

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	General Pedagogy		
Teacher (for lectures)	Goran Vilotijević, PhD		
Teacher/associate (for practical classes)	Milijana Lazarević		
Teacher/associate (for other forms of teaching)			
Year of study when the component is delivered			1
Semester/trimester when the component is delivered			1
Number of ECTS	6	Status of the course (compulsory/optional)	compulsory
Condition	None		
Goal of the course	Students should adopt professional pedagogical terminology, get acquainted with basic pedagogical concepts and phenomena; become competent for critical reflection on the basic issues of education as a phenomenon and practice; get acquainted with the philosophical, social, psychological and other dimensions of education as an individual and social process. It is necessary to enable them to: Forming clear rules for maintaining the working atmosphere and appropriate behavior in a group based on the successful completion of the course, students should be able to: 1. understand pedagogical terminology; 2. critically consider the basic issues of education as a phenomenon and practice; 3. understand the philosophical, social, psychological and other dimensions of education as an individual and social process. 4. understand basic pedagogical concepts and phenomena. 5. apply the achievements of pedagogical science. 6. understand ways to monitor the development of children, 7. use acquired knowledge in the process of solving educational problems.		
The outcome of the course	1. understand pedagogical terminology; 2. critically consider the basic issues of education as a phenomenon and practice; 3. understand the philosophical, social, psychological and other dimensions of education as an individual and social process. 4. understand basic pedagogical concepts and phenomena. 5. apply the achievements of pedagogical science. 6. understand ways to monitor the development of children, 7. use acquired knowledge in the process of solving educational problems.		
Course content			
Theory classes	Pedagogy as a science of education. The concept, significance and manifestations of education. Development of education. Education in the function of developing the human essence and preparing for life in the community. Basic pedagogical categories and concepts. Goals and tasks of education. Education in the function of complete personality development, types of education. Principles and methods of education.		
Practical classes (other forms of teaching, research work during the studies)	Creation and use of instruments for the research of pedagogical problems. Creating a research project. Adoption of conceptual-terminological apparatus of methodology of pedagogical research.		
Bibliography			
	1 Антонијевић, Р. (2013). Општа педагогија. Филозофски факултет, Институт за педагогију и		
	2 Влаховић, Б. Ђорђевић Ј. Поткоњак, Н. Трнавац Н. (1996). Општа педагогија. Учитељски		
	3 Поткоњак, Н. (2003). XX век: ни «век детета» ни век педагогије. СПДВ, Нови Сад (одабрана		
	4 Ђорђевић, Ј. Ђорђевић, Б. (2008). Савремени проблеми друштвено-моралног васпитања. СПДВ,		
	5 Грандић, Р., Гајић, О. (2001). Теорије интелектуалног васпитања, СПДВ, Нови Сад, (одабрана		
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
4	2		
Teaching methods	Academic presentation, explanation with rhetorical questions, schematic presentation of content structure, self-organized and interactive learning; Discussion on a pre-announced topic; explanation of the positions in the discussion. Exercises - practical work (research plan, instruments ...).		
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	/
Practical classes	10	Oral exam	50
Colloquium	30		
Seminar papers	/		
Language of instruction	Serbian/English		

ðŸ“š List of awesome university courses for learning Computer Science! 36.4k stars. 7.2k forks.Â This course will cover abstractions and implementation techniques for the construction of distributed systems, including client server computing, the web, cloud computing, peer-to-peer systems, and distributed storage systems. Topics will include remote procedure call, maintaining consistency of distributed state, fault tolerance, high availability, and other topics.Â An introduction to the specification and implementation of modern compilers. Topics covered include lexical scanning, parsing, type checking, code generation and translation, an introduction to optimization, and compile-time and run-time support for modern programming languages. course design. Many courses are strongly focused on language content (as opposed to content of another nature, such as learning strategies). Many courses have as a major objective that the students will have better understanding of communication and language use in the specialist field or target discourse community by the end of the course. Moreover, such courses generally aim to offer realistic descriptions of discourse derived from empirical investigations of communication and language use in the community or specialist field (Basturkmen, 2010: 36).Â [The curriculum] is not designed on a pre-specification of behavioural objectives. Of course there are changes in students as result of a course, but many of the most valued are not to be anticipated in detail. Course specifications provide information on each course approved for the University's teaching program. Course fee information is available from the course fee finder. Fees are determined by the course's field of education which is specified through an ASCED code on the course specification. All students must ensure that courses selected are appropriate to their level of study. Students should also ensure they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. If in doubt, contact the appropriate Faculty for the course. USQ Course specif... All course books come with extensive original and authentic audio material, accessible by smartphone or web browser. The books are written entirely in Russian and are designed to be used primarily in a classroom setting, for both group and individual students.Â There are key books for A1, A2, and B1 Student books, offering the answer keys for the questions and exercises contained within to assist both those students using the course books as self-study materials and those seeking to consolidate their knowledge before progressing to the next level of the course. Course books continue to play a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students. However, inappropriate use of course books may de-skill teachers and tire students. This paper explores the role of course books in EFL teaching and examines how teachers can make effective use of the material. It mainly applies to novice teachers and those working in centralised systems, where decisions are made by ministries and committees. The first part of the paper refers to the role of course books, their impact on teaching and learning proc