



**UNIVERSITETI I PRISHTINËS
“HASAN PRISHTINA”
FAKULTETI I EDUKIMIT**

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**FACULTY OF EDUCATION
UNIVERSITY OF PRISHTINA “HASAN PRISHTINA”**

**Program:
Early Childhood Education (birth- 6 years)**

Level of Study:
Bachelor

Number of credits:
240 ECTS

Accredited for the period:
1 October 2021 - 30 September 2024

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1. PURPOSE AND PROFILE OF THE STUDY PROGRAM

The main purpose of the program is to prepare future educators who will be competent in professional work with preschool children. This program aims to enable future educators to master theoretical parts of the professional field, apply theories in daily practice, think critically and creatively, and develop practical skills to assist the child in their physical, social, emotional and cognitive development. The competencies of future educators are intended to be achieved through the four-year program of this course, which includes theoretical and psychological aspects of pedagogy, multidisciplinary and academic pedagogy and pedagogical practice organized in kindergartens, preschools and schools within which they are located, namely pre-primary classes. During the four-year period students will also be involved in various extracurricular activities as well as various researches that will help them identify and solve issues that are directly related to their work with children aged 0-6 years.

The mission of the BA Early Childhood Education program is in line with the overall mission statement of the Faculty. The mission of the program is to provide a qualitative program for the continuous preparation and training of educators, who will be competent in professional work with preschool children.

2. LEARNING OUTCOMES OF THE STUDY PROGRAM

At the end of the studies, graduates will be able to:

- Master knowledge of theoretical approaches for the development and education of children from birth to 6 years of age;
- Apply theoretical approaches to practice during educational activities according to certain age groups (birth -6 years);
- Break down the curriculum into planned activities for children by age groups, orienting their work according to contemporary child-centered approaches;
- Apply contemporary methodologies when working with children, enabling them to develop physical, linguistic, basic mathematical skills, artistic concepts, and to adapt to life, work and the environment;
- Use technology in order to carry out educational activities and integrate them into the field;
- Use different forms of child observation to identify their individual needs, interests and assess the developmental and cognitive achievement of the child;
- Provide opportunities for inclusive approach to the process of plan and program implementation, giving equal opportunities to each;
- Prepare the environment to provide interactions between children, interactions between children and adults, and create opportunities for interfacial integration naturally.
- Promote preschool-family-community communication and design and apply different approaches to partnering with the family and the community;
- Reflect and plan for their continuing professional development, contributing to enhancing the quality of work with children.
- Promote the values, beliefs, attitudes on which social and national identity is developed based on democratic values for education and sustainable development in the country

3. STUDY PROGRAM: Program Early Childhood Education (birth – 6 years)

YEAR I					
SEMESTER I					HOURS/WEEK
NO.	M/E	COURSES	L	E	ECTS
1.	M	THEORY OF EDUCATION	3	1	6
2.	M	INTRODUCTION TO PSYCHOLOGY	3	1	6
3.	M	ALBANIAN LANGUAGE I	3	1	6
4.	M	EARLY CHILDHOOD EDUCATION WITH PRACTICE (BIRTH- 3 YEARS OLD)	3	1	6
5.	M	ICT FOR EDUCATORS	3	1	6
			15	5	30
SEMESTER II					HOURS
1	M	EARLY CHILDHOOD EDUCATION WITH PRACTICE (3 -6 YEARS OLD)	3	1	6
2	M	ALBANIAN LANGUAGE II	3	1	6
3	M	FIGURATIVE ARTS FOR EARLY CHILDHOOD	2	1	5
4	M	PHYSICAL EDUCATION FOR EARLY CHILDHOOD	2	1	5
5	E	COMMUNICATION SKILLS AND CONFLICT RESOLUTION	2	0	4
6	E	LEARNING THROUGH PLAY	2	0	4
7	E	NUTRITION IN EARLY CHILDHOOD	2	0	4
8	E	CULTURE OF WRITING	2	0	4
*STUDENT CHOOSES TWO ELECTIVE COURSES FROM THE LIST			14	4	30
SEMESTER III					HOURS
NO.	M/E	COURSES	L	E	ECTS
1.	M	DEVELOPMENTAL PSYCHOLOGY FOR EARLY CHILDHOOD	2	2	6
2.	M	MATH CONCEPTS IN EARLY CHILDHOOD	3	1	6
3.	M	MUSIC IN EARLY CHILDHOOD	2	1	5
4.	M	INCLUSION IN EARLY CHILDHOOD	3	0	5
5.	E	SCENIC PLAY	2	0	4
6.	E	EARLY IDENTIFICATION AND INTERVENTION	2	0	4
7.	E	PARTNERSHIP WITH FAMILY AND COMMUNITY	2	0	4
8.	E	LINGUISTIC DEVELOPMENT	2	0	4
9.	E	INTERPRETATION OF LITERARY TEXTS	2	0	4
*STUDENT CHOOSES 2 ELECTIVE COURSES			14	4	30

