

University of Banja Luka
Faculty of Philology

THE SERBIAN LANGUAGE TEACHING METHODOLOGY 2

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Study programme: the Serbian language and literature

Subject code:

Subject status: compulsory

Number of classes: lectures 1, exercises 5

Semester: VII

Number of ECTS credits:



1. Content of the subject

The Serbian language teaching methodology includes the following content:

Application of theoretical and practical knowledge acquired in the previous course (The Serbian language teaching methodology 1);

Methodological connection and consolidation of teaching literature and language;

Acquiring knowledge of preparatory work necessary for implementing classes of Serbian language and literature in elementary and secondary schools;

Classroom observations, writing/keeping workbook and professional conversations on attended/observed classes;

Writing lesson plan (methodological study) for the implementation of classes in a school; implementation of class exam followed by discussion on the class held in a school.

2. The subject's objectives

The Serbian language teaching methodology helps students to achieve the following objectives: to develop theoretical and practical knowledge in the area of language teaching methodology;

to work successfully in elementary and secondary schools as teachers/professors in line with the principles of science and education;

to apply knowledge of teaching methodology and language teaching methodology activities while preparing and implementing curriculum in schools;

to acquire professional knowledge and experiences on teaching in the area of literature, language and language expression;

to establish foundation for further development of professional competences and professional work as a professor of the Serbian language and literature.

3. Connection to other subjects

The Serbian language teaching methodology 2 is attended by the students who have positive grades in all pre-exam activities in the Serbian language teaching methodology 1.

4. Work methods

Lectures and exercises; group and individual work; consultations; professional conversations and discussions; class observation with a group in a school; lesson plan for a class exam; class exam; analysis of class observation and class exam.

5. Pre-exam activities

Pre-exam activities have overall **50 points**. In order for a student to take the exam, he/she has to have **at least 30 points**.

Pre-exam activities include the following:

Pre-exam activities	Maximum number of points
Attendance	10,0 points
Class observation in elementary and/or secondary school	12,0 points

Class exam	1. Lesson plan	14,0	28,0 points
	2. Class exam	14,0	
Overall number of points in pre-exam activities:			50,0 points

6. Content of pre-exam activities

Attendance

Maximum **10,0** points

Attendance is assessed as attendance to lectures, exercises and class observation.

Lectures and exercises area assessed as 5 classes (one class lasts 45 minutes) that are planned to be realized during the semester.

Classes of observation are assessed as 18 classes (one class lasts 45 minutes) out of which 10 classes represent class observation, and 8 classes for writing workbook and discussion after finished classes in a school. Class observation is compulsory: without it, a student cannot write a lesson plan and implement class exam.

Individual consultations are assessed as 7 classes (one class lasts 45 minutes). The classes include: consultations regarding writing a lesson plan, assessment and grading a lesson plan and preparation for implementation of a class. This number of classes includes consultations held after finished class exam.

Number of classes	Number of points
30	10,0
29	9,0
28	8,0
27	7,0
26	6,5
25	6,0
24	5,5
23	5,0
10 and less	No points

Class observation in elementary of secondary school (maxim number of points: 12,0)

Class observation in elementary of secondary school is done during the classes according to defined class schedule, and they last 10 classes overall.

For the purpose of class observation the students are separated in groups. Every group has class observation with a teacher who is at the same time their mentor during class observation. List of schools, classes, teachers and students' obligations during class observation is defined at the beginning of a semester, about which the students are timely informed. During class observation, the students will be accompanied by a teaching assistant.

During class observation, a student will keep notes in a special form, and in that way the student will keep the workbook. The workbook should include 10 notes (forms), which are brought to every individual class that is attended by the student in a school. The completed workbook will be handed over to the teaching assistant after finished class observation. It provides an insight into an individual work of the student during class observation (following the class, professional notes

and comments, observation, analysis and evaluation of concrete circumstances in the class and manner in which they would be taken into account during preparation and realization of a class.

Class observation, that is, workbook is assessed in the following way:

Grade	Number of points
10	12,0
9	11,0
8	10,0
7	9,0
6	6,0
fail	No points

Lesson plan in elementary of secondary school (maxim number of points: 14,0)

After consultations with the teaching assistant and the teacher in a school, the student will choose a topic for a class, based on which the student will prepare a class, write a lesson plan and implement it as a class exam. The class will be implemented in one of the classes with the teacher where the student finished class observation.

The student will choose a topic for a class after consultations with the teacher in a school. When choosing topic for a class, the student can have consultations with the teaching assistant.

