983). Pojam muzikalnosti. Beograd.			
4 .Šošić, D., N.Šošić. (2015). Zbirka autorskih pesama za decu. Niš : Fakultet umetnosti u Nišu, Univerzitet u Nišu			
Šošić , D. (2009). Metodika muzičke kulture. Niš : Sven			
Active teaching	Theory: 3	Practice: 2	OFT: 2
Teaching methods: demonstrative, dialogical, mixed			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Set design and costume design in preschool institutions			
Teacher: Nataša Dejanović Dimitrijević PhD, Mr Marija Mojović Filipović			
Course status: optional			
ECTS: 10			
Prerequisite: none			
The goal of the course			
Mastering the elements of dramatic and artistic expression. Training the future master teachers for the implementation of drama-play activities and drama workshops in preschool institutions. Acquiring skills for artistic and stage and costume solutions. Introduction to the possibilities of applying dramatic techniques in the realization of the contents of various educational areas in kindergarten. Training for stimulating, modeling and directing children's achievements.			
The outcome of the course			
The ability of students to independently create dramatic activities and art and stage solutions with children of preschool age. The student is trained to find different types of children's motivation and to search for stimulating and entertaining solutions. The student is trained to implement drama workshops, as a means of introducing children to the world of dramatic art, but also as a means of developing verbal and non-verbal child's expression, for the development of empathy, tolerance and cooperation. They mastered the skills of technical preparation of conceptual art solutions for stage and puppet shows, decor, scenography and costume.			
The content of the course			
<i>Theory</i>			
The concept of a workshop, the concept of a drama workshop, the concept of an art workshop. Drama workshop as a form and a possible model for the realization of educational tasks on the development of speech and communication. Basic elements in the creation of scenography and costume design: line, shape, texture and color. The role of light in creating scenography. The role of lighting objects in scenography. Adaptation of stage solutions to the conditions of preschool institutions and children of preschool age. Expressiveness and functionality of costumes and puppets. Materials and techniques for making scenography, costumes and puppets. The role of the stage and costumes in achieving expressive and aesthetic development of the child. An overview of the historical development of theater art.			
<i>Practice</i>			
Drama exercises and drama games. Creation of scenes and costumes based on a dramatic text for children. Doll creation and doll animation. Mask and costume making techniques. Familiarization with materials and their possibilities. Practical exercises in the realization of stage and puppet-stage performances.			
Literature			
1 . Viktorović, O. (2004). Dramska radionica. Beograd : Zavod za udžbenike i nastavna sredstva. (50 str.)			
2 . Veličković, S. (2004). Dete u svetu drame i pozorišta. Beograd : Zavod za udžbenike i nastavna sredstva. (63 str.)			
3 . Grand, N. (2006). Istorija pozorišta. Beograd : Zavod za udžbenike. (10-11, 24-31, 52-53,100-117,130-133,180-181)			
4 . Misailović, M. (1991) Dete i pozorišna umetnost. Beograd : Zavod za udžbenike i nastavna sredstva. (11-129)			
5 . Stanković, G. (2015). Dete je dete 2, otkrivamo i stvaramo. Vranje : Narodni univerzitet Vranje, Visoka škola za vaspitače Bujanovac (316-356 str.)			
Čakić, Simić, N.(2007). Beleške lutkarskog pomoćnika-priručnik za lutkarstvo. Beograd : Kreativni centar. (8 -98 str.).			
Active teaching	Theory: 3	Practice: 2	OFT: 2
Teaching methods: monological – dialogical, research method, demonstrative method			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	10	Written exam	-
Practical work	20	Oral exam	40
Midterm tests	15	.....
Seminar papers	15		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Children's rights			
Teacher: Aleksandra Jankovic PhD			
Course status: compulsory			
ECTS: 4			
Prerequisite: none			
The goal of the course			
The aim of the course is for students to acquire knowledge about the modern concept of children's rights and the principles on which they are based, including the principle of the best interest of the child and the principle of participation, to familiarize themselves with international and domestic standards in the field of children's rights, with the content of individual children's rights, with institutional and legal mechanisms for the protection of children's rights, as well as to acquire knowledge and skills necessary for critical observation, research and improvement of the social and legal position of the child.			
The outcome of the course			
By mastering the program through the planned forms of teaching/learning, the student is expected to: understand the modern concept and principles on which the rights of the child are based, including legal sources; accept the idea of the child as an independent holder of rights and freedoms adapted to his developmental needs; master concepts and categories in the field of children's rights; know the social context of exercising the rights of the child; know the content of children's rights and protection mechanisms; know how to critically analyze the normative structure and social practice; be capable of monitoring and promoting children's rights.			