SEMESTER IV			HOURS		
1	M	GEOMETRIC CONCEPTS IN EARLY CHILDHOOD	3	1	6
2	M	ENGLISH LANGUAGE	3	1	6
3	M	INTEPRETATION IN INSTRUMENTS	2	1	5
4	M	PEDAGOGICAL PRACTICE II (BIRTH -3 YEARS) (5 WEEKS)	3	0	5
5	E	INTEGRATED LINGUISTIC SKILLS	2	0	4
6	E	STEP BY STEP METHODOLOGY	2	0	4
7	E	NATIONAL HISTORY FOR CHILDREN	2	0	4
8	E	PSYCHO-MOTOR DEVELOPMENT	2	0	4
* STUDENT CHOOSES 2 ELECTIVE COURSES			15	3	30
SEMESTER V			HOURS/WEEK		
NO.	M/E	COURSES	L	E	ECTS
1.	M	NATURAL SCIENCES IN EARLY CHILDHOOD	3	1	6
2.	M	PSYCHOLOGY OF EDUCATION	3	1	6
3.	M	DEVELOPMENT AND IMPLEMENTATION OF CURRICULA	2	1	5
4.	M	PEDAGOGICAL PRACTICE III (3 -6 YEARS) (6 WEEKS)	3	0	5
5.	E	PSYCHOLOGY OF PERSONALITY	2	0	4
6.	E	POPULAR (ETHNIC) LITERATURE	2	0	4
7.	E	CREATIVITY IN EARLY EDUCATION	2	0	4
8.	E	CHILD PROTECTION AND WELFARE	2	0	4
9.	E	MATHEMATICAL GAMES IN EARLY CHILDHOOD	2	0	4
* STUDENT CHOOSES 2 ELECTIVE COURSES			15	3	30
1	M	SOCIETY AND ENVIRONMENT	3	1	6
2	M	ASSESSMENT IN EARLY CHILDHOOD	3	1	6
3	M	HEALTH EDUCATION	2	1	5
4	M	LITERATURE FOR CHILDREN	3	0	5
5	E	MONTESSORI METHODOLOGY	2	0	4
6	E	SOCIO- EMOTIONAL DEVELOPMENT	2	0	4
7	E	STEM IN EARLY CHILDHOOD	2	0	4
8	E	EDUCATION FOR SUSTAINABLE DEVELOPMENT	2	0	4
* STUDENT CHOOSES 2 ELECTIVE COURSES			15	3	30
SEMESTER VII			HOURS/WEEK		
NO.	M/E	COURSES	L	E	ECTS
1.	M	PROFESSIONAL STANDARDS AND COMPETENCES	2	2	6
2.	M	EDUCATION THROUGH DRAMA AND PUPPET PLAY	3	1	6

3.	M	DEVELOPMENT OF LIFE SKILLS	2	1	5
4.	M	LEARNING ENVIRONMENT	3	0	5
5.	E	OOTDOOR GAMES	2	0	4
6.	E	REGGIO EMILIA METHODOLOGY	2	0	4
7.	E	MUSIC GAMES	2	0	4
8.	E	EDUCATION FOR ENTERPRENEURSHIP	2	0	4
* STUDENT CHOOSES 2 ELECTIVE COURSES			14	4	30
1	M	BASIS OF RESEARCH IN EDUCATION	2	2	6
2	M	PEDAGOGICAL PRACTICE IV (8 WEEKS)	3	0	14
3	M	FINAL EXAM/ DIPLOMA WORK			10
			5	2	30

4. COURSE DESCRIPTIONS

Descriptions for each course	
	<p>THEORY IN EDUCATION</p> <p>The course focuses on the basic theories of early childhood education, by helping students get acquainted with the principles and philosophy of education. The course is delivered in line with the children's developmental standards, curricula and different approaches to the education of children during the history.</p>
	<p>INTRODUCTION TO PSYCHOLOGY</p> <p>The course is designed to introduce students to the key concepts and theories that define psychology as the scientific study of mind and behavior, and their application in everyday life. The course elaborates basic psychological theories and methods of its study, knowledge of basic cognitive, emotional and behavioral processes based on empirical findings, and analysis of a variety of factors affecting simple and complex cognitive processes, affections and welfare. The course differentiates between scientific and non-scientific information about human behavior and mental processes, and describes children's' psychological processes through their interaction. The knowledge gained through this course provides students a comprehensive understanding of the world, insight for themselves and others, and understanding the complexities of human behavior. Furthermore, the course will enable students to focus on enhancing their abilities to apply psychological concepts and principles to work situations and everyday life.</p>
	<p>ALBANIAN LANGUAGE I</p> <p>Through this course students will be able to expand their previous knowledge related to: the origin of the Albanian language, its documentation, its dialects and the way of its development. They will be acquainted theoretically and practically with basic elements of the phonetic-phonological system, as well as with those of the linguistic norms: correct pronunciation, spelling, distinguishing sounds from morphemes, sound classification, their articulation; accent, intonation, phonetic features, etc. Moreover, they will enhance their knowledge on the morphological part: word formation system of language, as well as the open class parts of speech: noun, adjective, numerals, pronouns with their morphological categories.</p>
	<p>EARLY CHILDHOOD EDUCATION WITH PRACTICE (BIRTH- 3 YEARS OLD)</p> <p>The course "Early childhood education and practice" contains basic knowledge in the area of early childhood education. Basic knowledge includes the historical aspect of early childhood education, familiarity with current programs, skills measurement for future educators, and reflection on early childhood development programs. Students will learn to observe and record the behavior, the teacher, and the learning environment in early childhood.</p>
	<p>ICT FOR EDUCATORS</p> <p>The course aims to develop theoretically and practically knowledge about ICT concepts and main types of Education Technologies for communication and working with children. The</p>

