

Specification of courses for the book of courses

Study program	Preschool teacher		
Module	/		
Type and level of studies	Basic vocational studies - 1st level study program (professional bachelor degree)		
Name of the subject	Mother Tongue - Serbian language		
Teacher (for lectures)	Ivana Dordev, PhD		
Teacher/associate (for practical classes)	Ivana Dordev, PhD		
Teacher/associate (for their forms of teaching)			
Year of study when the component is delivered			1
Semester/trimester when the component is delivered			1
Number of ECTS	4	Status of the course (compulsory/optional)	compulsory
Condition	/		
Goal of the course	Acquiring knowledge of the grammar of the Serbian language at all linguistic, theoretical and practical levels. Gaining competence in orthography and the ability independently analyse the lexicology, syntax and orthography of a text.		
The outcome of the course	Students are expected to: describe the origin, development and stratification of the Serbian standard (literary) language, as well as grammatical-lexicographic instruments for the standardization of languages and spelling; distinguish all language levels and norms of the Serbian literary language, apply theoretical knowledge for independent lexicology, syntax and orthographic analysis of texts, use the standard Serbian language efficiently in the educational group; value the importance of continuous language checking.		
Course content			
Theory classes	Serbian literary language: history, dialectical situation, layering, grammatical-lexicographic instruments for the standardization of languages and spelling. Phonemes of the Serbian literary language. The style and division of words into syllables. Phonemes and voice. Voice alternations. Assimilation and dismantling processes. Terms of linguistic analysis of the morphological system and lexicological analysis of the lexicon of the Serbian literary language. Syntax: basic terms and definitions. Cases system. A system of dependent and independent sentences. A system of verb forms. The letter. Uppercase letter system. Combined and separate word writing. Pronunciation. Voice changes and voice relations. Punctuation. Abbreviations. Transcription.		
Practical classes (other forms of teaching, research work during the studies)	Lexicological, syntactic and orthographic analysis of selected texts, preparation and correction of seminar papers, solving tasks of a research type focused on: (a) observing the manifestation and violation of literary language norms in various forms and at various levels of language communication; (b) monitoring and critical review of the current literature in the field of mother tongue.		
Bibliography			
1	Станојчић, Ж., Поповић, Љ., <i>Граматика српскога језика</i> , Београд: Завод за уџбенике и наставна средства,		
2	Пижурица, М., Дешић, М., Остојић, Б., Станојчић, Ж. (уред.), <i>Правопис српскога језика</i> , Нови Сад: Матица		
3	Ђорђевић, М., Келемен, Љ., Ђорђевић, И. (2015). <i>Практикум за српски језик</i> . Вршац: ВШССВ „Михаило Палов”.		
4	Ивић, П., Клајн, И., Пешикан, М., Брборић, Б. (2011). <i>Српски језички приручник</i> . Београд: Београдска књига.		
5	Клајн, И. (2011). <i>Речник језичких недоумица</i> . Нови Сад: Прометеј.		
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
3	1		
Teaching methods	Academic presentation. Text-method. Individualization of teaching by writing and correcting seminar papers. Solving tasks in groups, discussion; self-organized learning and discovery.		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	5	Written exam	/
Practical classes	15	Oral exam	30
Colloquium	20 + 15		
Seminar papers	15		
Language of instruction	Serbian/English		

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). [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 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. Course outcomes

Students will understand the concepts of microeconomics and macroeconomics. They will be able to demonstrate knowledge of basic economic terminology, understand the socio-economic processes, know the basic economic laws, demonstrate knowledge of basic market principles and competition. They will acquire the knowledge necessary to understand the economic model whose parameters are being assessed by econometrics. Content of the course

Theoretical classes Supply and demand (the market and welfare); economy public sector enterprise behavior, labor market economy, the real economy

About course materials. We produce a variety of free and paid-for materials to support our qualifications. Here's a guide to the different types of publications available, including specifications, sample assessment materials and other support materials. Please note that not every type of material will be available for every qualification. Read more. Academic qualifications. Materials to support A levels and GCSEs, including International GCSEs. Specification. This outlines the course that students will be taught for any level and subject, for example GCSE French. It breaks down the requirements

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