The content of the course			
<i>Theory</i>			
1. Childhood, human rights and children's rights; 2. Children's rights and developmental opportunities; 3. Social and normative framework of children's rights; 4. The most important actors in the field of children's rights; 5. General principles of children's rights: non-discrimination, respect for the best interests of the child, the right to life, survival and development, respect for the child's opinion; 6. Civil and political rights of the child; 7. The child's right to identity; 8. Family environment and alternative child care; 9. Family, separation from family, family reunification;			
10. The child's right to protection from abuse, neglect, exploitation and discrimination; 11. The right to health and social protection; 12. The right to education, sports and cultural activities; 13. Rights of children in special situations; 14. Exploitation of children, sale and trafficking of children; 15. Children in conflict and in contact with the law.			
<i>Practice:</i>			
Exercise classes are realized in the form of discussion, individual and group work, individual and group work presentation of students, citing and analyzing original scientific and professional works, etc.			
Literature			
1. Draškić, D. (2015). Porodično pravo i prava deteta. Beograd : Pravni fakultet.			
2. Vučković Šahović, N. (2000). Prava deteta i međunarodno pravo. Beograd.			
3. Janjić Komar M., Obretković, M., (1996). Prava deteta, prava čoveka, Dosije. Beograd : Udruženje pravnika Srbije za socijalno pravo. (izabrana poglavlja)			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods: monological – dialogical, research method			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	10	Written exam	-
Practical work	10	Oral exam	35
Midterm tests	25	.....
Seminar papers	20		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Contemporary methodical courses of preschool education			
Teacher: Sonja Velickovic PhD, Simona Palcevaska PhD			
Course status: compulsory			
ECTS: 6			
Prerequisite: none			
<p>The goal of the course Expanding and deepening students' knowledge about methodological specifics in planning, implementation and evaluation of educational work with children of preschool age. Training students for the analysis of modern curricular work programs, their adequate selection, implementation, evaluation and critical reflection. Acquiring knowledge about innovative approaches in the implementation of content in the function of improving the quality of educational work and children's achievements.</p>			
<p>The outcome of the course Students are trained for independent theoretical analysis of relevant methodological literature; successful application of various innovative approaches in educational work; preparation and critical evaluation of teaching materials within the framework of certain innovative models; evaluation of the process and results of educational work; independent planning and implementation of research projects. ; evaluation of the role of teachers in the game and in its support; application of successful methodical models of communication and teacher-child-parent interaction and evaluation of their own role in the realization of pedagogical situations.</p>			
<p>The content of the course Theoretical teaching: Contemporary theories on the choice of the content of educational work in preschool education. Interdisciplinary approach in content realization. Thematic planning and integration of the content of all areas of educational work in kindergarten. Methodical shaping of activities in the integrated preschool curriculum. Ways to support children's open play. Engagement of the child through play, active participation in life-practical situations and situations of planned learning Interpersonal relationships as a basis for the well-being of the child. General and special conditions for successful communication and interaction between the teacher, the child and the parent. Methods and procedures for making children aware of their own learning. Ways of encouraging creativity, curiosity, creativity in children. Methods of educational work based on active learning - learning through play, learning by discovering, solving problems, experimenting, practicing knowledge and skills, situational learning. Methodological aspects of the application of didactic media and innovations in preschool education. Contemporary tendencies in the evaluation of the process and results of the work of teachers. The need for professional training as a factor in improving the educational process. Practical teaching: Practical teaching follows the problems provided by the theoretical teaching and completes the teaching of this study subject. Solving specific educational situations. Seminar papers, practical papers/elaborations, independent papers on the creation and realization of research projects. The choice of topics is related to the content of the Foundations of the preschool education program - Years of Ascent.</p>			
<p>Literature 1. Vilotijević, M. i Vilotijević, N. (2008). Inovacije u nastavi. Vranje: Učiteljski fakultet. 2. Krnjaja, Ž. i Miškeljin, L. (2006). Od učenja ka podučavanju. Beograd: autorsko izdanje 3. Šain, M. (2005). Sopstvenim iskustvom do znanja: aktivnosti za decu od 4 do 7 godina. Beograd: Zavod za udžbenike i nastavna sredstva 4. Osnove programa predškolskog vaspitanja i obrazovanja- Konceptija Osnove programa –Godine uzleta: „Službeni glasnik RS”, br. 88/17 i 27/18 5. Rajović, R. (2010). NTC sistem učenja, metodički priručnik za vaspitače. Vršac: VŠSSOV "Mihailo Pavlov".</p>			
Active teaching		Theory: 3	Practice: 1 OFT: 1
Teaching methods: Verbal-textual (oral presentation method, dialogic method: conversation, discussion, text work method), demonstration method (application of multimedia educational materials, project presentations...), practical work method			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Artistic creation at children's age			
Teacher: Natasa Dejanovic Dimitrijevic PhD			
Course status: compulsory			
ECTS: 6			
Prerequisite: none			
The goal of the course			
Introducing students to contemporary theoretical art knowledge and practical experiences of preschool children in the field of art education. Developing art and visual culture, acquiring knowledge about basic art elements, perception of shape and space, proportion, brightness, color, art composition. The ability of students to nurture and encourage the individual characteristics of children's artistic expression, as well as the ability to organize research activities characteristic of discovering the properties of different materials. Acquaintance of students with the work process and developmental stages of children's artistic expression. Enabling students to apply modern understandings of the role of art in the development of children's creativity.			