course elaborates on the notions of the child's interaction with ICT in the environment in which they live and how these interactions affect their overall development. Students learn how to use these games and technologies in a cause-and-effect context to help children develop creativity and critical thinking, to help children understand how basic ICT equipment works, and how they can be used in their daily lives. The course focuses on the theoretical and practical training of students to use: Programmable Toys, ICT Toys, Education Technologies and Internet Technologies in activities with children

EARLY CHILDHOOD EDUCATION WITH PRACTICE (3 -6 YEARS OLD)

The course "Early childhood education with practice (3 - 6 years)" is a continuation of the course "Early childhood education with practice 0-3 years) and deals with issues that focus on institutionalized education for children aged 3-6 years. Students will be able to understand the specifics of institutionalized education, the structuring, the division of educational groups, and the role of the educator while respecting the individuality of the children and the demands arising from children of this age group. They will be provided with knowledge and practices that will apply to children aged 3-6, finalizing the full cycle of planning and organizing work with children aged 0-6.

The internship that will be organized within this course, which will be held at PI will help students to observe and reflect on what they have learned during the course of early childhood education with particular emphasis on age group children from 3-6 years. At the end of this course students will have a clear picture of how to work with children 0-3 years old, 3-5 years old, and 5-6 year old, which according to the education system in Kosovo belong to the preschool level education.

ALBANIAN LANGUAGE II

In this course students will acquire new knowledge, expanding their previous knowledge in relation to: verbs and its grammatical category, closed part of speech (adverb, preposition, conjunctions, particles and interjections). Furthermore, they will deepen their knowledge in the field of text organisation: the objective of studying syntax, phrase classification, the classification and types of sentences, main parts and complementary ones, classification and types of compound sentences (dependent and independent sentences).

FIGURATIVE ARTS FOR EARLY CHILDHOOD

This course aims some basic knowledge such as: the basic knowledge of colors, the preparation talk of form and content. With development of this course , students will be trained to develop skills in children from the pre-natal stage to the end of childhood.

PHYSICAL EDUCATION IN EARLY CHILDHOOD

In this course, the methodology in the area of early childhood development is to try to provide some practical ways of relying on the relevant field and to promote children's learning at this age. The best way to help children succeed, especially when they go to kindergarten, is to create an environment where they have the desire to explore, adopt different concepts and practice new skills. The course focuses on children's games to help them learn, listen, focus and make new observations. The course elaborates on the notions of children's psycho-physical development, actions and interactions with other children in the environment where they live and work. The course elaborates on the development of motor, balance and motor

skills. Early childhood physical education means the interaction between children where they develop sports activities, different games, communication during play, role playing in games related to different professions.

COMMUNICATION SKILLS AND CONFLICT RESOLUTION

The course is delivered in the form of a workshop and aims to develop an understanding from the theoretical and practical perspective of the key concepts and models of communication and work with children. Furthermore it aims to explain and understanding different types of communication, in particular with children. The course further builds on previously acquired knowledge in other courses to enable students to apply that knowledge to their interaction with children. The course elaborates the latest theories and research on forms and models of communication and interpersonal impacts on communication by continually emphasizing communication with children and the acquisition of skills and preconditions for an effective communication and conflict resolution. The course is designed to develop students' ability to communicate and interact with children, foster collaboration, and conflict resolution, develop students' intrapersonal and interpersonal skills, develop empathy and active listening skills, and develop further students' critical thinking.

LEARNING THROUGH PLAY

This course will provide information of the importance of learning that children achieve through play. Students will be able to understand different theories of learning through play; will be able to practice their skills and creativity by planning and organizing play based activities on the developmental areas provided by the core Through this course students will be able to reflect and analyze the role of the educator in determining, planning and orienting children during the play process. Play features related to the child's age and specifics for each age group (0-6 years) will also be discussed. Particular importance will be given to the role of the educator in observing children during the play process, by allowing them to identify the interests and needs of children on an individual basis.

NUTRITION IN EARLY CHILDHOOD

Nutrition in early childhood for children from 0-6 years focuses on the perspectives of theories and scientific research to explain the impact of nutrition and health care on the normal physical and mental development of children of this age. In particular, this course summarizes the issues students need to know about the growth, development and psychophysical health of older children as well as good nutrition practices.

