SYLLABUS

1. Course title:

METHODOLOGY OF TEACHING PHYSICAL EDUCATION AND HEALTH CARE I

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 7

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 0

9.3. Laboratory/Practice classes: 1

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

TEACHER EDUCATION

12. Lecturer:

Dževad Džibrić

13. Lecturer's e-mail:

dzevad.dzibric@untz.ba

14. Web site:

www.ftos.untz.ba

15. Course aims:

-To enable students to apply theoretical and practical knowledge of physical education.
- Ability to differentiate students from applying general methodical knowledge on the levels of physical and health education.
- Understand the meaning of the physical and health area in the system of education.
- Ability of students to implement all forms of educational work in the physical and health education of younger school age.

16. Learning outcomes:

Understand the meaning of kinesiological theoretical and practical education in the physical and health education area.
Apply acquired knowledge in preparing written preparation for physical and health education. Know the purpose and guidelines of work in the physical and health care area.

Students will be able to:
- to know the anthropological features of children;
- to know the structure of the class of physical and medical education;
- understand and apply the organization of physical training planning;
- distinguish and know how to choose the appropriate organizational settings;
- plan the load

17. Course content:

- The aim and tasks of physical and medical education
- Methodology of physical education and health education of younger school age
- Physical exercise as the primary means of physical and health education
- Systematization of physical exercises
- Physical exercise as an adaptive process
- New Movement Training Methodology; Methodical procedure
- The role of physical and health education in creating exercise habits
- General Methodological Guidelines for Realization of Physical and Medical Education Classes in Younger School Age
- A day of physical and medical education; Structure of the hour of physical and medical education; The general structure of the teaching hour - introductory part
- General structure of the classroom - preparatory part
- The general structure of the classroom - the main part
- General structure of the classroom - final part
- Remedial and out-of-school forms of work
- Classroom and health education class (classroom)
- Characteristics of children aged 6 to 11 years

18. Learning methods:

For the purpose of efficient teaching and achievement of the expected objectives of the course and the competences of the students, during the course and at the end of the semester there are planned activities of successful learning: concrete experience, observation and active experimentation. Teaching style taught in teaching: visual, auditory, kinesthetic, and teaching methods: lectures (theoretical instruction using multimedia resources, active learning and discussion techniques), practical teaching (exercises), colloquia.

19. Assessment methods:

The student is obliged to come regularly to lectures and exercises throughout the semester. In the presence of the lectures, the student earns 5 points, and for the presence of the exercises the student also earns 5 points. Students who have been excluded for more than three weeks from the course during the semester for justified reasons can not go to the final exam until they have compensated for missed classes. After half of the semester, students write a written test covering up to then, lectures and exercises. The test consists of 15 questions that score 1 point for each correctly answered question (max 15 points). After completing the semester, students put a second test in writing, consisting of questions related to the content of the lectures and exercises from the second part of the semester. The test also consists of 15 questions that score 1 point for each correctly answered question (up to 15 points). As part of the pre-requisites, students are required to prepare an individual seminar paper that will cover a specific topic from the content of the subject. The seminar paper is submitted to the subject teacher in writing and reviewed and then presented orally. For the seminar work, the student can achieve 0 to 10 points. The final exam is written. The right to attend the final exam are students who have realized the anticipated obligations. On the final written exam, 25 questions from the program of lectures and exercises are handled. The exact maximum number of points a student can achieve on an oral exam is 50. Checks on all forms of knowledge are recognized as a cumulative exam if the result is positive after each individual check and is at least 50% of the total of the predicted and / or required knowledge and skills. In order for a student to pass the subject, he must have a minimum of 54 cumulative points, of which at least 25 are on the final exam. The assessment of the exam is based on the total number of points the student has obtained by fulfilling the pre-requisites and passing the exam according to the quality of the acquired knowledge and skills, and contains a maximum of 100 points and is determined by the scale as follows:

Student Obligations Points

Attendance at lectures- 5
Attendance at Exercises 5
Seminar 10
Partial tests 30
Total prepayments 50
Final Exam 25-50

20. Assessment components:

The concise grade is formed in relation to the total number of points achieved during the semester, ie the pre-requisites and the final exam itself.

BORDERS FINAL EVALUATION
<53 five (5); does not satisfy; F 54-63 six (6); sufficient; E
64-73 seven (7); good; D
74-83 eight (8); very good; C
84-93 nine (9); outstanding; B
94-100 ten (10); excellent; A

21. Required reading list:

Džibrić, Dž. (2011). Metodika tjelesnog i zdravstvenog odgoja - skripta za internu upotrebu,Tuzla: FTOiS
Findak, V. (2003). Metodika tjelesne i zdravstvene kulture, Zagreb: KIF.
Neljak, B. (2011). Opća kineziološka metodika, Zagreb: KIF.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: