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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Pedagogical Faculty in Vranje** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Primary School Teaching** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **A Comparative Approach to the Methodology of Pre-School and Primary School Work in the European Context** | | |
| Level of study | | | | ☐Bachelor ☒ Master’s ☐ Doctoral | | |
| Type of course | | | | ☒ Obligatory ☐ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Radmila Nikolić | | |
| Teaching mode | | | | ☒Lectures ☒Group tutorials ☒ Individual tutorials  ☐Laboratory work ☒ Project work ☒ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The goal of a comparative approach to the education of pre-school and primary school children is to expand the views of students of this study program and introduce them to modern tendencies in the field of education in Europe, as well as enable them to progressively change and apply acquired knowledge in future work. Students gain knowledge about the development of pedagogical tendencies in Europe; they are enabled to take a critical stance towards education of children in the context of social changes and modern pedagogical consciousness. Based on the practice of successfully organized educational systems of our neighboring countries, students should see the possibilities for the development of pupils in the spirit of multiculturalism, non-discrimination and tolerance. They should encourage the development of intercultural education, respect and mutual understanding of students. Students are enabled to understand the importance of lifelong learning and constant professional development and advancement in order to be able to follow the development of modern society. They are ready to take responsibility for their professional development and the development of school based on their knowledge of the educational systems of other countries, and the place and role of teachers in them. They are familiar with the methods and techniques of research in teaching, and are enabled to critically use methodological literature for analysis, in order to use obtained results and scientific knowledge for the advancement of their own practice. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Theoretical instruction  The purpose and importance of the realization of modern goals of education (all-round and authentic development of a person as the goal of education; general characteristics of the world at the beginning of the 21st century and the goals of education; the goals of education that stem from the „European dimension of education“; personality development and reinforcement; learning for knowledge, work, life with others, existence).  21st century competencies (competencies for life in the 21st century; reinforcing cognitive competencies; reinforcing emotional competencies; reinforcing social competenciesand work competencies; the moral dimension of competencies, the aesthetic dimension of competencies). Self-actualization in education. Pedagogical communication (concept, characteristics, structure).  Practical instruction  Tutorials, Other forms of instruction, Student research work  Realization of tasks related to the social-institutional context of education. A comparative analysis of the educational systems in Europe and the world from the aspect of possibilities for developing competencies for the 21st century. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☒Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☐Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | |  |
| **Practical teaching** | **10** | | **Oral examination** | | | **50** |
| **Teaching colloquia** | **35** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |