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| **Study program:** Master studies Chemistry, module Chemistry teacher |
| **Course title:** Psychology (PSIMAS) |
| **Name of lecturer/lecturers:** Jelisaveta A. Todorović |
| **Type of course:** compulsory |
| **Number of ECTS allocated:** 6 |
| **Course objectives**The main goal is to acquire knowledge about the subject and method of psychology as a science, to understand its development and how scientific explanations, facts and laws are arrived at. Acquiring knowledge about basic psychological processes. Understanding the modern approach to learning and development. Getting to know and understanding the characteristics of adolescence. Familiarity with specific developmental difficulties and developmental deviations, as well as the importance of family and school in development and socialization |
| **Course outcomes**Understanding psychological research methods and psychological processesKnowledge of the characteristics of psychological processesUnderstanding personality development in childhood and adolescenceKnowledge of the psychological basis of development and developmental deviationsUnderstanding the psychological and educational problems of children with developmental disabilities, familiarization with the concept of inclusion |
| **SYLLABUS***Lectures*1. Establishment of psychology as a science, determination of subjects and methods2. Types of introspective methods3. Objective methods4. Behaviorism-theories of learning5. Emotional development of psychoanalysis and knowledge of attachment theory6. Cognitivist view of learning7. Motivation in learning and teaching8. Constructivist approach to learning9. Active learning10. Social learning and socialization factors, the role of family, school and peers at different ages11. Differentiation between normal and pathological development in childhood12. Children with specific developmental difficulties13. Intellectual, emotional and moral development in adolescence14. Identity formation and the importance of self-esteem and self-image in adolescence15. The concept of inclusion in education*Practical teaching*In the exercise classes, the content from the Psychology textbook for secondary schools is updated in connection with psychological processes: perceptions, learning, thinking, intelligence, emotions and motivation. Students are introduced to various psychological techniques (tests, questionnaires, assessment scales). Associate psychologists come to the exercises to describe their experiences working in schools and with inclusion in education. Seminar papers and defenses (individually or in groups) are done on topics from the material. |
| **References**1. Slavoljub Radonjić (1994). Uvod u psihologiju, Beograd, Zavod za udžbenike i nastavna sredstva (10-150)2. Berger Josip, Biro Mikloš, Hrnjica Sulejman (1990). Klinička psihologija, Beograd, Naučna knjiga (134-169)3. Todorović Jelisaveta (2005). Vaspitni stilovi roditelja i samopoštovanje adolescenata, Niš, prosveta. (12-113)4. Milojević Apostolović Biljana (2012). Psihologija (udžbenik za drugi razred gimnnazije) Beograd, Logos (10 -194)Dodatna (neobavezna) literatura5. Anita Vulfolk, Malkom Hjuz, Vivijen Volkap (2014). Psihologija u obrazovanju. 1 Beograd : Klio |
| **Active teaching classes** | **Lectures 30** | **Laboratory work 30** |
| **Teaching mode:** **Lectures, discussion, interactive teaching, role playing, debates, individual and group work of students.** |
| **ASSESSMENT METHODS AND CRITERIA (Max 100 points)** |
| **Pre exam duties** | **Points** | **Final exam**  | **Points** |
| Activity during lectures |  | Written examination |  |
| Practical teaching |  | Oral examination | 40 |
| Teaching colloquia | 50 |  |  |
| Seminar | 10 |  |  |