The main objective of the course is to elaborate on the process of growth and development of children 0-6 years and the impact of nutrition and health care at this stage of life. In particular, the course will focus on presenting the changes that take place and the factors that influence the various stages of growth and development.

CULTURE OF WRITING

This course enables students to deepen their knowledge of the rules, norms and principles of standard Albanian spelling, as well as their application in practice. The course also offers an opportunity to address the major problems that arise as a test of the practical viability of the standard Albanian norm, including the sociolinguistic / non-linguistic factors that determine its degree of recognition and application.

DEVELOPMENTAL PSYCHOLOGY FOR EARLY EDUCATION

The course addresses the overall development of the child in early childhood and the ongoing processes of the child's psychological functioning. The course elaborates on the notions of the child's overall development, and the child's interactions with other individuals in the environment in which he or she lives and how these interactions affect his or her development. The course focuses on the theoretical and practical training of students to better understand the child's physical, motor, mental, emotional and social development, his / her ways of responding, how the child expresses emotions, how they develop, how the child is socialized, how the child learns, and how to care for the child while supporting his or her psychological well-being. Students learn about the systematic theories and studies of child development, the stages of development from pre-natal to early childhood, the specific characteristics of each stage, and the risks associated with that stage.

MATHEMATICAL CONCEPTS IN EARLY CHILDHOOD

This course introduces basic mathematical concepts such as: mathematical logic, sets, binary relations, links in mathematics, concept development of numbers and counting, basic actions in mathematics, algebra and reflection, data processing, the concept of probability through play and practical activities and the use of concreting and manipulative tools. Students will analyze the most appropriate methods of learning mathematics at the early childhood level and especially in the preparatory class.

Purpose of the course: The primary purpose of the course is to provide contextual knowledge of elementary mathematical concepts and to develop students' necessary skills to apply contemporary approaches to mathematical education in early childhood. Students will gain and revise knowledge of mathematical concepts, communication skills, problem solving, and classroom interaction skills in small groups with their peers.

MUSIC IN EARLY CHILDHOOD

The course provides students with basic musical knowledge and skills, which are achieved both theoretically and practically. It focuses on enabling students to better know / understand basic concepts, rules, information on musical expression markings, forms, and types which facilitate music understanding. The course aims at preparing students to distinguish and practice the musical expressive markings (musical notes, naming, value, pitch, rhythm etc.), which, if intertwined with the following courses, provide students with opportunities for (vocal and instrumental) independent performance and application of methods and strategies in teaching musical education.

INCLUSION IN EARLY CHILDHOOD

- Knowledge of the notions and basics of early childhood inclusion;
- Planning and implementation of the Individual Education Plan for children with special educational needs;
- Development of inclusive and collaborative climate in preschool institutions.

SCENIC PLAY

In this course students will have the opportunity to directly and practically prepare for the recognition of the importance of student-child cooperation in early childhood as well as for

applying this knowledge in practice. Students will have the opportunity to know and apply different forms of drama and stage games-plays.

EARLY IDENTIFICATION AND INTERVENTION

The course prepares students for the implications of early childhood intervention theories and practices in order to enable students to apply their knowledge in their interaction with children. Specific difficulties in cognitive, linguistic, perceptual, motor, personal and social development of children from infancy to childhood are presented and integrated, as well as risk and protective factors. Students are trained to use movement / game / drawing examinations as evidence of identifying typical or atypical development. Students learn about developmental assessment models used in early childhood, intervention models, and working methods and strategies applied to the child's natural environment. Systematic and family casework is explored, and case studies are treated in each class. Students are able to identify developmental difficulties / obstacles, identify their origins and influencing factors, and design / implement basic intervention activities with children.

PARTNERSHIP WITH FAMILY AND COMMUNITY

This course aims to give students an opportunity to understand more about the importance of the partnership with family and, community partnerships, for the development of the children in all aspects. Preschools Institutions must create a conducive environment for children to develop, which means good grow, caring and education, but at the same time, on related with this issue, successful partnerships with parents of children should be established,

LANGUAGE DEVELOPMENT

Course description - In this course students will have the opportunity to know the particular processes and legalities of language development, with a particular focus on early childhood, namely preschool age. The course defines linguistic development based on the practical parameters of this age.

INTERPRETATION OF THE LITERARY TEXTS

Course description: Course Interpretation of literary text defines patterns of careful and comprehensible reading of literary-artistic creativity in order to derive the structure of literary texts that are created and perceived by the preschool age groups including the early age groups. This course contains many factors and modes of literary expression in a text that compel us to carefully determine its meaning, discover the nature of words, interpret them, capture the author's intent, vocation, rhythm of prose, verse, stanza. In the Early Childhood Education Program up to 6 years of age, the basic textbooks are illustrated books, mainly of popular and written creativity for national and world children, presented through illustrated books to suit the age of children. Through this course students will be able to understand the importance of reading for children in early childhood and to be motivated to apply it in the future.

