

INDEPENDENT UNIVERSITY OF BANJA LUKA

FACULTY OF EDUCATION

**STUDY PROGRAM: *PRESCHOOL EDUCATION (2ND CYCLE)***

CURRICULUM

from academic 2016/2017

**The Preschool education study** program will be implemented in the II cycle of studies. The second study cycle lasts one year and is valued at 60 ECTS points. Students who complete the first and second cycle of studies are evaluated with 300 ECTS points .

The program was designed to clearly indicate its place and role in the educational system of the Republic of Srpska and Bosnia and Herzegovina. Purpose, goals, outcomes learning, knowledge and skills, which are acquired through its implementation, are precisely expressed and are aligned with the key goals and tasks defined in the Independent University Development Strategy.

As part of the study program, the necessary knowledge and skills are acquired , necessary for the acquisition of the **master's profile in preschool education (300 ECTS points).** The structure of the program was created in such a way as to provide an appropriate representation of key groups of subjects: general - educational, scientific - professional and professional - applied.

Teaching in this study program will be conducted using modern teaching-scientific methods, with the aim of students mastering different abilities and skills, anticipating the diversity of individual characteristics and learning styles, and acquiring new knowledge and skills under approximately the same conditions.

**I THE PURPOSE OF THE STUDY PROGRAM**

The purpose of the study program of the II cycle Preschool Education is to expand and upgrade the already existing professional competences of preschool teachers in the planning, implementation and evaluation of educational work in preschool institutions, as well as the readiness of students to scientifically and critically analyze the advantages and disadvantages of modern educational work. and early learning from the aspect of child development (physical, social-emotional, intellectual, speech, communication and creativity).

**II GOALS OF THE STUDY PROGRAM**

The basic goal of the study program is to strengthen students' competencies for working with children of preschool age. The goal of the study program can be divided into two categories, which together provide the quality of higher education at the Independent University of Banja Luka. The quality of the study program is achieved through a combination of professional and general education components.

The goal of professional development is:

* Expanding and deepening knowledge from general education disciplines,
* Expanding students' competencies for working with preschool children,
* Training students for self-evaluation of work with children and increasing their level of motivation for further educational work, which will contribute to the creation of their personality.

The goal of the general education components of the study program is:

* Strengthening communication skills,
* Application of the scientific method,
* Ethical thinking and development of the value system as a collective obligation,
* Development and expansion of awareness of the importance of interpersonal relationships with appreciation and understanding of diversity.



**III STUDENT COMPETENCES AND LEARNING OUTCOMES**

The vision of this study program is to improve the current position of the Faculty of Social Sciences and the Independent University of Banja Luka within academic university studies, and to expand and deepen knowledge and competence in the field of preschool education and upbringing. Upon completion of the second cycle of study, students will expand their acquired knowledge for working with preschool children. The breadth of knowledge of working with children provides high quality education. Students' knowledge and skills will be further increased by instructive mentoring and independent work during the educational process in the second cycle of studies. The basic competencies that a student acquires after completing the second cycle of preschool education are:

* Demonstrate a higher level of professional and scientific knowledge for active participation in the creation of educational policy in the domain of preschool education,
* To analyze, evaluate and improve the concepts, theories, policy and practice of contemporary preschool institutional upbringing and education,
* Engage in creative research projects and tasks that will be realized through practical research, identification and application of adequate work methods, and analysis and interpretation of the obtained results of the conducted research,
* Identify and critically assess the continuity and discontinuity between knowledge and its application in concrete educational practice and ways of influencing the quality of the final results of institutional preschool education,
* To think integratively in the context of one's profession and to continuously and permanently improve one's professional skills.

The specificity of learning is determined within the work program of each subject. The students of the II cycle would be qualified and determined to continue their studies in the III cycle, doctoral studies, which is also the purpose of this study program.