The outcome of the course			
The student can use art elements to encourage children's development and creativity; knows different techniques of artistic expression and materials that are adequate for working with children of preschool age. Students use the developed art skills in the further process of education, to encourage children's artistic creativity, but also for their animation and education.			
The content of the course			
<i>Theory</i>			
Introducing students to different theories in the study of shape and form. Shape as an artistic element. A modern approach in the context of the art concept of work in the education of children of preschool age. Recognition of an idea by the correct choice of materials that can be used to realize that idea. Aesthetic arrangement of space, organization of performances, exhibitions and other content, as well as framing of children's works.			
<i>Practical teaching</i>			
Artistic creation of various motifs from the immediate environment. A drawing, painting or sculpture as a visualization of thoughts and ideas. Problems of visual composition with an emphasis on line, surface, volume, mass and texture through the analysis of a work of art. Sketches, croquis, small format drawings that imply a freer and more expressive treatment. Drawing, painting, sculpture tools, combined techniques. Students create a final report (map) that demonstrates the students' knowledge and methodological-research procedure, which necessarily contains all the elements of the thematic units on the subject.			
Literature			
<ol style="list-style-type: none"> 1. Bogdanović, K. (2005) Uvod u vizuelnu kulturu, Beograd: Zavod za udžbenike, str. 73-83. 2. Bagnal, B. (1995) Crtanje i slikanje. Beograd: Jugoslovenska knjiga, str. 292-323 3. Nikolson, S. (2008) ART-Likovna radionica za mlade. Beograd: Feniks i Libris, str. 1-240. 4. Pavlović, M.M. (2016). Uloga likovnog dela u vaspitanju i obrazovanju dece predškolskog i osnovnoškolskog uzrasta. Inovacije u nastavi, XXIX, 2016/1, str. 1-18 			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods: Verbal-textual, demonstrative and experimental			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	10	Written exam	-
Practical work	20	Oral exam	45
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Child's development through play			
Teacher: Dusan Nikolic PhD			
Course status: optional			
ECTS: 8			
Prerequisite: none			
<p>The goal of the course To introduce students to play as a method and means of positive motivation and influence on children's integral development. To enable students for practical application and teaching children as an overall process that takes place through play, integrated in the context of everyday life.</p>			
<p>The outcome of the course The student's ability to apply deepened and adopted knowledge and professional skills independently in working with children of preschool age. Acquiring knowledge and abilities in the field of child development through play required for team work, which involves the organization of all activities in a preschool institution. The student formed attitudes about the positive impact that the game has on the development of habits and the formation of a proper and correct attitude towards the participants of the preschool program.</p>			
<p>The content of the course <i>Theory</i> Play as a phenomenon. Contemporary theories of children's play. Play and psychophysiological development of the child. Children's play and social relations. The importance of play in raising a child. Characteristics and classification of children's games. Functional games. Fantasy games or role-playing games. Games with ready rules. Construction games. Motivation in the game. Game as a method in physical education. The game as a tool in the physical education of preschool children. Children's play and physical education of preschool children. A mobile game. The influence of mobile play on the child's psychophysical development. The influence of mobile play on the child's psychophysical development. Mobile games in different forms of work. Mobile games of the playroom. Teacher and implementation of mobile game. Movement games in the service of prevention of postural status. A moving game in the function of improving the postural status of preschool children. The mobile game as a basic tool of physical education. Sports playroom. The joy of movement and moving. Methodical instructions for performing mobile games. Classification of mobile games. Selection of mobile games in accordance with the props. The mobile game in different models is the basis of the educational work program.</p> <p><i>Practical teaching</i> Application of mobile game in different forms of work. Driving playroom. Tennis playroom. Dance room. Four-legged playhouse. Balloon playroom. Flyer playroom. Line playroom. Powerhouse playroom. Racing playroom. Basketball playroom. Football playroom. The wheel game. Playroom school. Volleyball playroom. Practical application of mobile games in different foundations of the educational work program. Sport schools: handball, volleyball, basketball, gymnastics, rhythmic gymnastics. Music games. Practical motor activity with the use of mobile games as a method and tool.</p>			
<p>Literature 1. Marković, M. i sar. (1997). Korak po korak 2. Beograd: Kreativni centar. 2. Maksimović, S. (2003). Pokretne igre – priručnik za studente i vaspitače. Šabac: Kulturni centar-Šabac. 3. Perić, D. i Cvetković, N. (2003). Budi prav bičeš zdrav - preventivne ve.žbe i igre za decu. Mladenovac: Biblioteka grada Beograda i Biblioteka Despot Stefan Lazarević. 4. Eljkonjin, D. B. (1978). Psihologija dečje igre. Beograd: Zavod za udžbenike i nastavna sredstva</p>			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods: monological – dialogical, demonstrative			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Management of human resources			
Teacher: Valentina Vukosavljevic Pavlovic PhD			
Course status: optional			
ECTS: 8			
Prerequisite: none			
The goal of the course:			
Acquiring abilities that will enable students to apply different management strategies in an educational institution in order to achieve a stimulating environment for the expression of children's creativity and their potential.			
