

**Faculty of Philology / MONTENEGRIAN LANGUAGE AND SOUTH SLAVIC LITERATURES /
Methodology of teach literature in school**

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| Course: | Methodology of teach literature in school | | | |
| Course ID | Course status | Semester | ECTS credits | Lessons (Lessons+Exercises+Laboratory) |
| 13106 | Mandatory | 3 | 8 | 2+4+0 |
| Programs | MONTENEGRIAN LANGUAGE AND SOUTH SLAVIC LITERATURES | | | |
| Prerequisites | / | | | |
| Aims | Acquaint students with the specifics of the teaching and learning process in relation to the field of literature and its connection with language teaching within a single subject; theoretical and practical training of students for teaching practice. | | | |
| Learning outcomes | After passing this exam, the student will be able to: 1. Explain modern approaches in teaching literature; 2. Apply the appropriate teaching path and lesson structure in relation to the interpretation of different literary genres and genres; 3. Apply different strategies for the development of functional/reading literacy through work on artistic texts; 4. Plans and implements a lesson in the field of literature; 5. It evaluates the achievements of students in the field of literature through four communication activities (listening, speaking, reading and writing). | | | |
| Lecturer / Teaching assistant | prof. dr Dušanka Popović | | | |
| Methodology | Lectures and discussions. Preparation of one essay on a given topic from one of the content areas of the course. Making a presentation and presenting methodological approaches in relation to different literary genres and types. Preparation and implementation of lessons at school. Preparation for tests and the final exam. Consultations. | | | |
| Plan and program of work | | | | |
| Preparing week | Preparation and registration of the semester | | | |
| I week lectures | Presentation of the curriculum; different approaches in the teaching of literature | | | |
| I week exercises | Discussion on the topic: How is literature "taught"? | | | |
| II week lectures | Methodology of literary education and science of literature; teaching of literature and the current subject program | | | |
| II week exercises | Analysis of subject programs for primary and secondary schools - teaching of literature (outcomes, activities, recommendations) | | | |
| III week lectures | Theoretical systems of the science of literature; theory of reception and school interpretation as a methodical system | | | |
| III week exercises | Interpretation and reception of the text - key activities; problem approach to the work | | | |
| IV week lectures | Planning and preparing a lesson in the field of literature | | | |
| IV week exercises | Preparation for a literature lesson - analysis of exemplary preparations for the lesson. Hospitalizations - literature classes at school. | | | |
| V week lectures | Interpretation of narrative prose: fairy tale and fable. | | | |
| V week exercises | Analysis of program outcomes in relation to fairy tale and fable. Specifics of fairy tales and fables and the stages of the lesson in interpretation. Analysis of the preparation for the lesson (fairy tale and fable). Hospitalizations - literature classes at school. | | | |
| VI week lectures | Interpretation of narrative prose: artistic and folk stories | | | |
| VI week exercises | Analysis of program outcomes in relation to the story as a genre; the specificity of the short story and the phase of the class in its interpretation. Analysis of the preparation for the lesson (folk and artistic story) Hospitalizations - literature classes at school. | | | |
| VII week lectures | Interpretation of narrative prose: novel (analytical-interpretive model; integral and fragmentary interpretation of novels in high school; theory of problematic interpretation of novels; theory of creative interpretation of novels) Representation of the novel in the subject program in primary and secondary schools and the specifics of its interpretation at one and the other educational level; theories and methodological principles in the interpretation of novels - analysis and presentation; analysis of the reasons for preparing for class (novel) | | | |
| VII week exercises | Representation of the novel in the subject program in primary and secondary schools and the specifics of its interpretation at one and the other educational level ; theories and methodological principles in the interpretation of novels - analysis and presentation; analysis of the reasons for preparing for class (novel) Implementation of lessons at school | | | |

