

| | | | |
|--|--------------------|---------------------|----------------------|
| Study programmes: MASTER STUDIES - Mathematics | | | |
| Course name: Pedagogy | | | |
| Lecturers: Sladana Anđelković | | | |
| Status: Optional | | | |
| ECTS: 3 | | | |
| Attendance prerequisites: No prerequisites. | | | |
| Course aims: Acquisition of basic knowledge in pedagogy. | | | |
| Course outcome: Student is qualified for pedagogical work with pupils. | | | |
| Course content: Subject of pedagogical science. Aims and tasks of upbringing and education. Education system and its forms: school education, out-of-school education, distance education, diversified forms of education, special educational needs. Contemporary pedagogical requirements. Organization of educational work at school: teaching and extracurricular activities. Features of the process of learning. Communication in class. Didactics. Educational technology. Programming and planning of teaching. Evaluation at school: evaluation and assessment of pupils and evaluation of teacher's work. | | | |
| Literature: | | | |
| Number of hours: 3 | Lectures: 2 | Tutorials: - | Laboratory: - |
| Research: 1 | | | |
| Teaching and learning methods: Frontal / Tutorial | | | |
| Assessment (maximal 100 points) | | | |
| Course assignments | points | Final exam | points |
| Lectures | 10 | Written exam | - |
| Exercises / Tutorials | - | Oral exam | 50 |
| Colloquia | - | Written-oral exam | - |
| Essay / Project | 40 | | |

| |
|---|
| Study programmes: MASTER STUDIES - Mathematics |
| Course name: Psychology |
| Lecturers: Dragica Pavlović |
| Status: Optional |
| ECTS: 3 |
| Attendance prerequisites: No prerequisites. |
| Course aims: The candidates will have acquired basic knowledge and skills in the field of Educational and Developmental Psychology, which will make them capable of teaching in primary and secondary schools. |
| Course outcome: The candidates will have acquired basic knowledge concerning the intelligence, transfer of learning, core categories of Personality Psychology and main characteristics of adolescent process. |
| <p>Course content:</p> <p>Subject of Psychology and its importance in successfully performing educational practice.</p> <p>Methods and techniques of psychological research: experiment and types of experiment, sociometry, survey, observing, interview. Concept of learning. Types of learning: non-associative learning, classical conditioning, operant conditioning, observational learning, associative learning. Learning theories: associative learning theory, gestalt theory, information processing theory.</p> <p>Learning methods: global opposite to partial learning, focus opposite to partition learning, active learning. Factors affecting learning.</p> <p>Learning and development: Geneva versus Moscow school of thinking.</p> <p>Thinking. Speech and thinking. The development of creative thinking. The concept of intelligence. The structure of intelligence. The influence of hereditary and environmental factors on the development of intelligence. Intelligence measurement and intelligence quotient classification.</p> <p>Memory. Types of memory.</p> <p>Forgetting. Factors that affect forgetting. The concept of retroactive inhibition.</p> <p>Transfer. Types of transfer. Methods of transfer testing. Transfer theories: the theory of formal discipline, the theory of identical elements, the theory of generalization.</p> <p>Intellectual work and tiredness. Tracking and progress during learning. Learning curves.</p> <p>Students' files.</p> <p>Programmed instruction. The matter of programmed instruction. Theoretical basics of programmed instruction. Types of programming. Semi-programming. Examination and assessment of students' knowledge. Different modes and systems of assessment. Factors that affect evaluation. An attempt to objectify the systems of assessment through knowledge tests. Methods of constructing knowledge tests. Using the results from the knowledge test. Limitations of evaluation through a knowledge test.</p> <p>Basic concepts of personality psychology: heritage, environment, self-activity. Personality Theories: Freud's, Adler's, Allport's, and From's.</p> <p>Frustration and conflict. Methods of reacting to frustration. Personality typology: Jung's, Kretschmer's and Sheldon's.</p> <p>Adolescence. The concept of adolescence. Full maturity of adolescents and the problems regarding it. Intellectual development in adolescence. Development of formal operations and new forms of thinking that are encountered within them among adolescents. Emotional development in adolescence. Search for personal identities. Problems related to profession selection, independence, acceptance of life philosophy ... Social development in adolescence. Conflicts in adolescence.</p> |

Psychology of teachers. Motivation for selecting a teacher profession. The complexity of the teacher's profession. Personality of the teacher. Psychological problems of upbringing and self-education. Unity of personal and social. Development of moral awareness, moral judgement and moral attitudes and conscience among students.

Psychological aspects of the formation of class communities. Discipline at school. Mental and hygienic problems at school.

Work habits. The concept of work habits. The habit of places and the habit of time. The methods of forming work habits. The concept of work plan. The methods of making the work plans and the requirements that are made when making them.

Literature:

1. Dr L. Vučić, Pedagoška psihologija, Društvo psihologa Srbije, Beograd, 2000.
2. Dr N. Rot, Psihologija ličnosti, Zavod za udžbenike i nastavna sredstva, Beograd, 2002.
3. Dr V. Smiljanić i dr I. Toličić, Dečja psihologija, Zavod za udžbenike i nastavna sredstva, Beograd, 1996.

| | | | | |
|---------------------------|--------------------|---------------------|----------------------|--------------------|
| Number of hours: 3 | Lectures: 2 | Tutorials: - | Laboratory: - | Research: 1 |
|---------------------------|--------------------|---------------------|----------------------|--------------------|

Teaching and learning methods: Frontal / Tutorial

Assessment (maximal 100 points)

| Course assignments | points | Final exam | points |
|---------------------------|---------------|-------------------|---------------|
| Lectures | 20 | Written exam | - |
| Exercises / Tutorials | - | Oral exam | 40 |
| Colloquia | 20 | Written-oral exam | - |
| Essay / Project | 20 | | |