The outcome of the course:			
The student is familiar with the theories of management and the possibilities of their application, is able to organize and evaluate educational activities in a preschool institution, to organize teamwork, to independently plan, monitor and evaluate work programs, leadership skills and direct the effectiveness of interaction and communication in the educational process .			
The content of the course:			
<i>Theory:</i>			
The concept of management, i.e. management in education. Planning and programming in a preschool institution. Standards of the quality of work of educational institutions. Quality management in educational work. Management and leadership in the institution - leadership styles, motivating employees. Organization of preschool institution as a place of common life. Leadership in an educational institution. Business communication. Team work in educational work. Teacher's empathy as a prerequisite for good teamwork. The teacher and their leading of the group. Emotional competence in managing educational groups.			
<i>Practical teaching</i>			
Teamwork and independent work on planning and organizing various activities in an educational institution. Discussions and debates on given topics.			
Literature			
1.Desler, G., (2007). Osnovi menadžmenta ljudskih resursa. Beograd: Data status.			
2.Đurić, I. (2015). Smisao i značaj menadžmenta u obrazovanju, Kosovska Mitrovica: Zbornik radova Filozofskog fakulteta Univerziteta u Prištini, br. XLV (4), str. 117-135.			
3.Kulić, R., Milačić, S., Đurić, I. (2019). Priručnik ekonomici obrazovanja. Kosovska Mitrovica: Panorama – Jedinstvo.			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods:			
Dialogical, demonstration method, research method.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	-
Practical work	15	Oral exam	30
Midterm tests	30	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Methodology of speech development with the preparation for the beginning of reading and writing			
Teacher: Jasmina V. Jovic PhD			
Course status: compulsory			
ECTS: 4			
Prerequisite: none			
The goal of the course Through analytical and synthetic exercises and theoretical teaching, the student should acquire knowledge and skills that he will apply in working with preschool children in connection with the independent linking of sounds into words, words into sentences, and thereby creating a sense of the creative dimension of language. The student will acquire the knowledge to provide support to a child to develop awareness of the importance of language in the communication process through directed play.			
The outcome of the course The master teacher is qualified: to provide support to a child in their speech and language development, to improve children's communication skills. They are able to improve articulation and work on vocabulary enrichment of children. They understand the importance of encouraging the development of phonological and syntactic awareness and their relationship to literacy acquisition. Creating a stimulating language environment for the development of early language literacy. They independently create a system of exercises to encourage graphomotor development, attention and concentration, through their practical use in the game. They can recognize individual differences in the child's intellectual, emotional and motivational readiness for literacy.			
The content of the course <i>Theory</i> Basics of phonetics of the Serbian language. Adoption of the phonetic norm by children of preschool age; Basics of the morphology of the Serbian language Adoption of the morphological norm by children of preschool age; Basics of the syntax of the Serbian language. Adoption of syntactic norms in preschool children. Language visualization and observation; Acoustics and listening Understanding and acquiring the concept of voice; Understanding and learning the concept of words Understanding and learning the concept of a sentence. Work and play tools in the function of speech development. Eliminating dialectal and local slang characteristics of speech. Getting to know the concept of a letter, its purpose and role in everyday life; Graphomotor and perceptual maturity in preparation for literacy; Intellectual, emotional and motivational readiness for acquiring literacy; <i>Practical teaching</i> Developing children's speech through life-practical situations. Breathing exercises; Articulation exercises; Creation of exercises whose practical use in the game affects the elimination of language errors of preschool children. Visual exercises or observation exercises; Acoustic exercises and listening exercises. Creative and stimulating exercises for talking and retelling. Exercises to encourage children's symbolic emergence. Creation of stimulating and game-based exercises for the development of graphomotor skills.			