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| VIII week lectures | Interpretation of an epic and lyrical poem (research approach to an epic poem; traditional and contemporary approach to a lyrical poem) |
| VIII week exercises | Characteristics of an epic poem and its interpretation at school Analysis of preparation for the lesson (epic and lyrical poem) Implementation of lessons at school |
| IX week lectures | Interpretation of the drama in the lesson (literary and theatrical approach) |
| IX week exercises | Analysis of the preparation for the lesson (drama) Creation of the preparation for the lesson (group group - free choice) Implementation of lessons at school |
| X week lectures | Creative dramatic and stage exercises |
| X week exercises | Creation and performance of dramatic and stage exercises Implementation of lessons at school |
| XI week lectures | Essay in the teaching of literature |
| XI week exercises | Implementation of lessons at school Analysis and evaluation of student essays |
| XII week lectures | Literature and film – film in class |
| XII week exercises | Implementation of lessons at school Creation of preparation for class - observation of a film adaptation of a literary and artistic work in accordance with the proposal in the program or at the students choice. Comparison of film and literary art. |
| XIII week lectures | Reading book - significance, function and application in teaching |
| XIII week exercises | Analysis and critical review of current reading books in Montenegro. Analysis and critical review of readers from the region and beyond. |
| XIV week lectures | Creation, assessment and evaluation of texts - student creativity |
| XIV week exercises | How to organize a process approach to written creativity: continuous work on the text (writing workshop - The Way of the Creator); segments that are assessed in students creative writing |
| XV week lectures | Assessment and evaluation of knowledge, evaluation of student achievements in literature. |
| XV week exercises | Analysis of key segments and methods of assessment and evaluation of student achievements in the teaching of literature. |
| Student workload | Weekly 8 credits x 40/30 = 10 hours and 40 minutes Structure: 2 hours of lectures 4 hours of exercises 4 hours and 40 minutes of individual student work (preparation for laboratory exercises, colloquiums, doing homework) including consultations In the semester Teaching and final exam: (10 hours and 40 minutes) x 16 = 170 hours and 40 minutes Necessary preparation before the beginning of the semester (administration, registration, certification): 2 x (10 hours and 40 minutes) = 21 hours and 20 minutes Total workload for the course: 8 x 30 = 240 hours Additional work for exam preparation in the make-up exam period, including taking the make-up exam from 0 - 30 hours. Load structure: 170 hours and 40 minutes (teaching) + 21 hours and 20 minutes (preparation) + 30 hours (additional work) |
| Per week | Per semester |
| 8 credits x 40/30=10 hours and 40 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 4 excercises 4 hour(s) i 40 minuts of independent work, including consultations | Classes and final exam: 10 hour(s) i 40 minuts x 16 =170 hour(s) i 40 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 10 hour(s) i 40 minuts x 2 =21 hour(s) i 20 minuts Total workload for the subject: 8 x 30=240 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 48 hour(s) i 0 minuts Workload structure: 170 hour(s) i 40 minuts (courses), 21 hour(s) i 20 minuts (preparation), 48 hour(s) i 0 minuts (additional work) |
| Student obligations | Students are required to attend classes, participate in discussions and take a test; they write a seminar paper, follow the lessons of teachers and their colleagues at school, prepare and present lessons at school. |
| Consultations | Optionally |
| Literature | Basic: Nikolić, Milija: Metodika nastave srpskog jezika i književnosti, Zavod za udžbenike, Beograd, 2009. Rosandić, Dragutin: Metodika književnog odgoja, Školska knjiga, Zagreb, 2005. Ilić, Pavle: Srpski jezik i književnost u nastavnoj teoriji i praksi, Novi Sad, 1997. |
| Examination methods | Class attendance and class activity: 10 points; hosting and realization of classes: (10+15) 20 points; colloquiums: (10+10) 20 points; final exam: 50 points; a passing grade is obtained if at least 51 points are accumulated |

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| | | | cumulatively. | | | |
| Special remarks | | | Exercises are implemented within the organization of activities during which students have the opportunity to analyze, compare, conclude and present their own views on certain areas that were worked on; students implement literature classes in primary and secondary school, monitor the implementation of the classes of their colleagues and participate in the analysis and assessment of the observed classes. | | | |
| Comment | | | / | | | |
| Grade: | F | E | D | C | B | A |
| Number of points | less than 50 points | greater than or equal to 50 points and less than 60 points | greater than or equal to 60 points and less than 70 points | greater than or equal to 70 points and less than 80 points | greater than or equal to 80 points and less than 90 points | greater than or equal to 90 points |