

**(Table 5.2) Course unit description**

<b>Study program: Preschool Teacher</b>
<b>Type and level of studies: Bachelor Studies</b>
<b>Course unit: Speech Development Methodology 2</b>
<b>Teacher in charge: Daliborka Puric, PhD, Associate Professor</b>
<b>Language of instruction: English</b>
<b>ECTS: 5</b>
<b>Prerequisites: /</b>
<b>Semester (Winter or Summer Semester)</b>
<b>Course unit objective</b> Acquiring theoretical and practical knowledge on developing the language practice of preschool children through different forms of work. Developing competencies needed to create conditions that integrate various communication activities. Acquiring theoretical and practical knowledge about playing and didactic means in activities with children of preschool age. Application of acquired knowledge in planning, organization and evaluation of activities with preschool children. Developing the ability to research, encouraging teamwork, critical and creative approach in professional work. Preparing for self-education.
<b>Learning outcomes of Course unit</b> Mastering theoretical and practical knowledge of physiological and psychological characteristics of speech development; development of articulation, morphology, vocabulary and syntax; developing listening skills; ways of stimulating voice communication. Mastering theoretical and practical knowledge about the characteristics and possibilities of using playing and didactic means in speech development activities with pre-schoolers. Ability to apply acquired knowledge in planning, organizing and evaluating activities with preschool children. Competence for independent, creative, critical and teamwork. Competence for research and self-education.
<b>Course unit contents</b> Theoretical classes Physiological and psychological characteristics of speech development. Linguistic aspects of articulation, morphology, vocabulary and syntax development. Ability to develop listening skills. Language disorders of preschool children. Playing in activities with children of pre-school age. Didactic means in activities with children of preschool age. Possibilities of correlating speech development with other subject areas. Planning upbringing work. Role and importance of preschool teachers as partners in voice communication and organizers of activities with pre-schoolers. Practical classes Independent and creative development of activity organization models for encouraging preschool children's speech development and critical evaluation of developed models. Application of acquired models in planning, organization and evaluation of speech development activities.
<b>References</b> <i>Language development and literacy.</i> In: Tremblay, R. E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.) (2018). Encyclopedia on Early Childhood Development [online]. <a href="http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/language-development-and-literacy.pdf">http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/language-development-and-literacy.pdf</a> . <i>Learning disabilities.</i> In: Tremblay, R. E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.)

(2017). Encyclopedia on Early Childhood Development [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/learning-disabilities.pdf>.

*Play-based learning*. In: Tremblay, R.E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.) (2018). Encyclopedia on Early Childhood Development [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/play-based-learning.pdf>.

*Play*. In: Tremblay, R.E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.) (2013). Encyclopedia on Early Childhood Development [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/play.pdf>.

*Preschool programs*. In: Tremblay, R.E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.) (2012). Encyclopedia on Early Childhood Development [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/preschool-programs.pdf>.

*Second language*. In: Tremblay, R.E., Boivin, M., Peters, R. de V. (eds.) Rvachew, S. (topic ed.) (2017). Encyclopedia on Early Childhood Development [online]. <http://www.child-encyclopedia.com/sites/default/files/dossiers-complets/en/second-language.pdf>.

Number of active teaching hours				Other classes
Lectures: 2	Practice: 1	Other forms of classes: mentoring and monitoring: 1	Independent work	

**Teaching methods**

Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; popular lectures, discussion, method of practical activities, workshops, role playing, e-teaching, presentations and mentoring.

**Examination methods** (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	30
practical classes/tests	20	written examination	
seminars/homework	40	.....	
Project			
Other			

**Grading system**

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