GEOMETRIC CONCEPTS IN EARLY CHILDHOOD

Course description: In this course, theories will be explored in the development of thinking about space and geometric meanings in early childhood. During the course, students will learn basic geometric concepts, such as: Geometric figures, their sizes and ratios, positions in space, movements and orientation, and will be trained in planning and implementing appropriate activities for children 0-6 years old and in particular in the preparatory class.

ENGLISH LANGUAGE

Course description: English Language is a compulsory course that exposes students to a fairly wide range of communicative situations concerning different topics of daily life through which students will be able to express their communicative skills and simultaneously improve their knowledge of all four basic language skills: listening, reading, writing, and speaking, in terms of fluency and accuracy. The topics covered during the course will include a variety of grammar and vocabulary exercises, which will help the students reach a good command of the English language focusing on the intertwining of linguistic competence and performance as an imperative for mastering a foreign language.

INTEPRETATION IN INSTRUMENTS

Course discription: The course is designed to enable students become familiar with the characteristics of musical instruments, and the way how to play keyboard instruments and children's instruments (especially those from Orff instruments' set). Attending this course, students will be able to perform different songs particular for pre-school age. The songs will be demonstrated practically by applying functional performing techniques.

Aims: Students will be trained both theoretically and practically to perform with the rhythmic and melodic instruments known as ORFIT children's instruments.

PEDAGOGICAL PRACTICE II (BIRTH -3 YEARS) (5 WEEKS)

Course description: Through "Pedagogical Practice II" students will be able to begin the practical application of the knowledge gained during the courses. Through the Pedagogical Practice Handbook students will be introduced to their responsibilities and duties during educational practice. Pedagogical Practice II is initially organized in the faculty and after the necessary preparations the students will go to the preschool institution. The focus will be on developing observation skills and reflection skills. Students will stay in preschool institution for 5 weeks, in educational groups with children from 0-3 years old, assisting the educator during the routines and activities with children. Students will critically reflect on their observations in their personal dairy of pedagogical practice and prepare a portfolio to document their engagement in practice. The main purpose of "Pedagogical Practice II" is to develop observational skills and reflective practices among students.

INTEGRATED LANGUAGE SKILLS

Course description: In line with contemporary trends in applied linguistics, the integrated approach to language will be the foundation of this course. The grammatical categories of language will not be seen as separate from their syntactic functions, but they will be analyzed

as a whole: both as a grammatical form and as a linguistic / syntactic function. Students will be able to easily transition from theoretical knowledge to their practical application.

STEP BY STEP METHODOLOGY

Course description: Through this course students will be introduced to the philosophy of the Step by Step program, its basic principles and its application in practice. Students will be able to customize the environment into separate activity centers, use thematic planning and integrated teaching based on the needs, interests and desires of children. Students will learn how to monitor, document and report children's progress and plan activities based on this data. They will implement good practices for involving the family and the community in supporting children with developmental and learning disorders. Through this course students will deepen their knowledge and practice in

NATIONAL HISTORY FOR CHILDREN

Course description: The course aims to prepare educators who will be able to accomplish the first goal of the Kosovo Curriculum: Creating Personal and National Identity. Young educators will be able to show the meaning of historical events by making connections and drawing contrasts between the different periods and areas studied, using their historical knowledge to analyze the past and explain how it can be interpreted in different ways. Educators also learn how different types of historical and literary sources (photographs, documentaries, maps, illustrated books, etc.) are used to explain the past and identify with the virtues of our national culture, values tradition and history. This course is implemented through integrations of other subjects, such as: Art, Children's Literature and Geography. The course is designed to inspire and increase children's curiosity to know more about our people's historical past and to identify with the nation they belong to.

PSYCHO-MOTOR DEVELOPMENT

Course description: In this course students will be able to develop knowledge of the processes and mechanisms of psychomotor skill development: changes, processes and factors that influence motor development. The course provides information on physical and motor development in early childhood that are closely related to all other areas of development. The course provides students with insights into the basic notions of the importance of physical and motor development, linking physical-motor development with mental functioning, information about the motor development process, how children learn movements, kinesthetic intelligence and design activities, which support the optimal development of children in this field. The purpose of the course is to equip students with the knowledge, skills and competencies to promote motor development in children.

NATURAL SCIENCE IN EARLY CHILDHOOD

Course description: This course is designed to assist pre-service preschool teachers in developing the science competencies and perspectives needed to be successful science educators of preschool children. Science in early childhood is a course that in addition to scientific content will address the principles and practices in teaching science topics to children. Exploring and examining the content and concepts of the early childhood science

curriculum is an essential part of this course. Educators during this course will learn and practice different teaching and learning methodologies will learn to use different household materials for science stimulations, exploration, discovery, and teaching of science. In addition to science content knowledge, educators will develop certain skills and attitudes so that they can guide children towards broader, scientific and creative thinking.