Literature 1. E.Kamenov (2008). Vaspitno-obrazovni rad u pripremljenoj grupi dečjeg vrtića, Dragon: Novi Sad. 2. V. Milatović (2005). Metodika nastave početnog čitanja i pisanja, Beograd. 3. Nikolić, M. (2010). Razvojni tok sintaksičke svesti kod dece uzrasta 5-9 godina, Pedagoška stvarnost, 56, 7-8, 681– 694. 4. Nikolić, M. (2009). „Podsticanje razvoja svesti o sintaksi kod dece predškolskog uzrasta“, Zbornik Instituta za pedagoška istraživanja, 41, 2, 437–460.			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods: Verbal-textual method, demonstration method, illustration method, writing method, oral presentation method.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	20
Practical work	10	Oral exam	30
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Research in preschool education			
Teacher: Sonja Velickovic PhD, Caslav Stoiljkovic			
Course status: compulsory			
ECTS: 6			
Prerequisite: none			
The goal of the course			
Methodological ability to design simple research of practice and empirical verification; mastering research methods, procedures and processes; enabling students to: think critically, act independently and creatively, draw conclusions, analyze and evaluate problems in the profession; training students for independent involvement in the realization of professional projects, and informing the professional public about their work and results. Developing skills in research data processing and their interpretation and deriving implications for pedagogical practice.			
The outcome of the course			
Students are able to design independently and as a team and get involved in simpler research from their own practice; are able to observe and understand the child's developmental needs, interests and capabilities based on observation and other research techniques. They are able to critically analyze, draw conclusions and improve the educational work within the preschool institution; They actively inform the professional public about the results of their own research projects. They are able to apply the obtained results for the improvement of educational practice.			
The content of the course			
<p><i>Theoretical teaching:</i> Theoretical starting points of research with children: the child as competent and powerful. Research with children: listening, consultation and participation. Research methodology with children. The ethical basis of research with children. Access to research methodology; The concept and tasks of the methodology of pedagogy and its place in the system of pedagogical science; Research opportunities in educational institutions; Common sense knowledge and scientific research. Paradigms of education research. Limits and possibilities of pedagogical research. Personality traits of researchers. Research in the function of observation, understanding of children's needs and interests and possibilities. Systematic monitoring of children's progress. Research preparation. Types and structure of research projects. Types of research. Research methods: Classification and functions of methods in research; Method of theoretical analysis, Descriptive method, Sociometry. Research techniques and instruments in research; Metric characteristics of research instruments. Concept of variables, hypotheses, objects of research. The data. Measurement. Basic concepts of statistics, statistics in research and statistical data processing procedures. Descriptive statistics. Research flow. Realization of research. Quantitative and qualitative analysis of research results. Writing reports. Interpretation of results. Application of research results in educational work with children.</p> <p><i>Practical teaching:</i> Analysis of a research project. Realization of a mini-research on a topic defined on the basis of the Foundations of the preschool education program - Years of Ascent. The topic of the research study work should be of importance for future practice, to additionally develop the students' competencies in the field in which they are improving. Research study work is a kind of preparation of the student for the preparation of a specialist work, as well as for further professional research and changing educational practice in accordance with the intentions of the times and changes in the educational process of working with children of preschool age.</p>			
Literature			
1. Breneselović P.D., (2015) Gde stanuje kvalitet, Knjiga 2, Istraživanje sa decom prakse dečjeg vrtića. Beograd: Institut za pedagogiju i andragogiju.			
2. Bandur, V. i Potkonjak, N. (1999). Metodologija pedagogije. Beograd: Savez pedagoških društava Jugoslavije. Beograd.			
3. Mužić, V. (2004). Uvod u metodologiju odgoja i obrazovanja. Zagreb: Eduka.			
4. Osnove programa predškolskog vaspitanja i obrazovanja- Konceptija Osnove programa –Godine uzleta: „Službeni glasnik RS”, br. 88/17 i 27/18			
Active teaching	Theory: 3	Practice: 1	OFT: 1
Teaching methods:			
Verbal methods, demonstrative method, method of practical activities, illustrative method, method of working with text, project method			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	25
Practical work	10	Oral exam	25
Midterm tests	15	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Information technologies			
Teacher: Vladeta Jevremovic PhD			
Course status: compulsory			
ECTS:10			
Prerequisite: none			
The goal of the course			
Training students to acquire the basic computer literacy and enabling students to use a computer in further education and future work.			
The outcome of the course			
Upon completion of the course, students are computer literate, know and correctly use computer terminology, use a computer in Windows environment, change the content of existing and create complex Word documents, create simpler Excel tables, create PowerPoint presentations, use the Internet as a source of important information and e-mail, they see the importance of online professional communities, social networks in education and in everyday life.			
The content of the course			
<i>Theory</i>			
Informatics and computer science - subject of study, goal, tasks. Historical development of computing. Computer system architecture. Hardware. Software. Input, output, input-output devices. Algorithm. Computer networks. Security of computer networks. Operating systems. Application programs. Internet and communications			
<i>Practical teaching</i>			
Training students to create and maintain documentation in text format on computers (exercises in the MSWord program).			
