

**(Table 5.2) Course unit description**

<b>Study program: Master Preschool Teacher</b>				
<b>Type and level of studies: Master Studies</b>				
<b>Course unit: Current Trends in Speech Development Methodology</b>				
<b>Teacher in charge: Daliborka Puric, PhD, Associate Professor</b>				
<b>Language of instruction: English</b>				
<b>ECTS: 6</b>				
<b>Prerequisites: /</b>				
<b>Semester (Winter or Summer Semester)</b>				
<b>Course unit objective</b> Acquiring theoretical and practical knowledge, professional experience and ability to apply modern forms of work in preschool speech development. Training for developing and improving pedagogical practice.				
<b>Learning outcomes of Course unit</b> Mastering theoretical and practical knowledge, professional experience and ability to apply modern forms of work in preschool speech development. Acquiring ability for developing and improving pedagogical practice.				
<b>Course unit contents</b> Theoretical classes Elements of pre-schoolchild language communication (relationship between speech and thinking, beginnings of symbolic function, child and language communication, verbal and non-verbal communication).Linguistic aspect of speech development (children's language and linguistic theories). Articulation development. Lexicon development (development and enrichment of vocabulary, test-dictionary for children aged 3 to 7). Morphology development. Syntax development (psychological aspects of sentence formation). Characteristics of twin dialog. Language games in speech development activities. Preschool teacher and selection of literary texts for speech development activities. Practical classes Application of acquired knowledge in the process of preschool children speech development. Developing and improving pedagogical practice.				
<b>References</b> Hoff, E. (2014). <i>Language development</i> . Belmont, CA: Cengage Learning. Johnson, J., Christie, J., Wardle, F. (2005). <i>Play development and early education</i> . New York: Pearson. Lerner, J.W. (2000). <i>Learning disabilities: theories, diagnosis and teaching strategies</i> . Boston Mass: Houghton Mifflin Company Petty, K. (2016). <i>Developmental milestones of young children</i> . St Paul, MN: Redleaf Press. Whitehead, M. (2010). <i>Language and literacy in the early years 0-7</i> . London: Sage Publications.				
<b>Number of active teaching hours</b>				Other classes
Lectures: 2	Practice: 1	Other forms of classes: mentoring and monitoring: 1	Independent work	
<b>Teaching methods</b> Interactive classes and practical application of knowledge acquired; verbal-textual and analytical;				

popular lectures, discussion, method of practical activities, workshops, e-teaching, presentations and mentoring.

**Examination methods** (maximum 100 points)

<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Student's activity during lectures	<b>20</b>	oral examination	<b>50</b>
practical classes/tests		written examination	
seminars/homework	<b>20</b>	.....	
Project	<b>10</b>		
Other			

**Grading system**

<b>Grade</b>	<b>No. of points</b>	<b>Description</b>
<b>10</b>	<b>91–100</b>	<b>Excellent</b>
<b>9</b>	<b>81–90</b>	<b>Exceptionally good</b>
<b>8</b>	<b>71–80</b>	<b>Very good</b>
<b>7</b>	<b>61–70</b>	<b>Good</b>
<b>6</b>	<b>51–60</b>	<b>Passing</b>
<b>5</b>	<b>Less than 51</b>	<b>Failing</b>