PSYCHOLOGY OF EDUCATION

Course description: The Psychology of Education is conceived as a continuation of the contents addressed through the subject of Introduction to Psychology, with specific emphasis on the appliance of theories and principles of psychology in practice/education. The course offers insights into learning and psycho-educational work with children, developmental stages and motivation. The course will address issues of education of children from birth to school age, the application of psychology in the process of teaching and learning, direct work with children, motivation and other issues related to the education process as well as the practical application of psychological principles to work direct with children, and enables students to build and rebuild personal learning theories throughout this course. Special emphasis will be placed on learning, motivation, creativity in the classroom, and the environmental influences on the child's behavior.

DEVELOPMENT AND IMPLEMENTATION OF CURRICULA

Course description: The course focuses on the relationship between theories of development, philosophy, practice and curriculum development based on the needs and interests of children, including children with disabilities and talented children. The broad spectrum of curricula for early childhood education will be analyzed, including the new curricula of Kosovo, which is oriented to seven areas of development.

PEDAGOGICAL PRACTICE III (3 -6 YEARS) (6 WEEKS)

Through the Pedagogical practice III students will be able to begin the practical application of the knowledge gained during the courses. Through the Pedagogical Practice Handbook students will be introduced to their responsibilities and duties during pedagogical practice. The pedagogical practice is initially organized in the faculty and after the necessary preparations the students went to preschools and preparatory classes within the elementary schools.

During "Pedagogical Practice III" students will go to preschool institutions (age group 3-5 and 5-6) and elementary schools in preprimary classes (age 5-6) Students will stay in the preschool institutions or preprimary classes for 6 weeks, they will assist the educator in activities with children and gradually they start to take responsibilities according to fulfill the requirement described in Pedagogical Practice Handbook for practice III. Also the students will critically reflect on their observations, in their personal diary of pedagogical practice, and prepare a portfolio to document their engagement in practice.

PSYCHOLOGY OF PERSONALITY

The course offers general knowledge on the development of the personality of the educator and the child. The course entails in detail different theories on personality development, stages in these developmental theories, main studies in the area of personality and main impacts in the development of personality; main personality traits, values, beliefs and influence of

genetics and education; general knowledge on main personality disorders and the impact these disorders have on the individual, family and society in general.

Acquiring knowledge on personality development, including knowledge on the theories of Freud, Jung, Maslow, Rogers, etc.; Understanding human personality, how it is formed, developed and how it influences human behavior; getting to know contemporary studies related to personality; development of critical thinking and reflection on personality traits, character and temperament of self and children

POPULAR (ETHNIC) LITERATURE

The course aims to enable students to study the emergence, development, organization of lifestyles and customs, material and spiritual culture related to different cultural forms created by the people or for the people and having their own characteristics. of the people, with the elements of social culture, with the study of the family, with the study of different forms of organization of society, with the study of the customary rules of the social communities in general, and with those of the Albanian people in particular. Familiarity with the world and Albanian folklore history by guiding in the analysis of the artistic structures and values of literary folklore by gender and genres. To give you basic knowledge about the historical heritage in the field of oral literary art. Good acquaintance with the rich traces of the spiritual life of the Albanian people, giving necessary knowledge of folk literature as a special form of creativity to the literary imaginations.

CREATIVITY IN EARLY EDUCATION

Early childhood creativity during the course will focus on issues related to knowing and understanding the creative work process with children 0-6 years old. Initially, an overview is given of the various theories that present beliefs and attitudes about providing creative experiences in the various fields of art and work with this category of children.

CHILD PROTECTION AND WELFARE

The course is multi-disciplinary and emphasizes the importance of educating students on the protection and well-being of their children so that they can apply this knowledge in working with children under their care. Early identification and intervention protect children from dangerous situations that they may be exposed to as a result of abuse. The course first deals with international and national child protection instruments. Further, the course enables students to identify the signs and symptoms of four different types of abuse or exposure to violence and abuse, the effects these have on the development and learning of the child, the methods of working with children who are not fortunate enough to have a child. happy childhoods, and prepares them for dealing with situations of abuse in their direct work with children. The course prepares students to work with children coming from different social and life contexts - children living in poverty, children - whose parents are in conflict with the law, children - whose parents are abusers of psychoactive substances, children without parental care, etc.

MATHEMATICAL GAMES IN EARLY CHILDHOOD

In this course students will be provided with basic knowledge on how children learn mathematics more easily according to their age. In this course they will be prepared to apply the knowledge gained in the course Mathematical Concepts in Early Childhood to engage

children in preschools to understand basic mathematical concepts and to develop their mathematical thinking through play and activities in the premises where they live. This course, which is explained through play and activity, will provide students with the following contemporary practices of developing basic mathematical concepts: Mathematical thinking of children, types of problems based on numbers, position and symmetry of objects, form, space, measurements and geometry, data processing, and the concept of probability. Problem-solving strategies through play and hands-on activities, developing practices in preschools by posing problems and encouraging children to develop mathematical thinking, engaging children to learn from others' ideas, mathematical principles and maintaining active learning of children about mathematical concepts through objects that surround them from early childhood are an integral part of this course.