From general and special knowledge and skills (learning outcomes), students will: acquire appropriate new and expand existing knowledge about the nature of the child and its development, perfect the skills of encouraging that development, acquire skills that will enable him to responsibly, expertly, creatively and independently realize his specific roles in educational work with children of preschool age, will be able to competently and reliably observe, identify and evaluate the child's development, to create a stimulating physical and social environment for children to play and learn, and to use concrete procedures to stimulate the active participation of the child and his family in development , will know how to apply it adequately appropriate instruments for monitoring children's development, use the obtained data and create a program of educational work based on them, the ability to adapt educational content, methods and procedures work, needs, interests and abilities of the children he works with. In addition to working with children, he will be trained in the skills of active involvement of children's family members in the educational process. With his active attitude and acquired knowledge, he will be able to contribute to the improvement of the general and mental health of children and their family members, will develop a critical attitude towards the program, will be able to notice problems that arise during the implementation of the program and will have concrete ideas, proposals and solutions to overcome them problems while respecting the specifics of preschool children's development and learning, and will be able to adapt the work program to the needs and characteristics of the social community.

By educating competent masters of preschool education and education, we ensure the realization of children's right to quality education from the earliest age. At the same time, we give graduated teachers of preschool children the opportunity for professional development and professional advancement. Raising the quality of work of educators contributes to the quality of preschool education and education, as the first level of the education system.

 The study program in the second cycle for Preschool Education and Education is compatible with other programs of the same or similar programs from other universities in the region. It is evident from the content of the teaching subjects that all relevant scientific achievements of domestic and foreign authors are respected. The program purposefully follows modern trends in education, which are profiled by the relevant ministry, with full pragmatic respect for the requirements of the Bologna Declaration, with the aim of achieving a modern, high-quality, efficient, effective and, ultimately, flexible educational process.

STUDY PROGRAM PRESCHOOL EDUCATION - SECOND CYCLE

**I year – I semester**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Subject code** | **Subject** | **Electiveness** | **Lectures** | **Exercises** | **ECTS** |
| DPV- 01 | Contemporary theoriespreschool upbringing | obligatory | 3 | 1 | 5 |
| DPV- 02 | Development curriculumpreschool upbringing | obligatory | 2 | 1 | 5 |
| DPV- 03 | Academic writing | obligatory | 2 | 1 | 5 |
| DPV- 04 | Contemporary flows methods of speech development | obligatory | 3 | 1 | 5 |
| DPV- 05 | Contemporary flows methods of art education | obligatory | 2 | 1 | 5 |
| DPV- 06 | Contemporary flows of physical education | obligatory | 2 | 1 | 5 |
| **TOTAL** |  |  | 14 | 6 | **30** |
| **I year – II semester** |  |
| **Subject code** | **Subject** | **Electiveness** | **Lectures** | **Exercises** | **ECTS** |
| DPV- 07 | Contemporary flows methods of initial mathematicsconcepts | obligatory | 2 | – | 4 |
| DPV- 08 | Contemporary flows methods of music education | obligatory | 2 | – | 4 |
| DPV- 09 | Elective subject 1\* | electoral | 2 | – | 3 |
| DPV- 10 | Elective subject 2\* | electoral | 2 | – | 3 |
| DPV- 11 | Final master work | obligatory | 8 | 4 | 16 |
| **TOTAL** |  |  | 16 | 4 | **30** |
| \* *Choice subject is tied for methodology from which all choose final master work* |  |
| ***Elective courses*** | ***Methodology for which is related election subject*** |
| 1. Linguistic basis speech children
2. Literary text and development speech children
 | *Contemporary flows methodologies development speech* |
| 1. Mathematical games
2. Talent for mathematics in preschool education
 | *Contemporary flows in methods initial mathematical concepts* |
| 1. Theoretical basics musical arts
2. Styles in music
 | *Contemporary flows methodologies musical arts* |

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| 1. Locomotors device for movement and physical education
2. Natural shapes movements and physical exercise
 | *Contemporary flows methodologies of physical education* |
| 1. Children's games in fine arts upbringing and education
2. Styles in fine arts
 | *Contemporary flows methodologies art education* |
| 1. Individualization in inclusive education
2. Activities children with special needs
 | *Contemporary flows methodologies work with children with special needs* |