Training students for tabular calculations, making graphs and applying mathematical formulas (exercises in the MSEXcel program).			
Training students for the creation of multimedia educational content (exercises in the MSPowerPoint program).			
Training students to use electronic mail			
Enabling students to use the Internet as a source of important information			
Literature			
1. Hilčenko, S. (2011): Informatika za vaspitače, udžbenik za studente, Visoka škola strukovnih studija za obrazovanje vaspitača - Subotica, Subotica			
2. Anđelković, N. (2008): Dete i računar u porodici i dečijem vrtiću. Beoknjiga & CNTI & Savez informatičara Vojvodine.			
3. Kuzmanović, D., Zlatarović, V., Anđelković, N., Žunić-Cicvarić, J. (2019): Deca u digitalnom dobu. Užice.			
Active teaching		Theory: 3	Practice: 1 OFT: 1
Teaching methods:			
Monological-dialogical method, text-graphic method, demonstration-illustration method, laboratory-experimental method and practical work of students			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	10	Written exam	-
Practical work	20	Oral exam	50
Midterm tests	10	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: From listening to performing music for children			
Teacher: Dubravka B. Stosic MA			
Course status: optional			
ECTS:8			
Prerequisite: none			
<p>The goal of the course</p> <p>Introduction to the historical development of music and appropriate listening examples. Acquisition of the basic characteristics of different musical genres, applied to preschool age. Training students for active cognition of music through connecting musical genres with auditory examples. Understanding and distinguishing aesthetic criteria in order to select adequate musical examples in working with children. Learning all the vital dimensions of music through personal experience.</p>			
<p>The outcome of the course</p> <p>The student understands the importance of children's music literature and creativity for children, within which the process of musical education takes place. In the course of his work, the student is able to transfer the acquired knowledge about musical genres, the art of analysis and logical connection, the expression of thoughts through music, as well as the development of the potential for formulating creative thinking. The student is able to analyze, recognize and perform musical examples for children, as well as to design musical games based on the examples heard. Is able to apply knowledge about learning, listening and performing music, individually and in a group, with the aim of achieving and strengthening mutual communication of children and reciprocal learning.</p>			
<p>The content of the course</p> <p><i>Theory</i> Children's music literature, review of the use of contemporary music for children; familiarization with popular music genres, classification and recognition through auditory examples; adaptation for performance and interpretation of popular music melodies; analysis and application of methodical procedures for performing compositions in a group with children; devising musical games, dances, quizzes and similar musical activities based on the examples listened to; the teacher as a factor in the child's progress and development and the importance of music in the teacher's professional development.</p> <p><i>Practical teaching:</i> Workshop work, pair work, individual work</p>			
<p>Literature</p> <p>1. Vasiljević, Z., G. Stojanović., T. Drobni. (2004). Muzička radionica. Beograd: Zavod za udžbenike i nastavna sredstva.</p> <p>2. Đurković-Pantelić, M. (1998). Metodika muzičkog vaspitanja dece predškolskog uzrasta. Šabac: Viša škola za obrazovanje vaspitača.</p> <p>3. Ivanović, N. (2007). Metodika nastave muzičke kulture. Beograd: ZUNS.</p> <p>4. Stošić, D., N. Stošić. (2021). Muzičko vaspitanje-praktikum za vokalno instrumentalnu nastavu. Niš: Sven</p> <p>5. Stošić, D., N. Stošić. (2020). Pesmarica-zbirka autorskih pesama za decu predškolskog uzrasta. Niš: Sven</p>			
Active teaching		Theory: 3	Practice: 2 OFT: 1
Teaching methods: Dialogue, textual method, demonstration method.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	10	Written exam	20
Practical work	10	Oral exam	30
Midterm tests	20	.....
Seminar papers	10		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Creative interpretation in preschool institution			
Teacher: Jasmina Jovic PhD			
Course status: optional			
ECTS:8			
Prerequisite: none			
The goal of the course			
Introducing master's students to the importance of the subject, and then with theoretical models of interpretation of literary texts intended for children. Enabling students to apply creative methods of work, introduce children to the world of written word.			
The outcome of the course			
The master's student has mastered the knowledge and competences that enable them to: use various texts of children's literature; to interpret them, analyze them, evaluate them, discuss them with children; to train children for their understanding and interpretation; to compile his own selections of texts, to rank and evaluate them depending on the children's age and interests; to organize, observe and encourage children in the creative interpretation of texts, to present them at various gatherings; to initiate linguistic creativity of children and encourage children's creativity and imagination in the interpretation of literary texts.			