SOCIETY AND ENVIRONMENT

This course is designed to support students in the EFH programme to develop a practical and effective approach to the role of education in human society. Students will be familiar with the importance of education throughout the historical context in society and the key theories on human behavior. *Society and Environment* through its working organization and based on the rules and procedures set out in the classroom, is meant to meet the educational and social goals. Effective classroom-group management can be used to create a positive socio-emotional climate in the classroom, which at the same time implies and minimizes unwanted human behavior, especially in the environment where children work and act. To achieve this, cooperative learning, learning styles respecting, transparent assessment of children's affinities, as well as many communication strategies that help educate and socialize them are accomplished. The course aims at assisting students in enhancing their skills and abilities for sustainable education for welfare, democratic values, and the environment.

ASSESSMENT IN EARLY CHILDHOOD

The course introduces students to the theory and practice of assessing children from birth to the age of six. Students will learn why observation, assessment and documentation are essential elements of reflective practices. They will study and analyze various assessment tools that are used to document children's learning development and experiences. Observations of children using these tools will develop in students the necessary skills to assess the needs of each child given individual and cultural differences and to plan activities based on these needs.

HEALTH EDUCATION

This module examines health and the determinants of health, the national and international regulatory aspects applicable to health, the resources and opportunities for health education, the responsibilities of health educators in teaching health and promoting health. Cultural perspectives on health and disease. Cross-sectoral and multidisciplinary collaboration in disease promotion and prevention and activity planning. Healthy environments. Health Promoting Schools. Communication skills applied in health education. Health education methods and tools. Impact of media and visual audio materials.

LITERATURE FOR CHILDREN

Children's Literature, as a subject at university level, aims to acquaint early childhood education program students with children's literature as a specific area of literature in general, as well as with authors and works that make its culminating values. In this way students will become acquainted with children's literary types and will be trained in scientific research work, passing on this knowledge to children, but also to future teachers, applying methodologies, strategies, principles, criteria, techniques and forms of work related to work in preschools, first of all, but also to teaching literature in school.

MONTESSORI METHODOLOGY

This course aims to introduce students to the philosophy of the Montessori methodology focusing on early childhood (0 to 6 years). Students will be trained in this methodology to support the development of children through sensory practices. The Montessori methodology prepares students to apply the contemporary approach to education with emphasis on the importance of culture and without prejudice. Students will analyze the environment, tools, materials, and behaviors of educators who support the Montessori methodology. In this course students will practice child labor techniques in the Montessori laboratory at the Faculty of Education applying theory to practice. Students will also be able to organize the environment and tools based on methodology standards.

SOCIO- EMOTIONAL DEVELOPMENT

The course elaborates on the child's notions of feelings and affective reactions in early childhood, and the child's first social reactions and interactions with other individuals in the environment in which they live; the impact of the latter on his psychosocial development. Students will be trained to better understand the child's emotional and social development, attachment and social interactions, how early experiences shape social identity development, and how adults can support healthy socio-emotional development. Students will summarize, analyze and reflect on key theories of socio-emotional development (including social identity theory) and trace cultural and contextual interactions through this process.

STEM in Early Childhood

This course is designed for early childhood educators and aims to explore the many activities that they can implement with children to support children's learning and development in STEM (science, technology, engineering and mathematics). The course will elaborate on the tremendous importance of the experience children have in the early years of their lives. Educators will learn that children are curious by nature and that children play, explore and ask many questions - they learn about themselves, others, and the world around them. By introducing STEM through play, educators will help children develop a range of skills such as: asking of questions, working together, thinking critically, solving problems, testing problems, and discovering alternative ways to do things. In other words, this course provides the opportunity for educators to develop the ability to encourage children to ask questions and take an active role in their learning and understanding of the world around them.

EDUCATION FOR SUSTAINABLE DEVELOPMENT

The need for sustainable development is one of the challenges of human society today, as well for Kosovar society. The course offers theoretical knowledge of sustainable development as a global development concept and practical skills for developing sustainable development

education. The course will develop the competencies to implement contemporary sustainability learning strategies such as holistic approach, systematic and critical thinking, inquiry based learning, integrated teaching, decision-making as an active and responsible citizen.

PROFESSIONAL STANDARDS AND COMPETENCES

During this course students will have the opportunity to be familiar with the standards that need to have a preschool institution. A future educator should fulfill a set of professional standards and competencies to work with children. Students will have the opportunity to elaborate in detail all areas of "Professional Development Instrument" one of the documents that has to do with professional development areas and standards in a field of early childhood education. Students will also understand the importance of reflection and self-evaluation regarding their professional development and enhancement of professional competence through using a personalized learning plan (PLP).

