**Year of study when the component is delivered** 2  
**Semester/trimester when the component is delivered** 4  
**Number of ECTS** 4

**Condition** None

**Goal of the course** Familiarizing students with contents of children's literature, from its beginnings, through its creation and development in Europe, concluding with children's literature in Roma literature.

**The outcome of the course** Students will be able to:
- Name the genres and types of literature for children;
- Name the genres and types of literature for children;
- Analyze the work of writers in the Roma language and work of writers in the Roma language from Vojvodina, R. Serbia;
- Evaluate the specific expression of the writer's work for the children in the selected examples;
- They will apply knowledge about literature for preschool children both theoretically and practically; It will encourage children to express their creative potential through language in the creation of stories, rhymes and other

**Course content**

**Theory classes**
- The nature of children's literature and its study (the name and concept of literature, literature and language, literature and social life, the science of literature, aesthetics and semiotics); analysis of literary work for children (structure of literary work, theme, motif, fabula, composition and motivation of ideas, sense of literary work), classification of literature (principles of classification, oral and written literature, notion of literary type, literary genres, poetry, prose and drama), classics of children and youth literature

**Practical classes (other forms of teaching, research work during the studies)** Seminar papers - analysis of literary works for children in Romani language. Visit to the children's theater.

**Bibliography**


**Number of active classes per week during a semester/trimester/ year**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Practical classes</th>
<th>Research work during the course</th>
<th>Other classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
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</table>

**Teaching methods** Verbal method, dialogue, demonstration.

**Mode of delivery** face-to-face

**Knowledge assessment (maximum number of points 100)**

<table>
<thead>
<tr>
<th>Pre-exam obligations</th>
<th>Points</th>
<th>Final exam</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>In class activity</td>
<td>10</td>
<td>Written exam</td>
<td>15</td>
</tr>
<tr>
<td>Practical classes</td>
<td>30</td>
<td>Oral exam</td>
<td>25</td>
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<tr>
<td>Colloquium</td>
<td>10</td>
<td></td>
<td></td>
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<tr>
<td>Seminar papers</td>
<td>10</td>
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</tbody>
</table>

**Language of instruction** Romani/English
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 proc Course outcomes. Functional knowledge of regression methods, conditions of applicability, and their main advantages and disadvantages. The ability to define and practical application of appropriate model for the type of problem. Content of the course. Theoretical classes. The basics of econometrics. One-dimensional regression. Multidimensional regression. First: Definition of Course Portfolio Second: Course Specification Third: Curriculum vitae Fourth: faculty member Philosophy of Teaching. 1. Course Responsibilities 2. Faculty member's own responsibilities Fifth :Attendance Register Sixth: The indicator of student's performance 1. The indicator of performance 2. The components of the performance indicator 3. The aims of the performance indicator 4. Tools Performance Index 5. Examples results for some courses Seventh : A model of exam questions of the course 1. The process of assessment continues.Â Example of course Specification. LRSKâ€“ 142 Communication Skills 1- Course General Information.Â - Reference Books: 1. Abd Al-Hafidh, Methods of communication and their Psychological Basis. 3.1. Specification of course aims The present paper mainly deals with the design of a three-series course book for ME I, ME II and ME III. By using the course book, students should be able to achieve the following aims: ï· To demonstrate understanding of nautical English written and oral texts ï· To use technical and semi-technical single/multi-word lexis ï· To be familiar with common Standard Marine Communication Phrases (SMCP) ï· To use key grammatical structures accurately and meaningfully ï· To complete nautical checklists and relatively short reports ï· To write academic.Â For example, the Model Course specifies topics like crew roles, types of vessels, safety equipment, etc for the inclusion in ME programmes.