The content of the course			
<i>Theory</i>			
Basic concepts of linguistic creativity. Basic characteristics of creative work with children of preschool age. A creative educator. Creativity in methodological systems of language and literature. Educational and practical values of literary texts. The artistic nature of the text is the basis for creativity. Methodological consequences of different reception of literary text as a condition for creative teaching. The implications of the different reception of the literary text on its artistic interpretations. Removing obstacles for the reception of literary text. Reception of literary text and development of linguistic creativity. Variations of the plots of literary texts. Transferring the content of a literary text to other media. Play as a source of intermediality in children's literature. Connecting creativity with children's age-related abilities.			
<i>Practical teaching:</i>			
Compiling individual synopses for activities. Preparation of study and research papers. Independent works on the development and implementation of research projects.			
Literature			
1. Milenković, S., (2007). Dete i knjiga. Sremska Mitrovica. 2. Danojlić, M. (2004). Naivna pesma. Beograd: Zavod za udžbenike i nastavna sredstva. 3. Maljković, M., (2007). Kreativni postupci u metodičkoj interpretaciji basne Novi Sad: Zmaj.(fakutativno) 4. Vigotski, S., L., (2005). Dečija mašta i stvaralaštvo. Beograd: Zavod za udžbenike i nastavna sredstva. 5. Brent, D. (2004). Kreativno pisanje. Babun. Beograd (str. 72–76, 95–116)			
Active teaching	Theory: 3	Practice: 2	OFT: 1
Teaching methods:			
Dialogic method, method of reading and working on the text, method of writing, method of demonstration, research method.			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Class participation	15	Written exam	20
Practical work	10	Oral exam	30
Midterm tests	10	.....
Seminar papers	15		
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher
Course title: Professional practice 1
Teacher: Simona G. Palcevska PhD
Course status: compulsory
ECTS: 6
Prerequisite: none
The goal of the course Enabling students to independently choose methods and forms of educational work based on children's interests and respecting the specifics of the educational group; to motivate children to be active participants in educational work and equal partners to the teacher by properly structuring the space and choosing adequate didactic-play tools and materials. Encouraging students to, in cooperation with the teacher-mentor and other team members, apply innovative approaches in educational work. Training students for the evaluation of realized content and self-evaluation. Training students for teamwork and cooperation with other educators, professional team, parents and the local environment. Implementation of activities to encourage direct work with children, development of cooperation and learning communities, as well as professional practice.
The outcome of the course The student independently chooses methods, forms and content of educational work in accordance with the capabilities of the children and the spatial and technical capabilities of the preschool institution. Independently plans and realizes different types of activities, applies different innovative methods, evaluates educational work and self-evaluates its own role in the realization of educational content; they are ready to cooperate with: teachers, professional team, parents, local environment; to apply acquired knowledge and skills in educational work.
The content of the course During the professional practice, students are fully involved in the realization of planned and other activities of children and teachers. They independently implement practical activities with the presence of a teacher. They achieve direct cooperation with parents and the local environment. They apply traditional and modern methods, forms and contents of work that are adapted to the specifics of the educational group and working conditions and, in cooperation with the teacher, innovate educational work. Realization of practical activities in the kindergarten in the areas: Kindergarten as a space of a realistic educational program, Kindergarten as a space of democratic and inclusive practice, Kindergarten as a space of reflective practice, Play as a factor for child development, Improvement of inclusive practice. Creation and realization of planned learning situations. Participation in life-practical situations. Implementation of activities that encourage the child's interaction with peers.
Number of active teaching lessons Practical teaching: 90 classes of professional practice in a preschool institution and keeping a record of the implemented activities
Teaching methods: Verbal method, demonstrative method, the method of practical activities, the method of working with a text, illustrative method, project method
Knowledge assessment: descriptive assessment The student is evaluated with a qualitative grade in the form: <i>successfully implemented/did not successfully implement</i> professional practice. The student's qualitative assessment is entered into the student's transcript by the teacher in charge of professional practice, based on the teacher's monitoring of the student's work, as well as the student's record of the activities and opinions about the student's behavior during the practice signed by the teacher-mentor.

Study program: Master of Vocational Studies - Vocational Master Preschool teacher
Course title: Professional practice 2
Teacher: Simona G. Palcevska PhD
Course status: compulsory
ECTS: 6
Prerequisite: successfully realized professional practice 1
The goal of the course Adoption and manifestation of professional competences of students within the framework of practice in a preschool institution - choice of methods, form and content of work. Encouraging students to contribute to the development of their inner motivation for learning new things, research and discovery with an individualized approach to children. Providing support to students for active participation, with the support of teacher-mentors, in planning and implementing projects at the preschool level. Enabling students to apply various procedures and instruments for monitoring and recording children's development, to evaluate implemented programs and self-evaluation, to achieve cooperation with teachers, members of the professional team and parents, as well as with the local environment.