EDUCATION THROUGH DRAMA AND PUPPET PLAYS

This course aims to develop theoretically and practically the knowledge about the main concepts of dramatized text of fairy tales or stories that are staged in the theater. The course emphasizes communicating with children and acquiring the necessary skills in education. Actor's game with the doll

DEVELOPMENT OF LIFE SKILLS

The course aims to provide the child with a comprehensive space for the development of various life skills. The "Development of life skills" course covers the child's overall development, interactions with other individuals, interactions with the environment in which he or she lives, and such impacts on his or her development. In this course students are introduced to the environment and the different materials that surround us in nature, the use of materials with children to create different figures or objects with individual or group work, as well as the encouragement of creative work from different materials through kindergartens or preschools. Through individual and group projects the application of materials such as: paper, clay, gypsum, soap, plasticine, candle, food products, etc. is implemented. Projects empower children, stimulate and enhance the desire for creative work of their life skills.

LEARNING ENVIRONMENT

Through this course students will be able to better understand the importance of the environment has for the holistic development of the child. Some of the world's great theorists in the field of education have given a great importance to the environment. The child should be provided with a safe and stimulating play environment so that the child can develop himself / herself, students in this course will be able to understand the organization of environments based in methodologies of early childhood education. Students will also have the opportunity to observe learning environments and design different toys and materials to enrich their learning environment.

OUTDOOR GAMES

This course addresses the role of the environment and outdoor activities fostering curiosity, creativity, observation and developing critical thinking in children. The course aims to equip the student with the knowledge of how to relate natural phenomena with scientific concepts through exploration, game, examination, observation and learning. In this course the student will gain contemporary knowledge on nature and human interconnection with nature, the evolution of nature and the position of human in nature, the values that human receives from nature and how it affects nature. The student will also gain a base of contemporary knowledge on the constituent components of nature. Based on pre-knowledge of the students gained during the study of previous courses, the course will also focus on the development of activities linking the environment with phenomena that occur in nature, making children the main protagonist of interaction with nature.

REGGIO EMILIA METHODOLOGY

This course aims to train students to work according to the Reggio Emilia Methodology, the course further enhances students' theoretical knowledge of the Reggio Emilia philosophy and empowers them in the practical application of this methodology by helping to apply practical activities under this methodology for age groups birth -3 years old and 3-6 years old. Students will analyze the environment, tools, materials, the role of the educator, the role of the atelier and the miniature, the role of the artist, documentation of child labor, collaboration and parenting, and other constituent elements of this methodology. Students will be practiced in the construction of educational projects according to the Reggio approach and understanding the philosophy of working with the child in the Reggio concept.

MUSIC GAMES

The course provides methods and strategies for teaching music education, which contribute to the achievements of music education components that are foreseen by the curriculum (pre-school curriculum and developmental standards in early childhood). In this course students will discuss the theoretical aspects and methods of teaching music through music games at pre-school level. In addition, students will practically perform various musical games (rhythmic games, creative music games, didactic music games etc.).

ENTREPRENEURSHIP EDUCATION

This course enables the acquisition of basic concepts and of advanced knowledge in the field of student skills education in entrepreneurship and individual activities. The course implements activities with students regarding the preparation of individual plans and the development of creativity for entrepreneurship and explores the impact of different factors that foster and develop students' qualities and creativity for entrepreneurship in life. The course assists students in the design of business plans or other plans. Project ideas can be from: delivery business of information technology services and other services, entrepreneurship in manufacturing fields, entrepreneurship in environmental fields etc..

BASIC OF RESEARCH IN EDUCATION

This course focuses on paradigms, issues and research methods in education. Topics covered in this course are: defining different research methods, critical literature analysis, quantitative and qualitative data collection from learning environments, nature and basic types of research, critical reading and research interpretation, Students will become "critical readers" in order to

analyze quantitative and qualitative research in the field of education and to use research results in conducting their research to improve teaching and learning practices.

PEDAGOGICAL PRACTICE IV (8 WEEKS)

Through the Pedagogical practice IV students will be able to begin the practical application of the knowledge gained during the courses. Through the Pedagogical Practice Handbook students will be introduced to their responsibilities and duties during pedagogical practice. The pedagogical practice is initially organized in the faculty and after the necessary preparations the students went to preschools and preparatory classes within the elementary schools.

During "Pedagogical Practice III" students will go to preschool institutions (age group 0-3, age group 3-5 or 5-6) and in elementary schools in preprimary classes (age 5-6) Students will stay in the preschool institutions or preprimary classes for 8 weeks, they will organize in an independent way the dairy lesson plane under the supervising of mentor educator. The student gradually work independently always in coordination with their mentors. Also the students will critically reflect on their observations, in their personal diary of pedagogical practice, and prepare a portfolio to document their engagement in practice. They also can completes their final project in accordance with their mentors form Faculty.

FINAL EXAM/ DIPLOMA WORK

Working in collaboration with the mentor professor according to the regulations of the Faculty of Education for Bachelor studies, based on the Handbook of the Faculty of Education for the preparation of the thesis.