Preparation for a class is led by the teaching assistant through individual consultations in regular office hours and/or extraordinary time that is scheduled for every student individually. During individual consultations the student will present an outline of a lesson plan, ask for clarifications, advice, bibliography and get necessary help in terms of professional suggestions about writing a lesson plan and how to include elements necessary for the realization of the class exam.

A written lesson plan will be timely submitted to the teaching assistant to be evaluated and assessed. The lesson plan should be written in accordance with certain technical instructions, which are given to students in the classes of exercises.

The lesson plan that is assessed by a positive grade is a condition for implementation of a class. If the lesson plan is not assessed by a positive grade, the student will not be able to take the class exam.

The lesson plan will be assessed according to the following table.

Grade	Number of points
10 (ten)	14,0
10 - (ten minus)	13,5
9 + (nine plus)	13,0
9 (nine)	12,5
9 - (nine minus)	12,0
8 + (eight plus)	11,5
8 (eight)	11,0
8 - (eight minus)	10,5
7 + (seven plus)	10,0
7 (seven)	9,5
7 - (seven minus)	8,0
6 + (six plus)	7,0
6 (six)	6,0
5 (five)	0

Class exam in elementary of secondary school (maxim number of points: 14,0)

A schedule of class exam will be agreed with the teacher in a school, about which the student will be timely informed.

The class exam is attended by the teacher in a school, and the teaching assistant.

A professional conversation will be held after the class exam during which the student and teachers present their views of the class. The student is presented with a grade, which is explained in details. The grade can be given by the teacher in a school, or the teaching assistant in case any of the teachers have regular classes during the class exam.

The class exam will be assessed according to the following table.

Grade	Number of points
10 (ten)	14,0
10 - (ten minus)	13,5
9 + (nine plus)	13,0
9 (nine)	12,5
9 - (nine minus)	12,0
8 + (eight plus)	11,5
8 (eight)	11,0
8 - (eight minus)	10,5
7 + (seven plus)	10,0
7 (seven)	9,5
7 - (seven minus)	8,0
6 + (six plus)	7,0
6 (six)	6,0
5 (five)	0

7. Exam

The exam is written exam, which includes the following:

Knowledge of basic methodological concepts that are important for the Serbian language teaching methodology;

Knowledge of literary works and concepts that are important for classes in schools and creating adequate methodological views;

Knowledge of language concepts that are important for classes in schools and skills for methodological usage;

Application of teaching methodology in concrete literary works and language concepts.

If the student does not take the exam, it will be considered that he/she has given up the exam. Assessment of a final test will be done in the following way:

Grade in the test	Number of points
10 (ten)	50,0
10 - (ten minus)	47,5
9 + (nine plus)	45,0
9 (nine)	42,5
9 - (nine minus)	40,0
8 + (eight plus)	37,5
8 (eight)	35,0

8 – (eight minus)	32,5
7 + (seven plus)	30,0
7 (seven)	27,5
7 – (seven minus)	25,0
6 + (six plus)	22,5
6 (six)	20,0
fail	0

The final grade is a sum of all pre-exam activities and number of points achieved in the test:

Number of points	Grade
up to 50 points	5 (fail)
from 51 to 60 points	6 (satisfactory)
from 61 to 70 points	7 (good)
from 71 to 80 points	8 (very good)
from 81 to 90 points	9 (excellent)
from 91 to 100 points	10 (distinction)

8. Bibliography

Required text:

1. **Bajić 1994:** Lj. Bajić, *Metodički pristup zbirci pripovedne proze*, Belgrade: Zavod za udžbenike i nastavna sredstva.
2. **Bajić 2002:** Lj. Bajić, *Književno delo Borisava Stankovića u nastavi*, Belgrade: Zavod za udžbenike i nastavna sredstva.
3. **Bajić 2004:** Lj. Bajić, *Odabrane nastavne interpretacije – drugo, dopunjeno izdanje*, Belgrade: Društvo za srpski jezik i književnost Srbije.
4. **Bajić 2008:** Lj. Bajić, *Proučavanje humorističke proze u nastavi*, Belgrade: Zavod za udžbenike.
5. **Nikolić 2009:** M. Nikolić, *Metodika nastave srpskog jezika i književnosti*, Belgrade: Zavod za udžbenike i nastavna sredstva.

Additional reading:

1. **Ilić 1998:** P. Ilić, *Srpski jezik i književnost u nastavnoj teoriji i praksi: metodika nastave*, Novi Sad: Zmaj.
2. **Mamuzić 1959:** I. Mamuzić, *Prilozi savremenoj nastavi maternjeg jezika*, Belgrade: Savremena škola.
3. **Rosandić 2005:** D. Rosandić, *Metodika književnog odgoja*, Zagreb: Školska knjiga.