The outcome of the course The student shows independence and creativity in the choice of methods, form and content of the work. Increased degree of adaptability of the student who will be flexible for permanent change and adaptation to the needs of the modern educational process. The ability to combine different methods with the aim of overcoming their shortcomings and making educational work as effective as possible. Understanding the importance of continuing education. Building critical and self-critical thinking in relation to educational practice. Developing children's creativity.
The content of the course Planning, implementation and evaluation of educational work. Designing games and activities: encouraging psychophysical and cognitive development of children, self-esteem and developing self-awareness in children, strengthening socio-emotional competence, developing motivation for learning, encouraging and nurturing curiosity, creativity and non-violent communication, etc. Developing children's creativity. (Describe how the teacher encourages creative expression of children. Do children have complete freedom in expression and creation) Analyze the products of children's creative expression (art, music, drama, speech). Acquaintance with professional training programs for teachers. (Different forms of permanent education of teachers, expert council - teams of teachers and professional associates, specifics of work on projects). Implementation of activities based on partnership with the family. Analysis of the principle of representation of the real program in the institution. Implementation of thematic and project planning with children. Monitoring, documenting and evaluating the child's learning and development. Conducting a mini-survey.
Number of active teaching lessons Practical teaching: 90 classes of professional practice in a preschool institution and keeping a record of the implemented activities
Teaching methods: Verbal method, demonstrative method, the method of practical activities, the method of working with a text, illustrative method, project method
Knowledge assessment: descriptive assessment The student is evaluated with a qualitative grade in the form: <i>successfully implemented/did not successfully implement</i> professional practice. The student's qualitative assessment is entered into the student's transcript by the teacher in charge of professional practice, based on the teacher's monitoring of the student's work, as well as the student's record of the activities and opinions about the student's behavior during the practice signed by the teacher-mentor.

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Professional research paper			
Teacher: The mentor of the Master's thesis			
Course status: compulsory			
ECTS: 10			
Prerequisite: approved topic of the Master's thesis			
The goal of the course Teaching students to do research in the field of preschool education, publish and apply the research results.			
The outcome of the course The students are enabled to do research in the field of preschool education, publish and apply the research results. They are taught to connect the obtained research results with the available results of other research.			
The content of the course A research paper is a project in which a practical problem in the field of preschool education is solved and which serves the purpose of creating a Master's thesis. Master's thesis, that is, research is done in a preschool institution. Realization of the research can begin when the topic of the Master's thesis is approved. Upon completion of the project, with the consent of the mentor, the student submits the results of the project, i.e. research, in the form of a seminar paper to the student service. During the examination period, the student defends the results of the research with the Master's Thesis Mentor. This research, with possible corrections, becomes part of the Master thesis.			
Literature Depends on the choice of Master's thesis topic			
Active teaching classes		Theoretical teaching: /	PRP: 20
Teaching methods: Work with a mentor and independent research work of a student			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Research paper	50	Written exam	-
Seminar paper	20	Oral exam	30
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			

Study program: Master of Vocational Studies - Vocational Master Preschool teacher			
Course title: Master's thesis			
Teacher: The mentor of the Master's thesis			
Course status: compulsory			
ECTS: 16			
Prerequisite: Passed all exams included in the study program Master of Vocational Studies - Vocational Master Preschool Teacher			
The goal of the course Enabling students to do research in the field of preschool education, collect and apply the research results.			
The outcome of the course With the final paper, the students should show that they are capable of applying the knowledge acquired during their studies and show that they can successfully solve the tasks of their profession at the level of the professional title that they acquire with a diploma. They are qualified to recognize, methodologically shape, theoretically and empirically investigate current problems in educational work in preschool institutions, as well as to creatively improve educational work.			
The content of the course The Master thesis on the Master of vocational studies is a student's research paper in which the student applies acquired knowledge in the field of preschool education and research methodology in educational work. After the adopted topic of the Master's thesis, the student works on a research project that must be approved by the teacher - mentor, writes a report on the research carried out in the form of a seminar paper. After passing the Master thesis final exam, the student writes a Master thesis containing the results of the research work. The Master thesis contains the following units: Introduction, Theoretical part, Empirical part (experimental/non-experimental), Results and discussion, Conclusion, Literature review, Appendices. After completing the paper, the student, in agreement and coordination with the teacher-mentor, takes part in the public defense of the final work. The committee for the defense of the Master's thesis consists of three members (mentor, chairman of the committee and a member), teachers who participate in teaching at the Master studies.			
Literatura Depends on the chosen topic of the Master thesis			
Active teaching classes	Theoretical teaching: /		Other classes: 10
Teaching methods: Work with a mentor and independent research work of a student			
Knowledge assessment (maximum points 100)			
Course requirements	Points	Final exam	Points
Master thesis creation	70	Master thesis defense	30
The methods of assessment can be different, listed in the table are just some options: (written exams, oral exam, project presentation, seminars etc.)			