

PEDAGOGICAL PRACTICE WAY OF CONNECTING PEDAGOGICAL THEORY AND PRACTICE

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Abstract. The issue of linking educational theory to educational practice (educational work with young people) is highly topical and important issue for the science of pedagogy. One way of achieving this task is a pedagogical practice (PP) students. In paper we deal with identifying, comparing, and analyzing the curricula of vocational (Curriculum for Preschool Teacher (2007) and academic (Curriculum for Educators (2007). Studies Teacher Training in Serbia, as well as educational disciplines and areas of pedagogical science derived from them. The results showed many similarities, but also differences when it comes to educational disciplines that are taught, the name of pedagogical practice, the number of classes to implement, ECTS (European Credit Transfer System), which affect the quality and coherence of educational theory and educational practice. In order to identify similarities and overcome weaknesses that accompany the pedagogical practice analysis, we came to know about the specifics of each of the six pedagogical practice. For each pedagogical practice defined specific goals and tasks arising from the curriculum, and in particular pedagogical disciplines taught at university. Each of these pedagogical practices is the ability to connect educational theory and educational practice and direct way to increase the quality of training and competence of future teachers for direct work with children.

Keywords: pedagogical practice, educational theory, curriculum, goals and objectives of the pedagogical practice.

1. REVIEW OF THE PRESENCE OF PEDAGOGY IN VOCATIONAL AND ACADEMIC EDUCATION FOR EDUCATORS

The reform process is a complex social and pedagogical issue. This is the second five - year period of vocational and academic studies of the Bologna Declaration (1999) and the Law on Higher Education (2005). The project of the reform that is expressed through the curriculum is more experimental tested on a sample of relevant professional and

academic schools / universities, students, teachers, communities where they exist, before the widespread use of their. As such it is a problem for pedagogical science. Educational science plays an important role in the preparation, planning, implementation and evaluation of scientific content that is transmitted to the younger generation. To make this role more successfully carried out, it establishes its methodology dual principles and pedagogical work done preparing and training teachers for educational work. In Serbia, a significant number of vocational schools (Curriculum for Preschool Teacher (2007) and academic (teacher/pedagogical) Faculty academic (Curriculum for Educators (2007). dealing with education teachers to work with preschool children.

If we go by the number of items in an accredited curriculum for the education of teachers in vocational and academic schools/colleges during their studies in vocational training of teachers, as a compulsory or elective program offered by 53 programs that belong to the same pedagogical science or realize that teachers are teachers. These plans are available through several semesters of 128 programs at vocational and academic programs in 95 studies (teaching/pedagogical faculties). From press to conclude that pedagogical science (theory) is represented with a number of scientific disciplines and fields of pedagogical science.

2. COMPARATIVE REVIEW OF EDUCATIONAL PRACTICE PLANS OF PROFESSIONAL AND ACADEMIC STUDIES

In linking educational theory and practice plays an important role PP.

Pedagogical practice as the way in introducing students to the application of pedagogical knowledge in the implementation of the educational work with children, it is a form of direct connection between educational theory and practice

and a form of practical preparation of future teachers for independent and high quality, direct educational work with children and beginning of permanent professional development.

Table 1. In accredited plans for the education of teachers in vocational schools and academic studies of PP is provided in all schools curricula:

Studies	1 sem. No. ECTS/per school./ Fac.	2 sem. No. ECTS /per school./F ac.	3 sem. No. ECTS/ per school./F ac.	4 sem. No. ECTS per school./F ac.	5 sem. No. ECTS/per school./F ac.	6 sem. No. ECTS/per school./F ac.	7 sem. No. ECTS/per school./F ac.	8 sem. No. ECTS/per school./F ac.
1. vocational	9 – 1=2 s 2=2 3=1 4=1 5=2 9=1	9- 1=2 s 3=2 4=1 5=2 6=1 9=1	9- 1=2s 2=1 3=1 4=1 6=1 7=2 9=1	9- 1=1s 2=2 3=1 4=1 6=1 7=2 9=1	9- 1=1s 2=2 3=2 7=3 9=1	9- 2=2s 3=2 6=1 8=2 9=1 10=1		
2. academic	6 2=1f 3=3 7=2		6 4=2f 5=1 6=1 7=2		6 4=3f 7=1 10=2			6 3=1f 6=2 10=1 11=2

Evident in the table it can be concluded that PP is expressed through ECTS. It has a significant place in vocational schools for teachers in all six semesters in four semesters of studies. When it comes to PP is lacking differentiated programs and practices essential features called PP.

In the analyzed plans for PP used different terms, which affects the determination of the essence and understanding of the same, such as: an introduction to the profession and professional practice (Curriculum for Pre-school Teacher, 2007) Professional practice - demonstration classes, practice, the practice of kindergarten, demonstration classes, methodical practice, pedagogical and psychological practice, pedagogical practices, didactic practice, integrated pedagogical practices, integrated - methodological practice, two - week prof-

essional practice (Curriculum for Educators (2007) the titles of the specifics of the technical issues related to, but not the obligation to implement a student in the pedagogical practice in terms of direct connect theoretical and practical knowledge on the one hand and the practical training of students for direct work with children in kindergarten.

3. BASIC TASKS, METHODOLOGICAL ISSUES PRACTICAL REQUIREMENTS AND CONNECTIONS PEDAGOGICAL THEORY AND PRACTICE DURING THE PEDAGOGICAL PRACTICE IN PRE-SCHOOL

Study plans and programs for teachers are aimed at enabling students to put their knowledge and skills in direct

practice with children. That particular importance is pedagogical practice (PP). Pedagogical practice as the kind of direct connection between educational theory and practice as a form of practical preparation of future teachers for high - quality educational that is of direct work with children, but also the beginning of continuing professional development.

The subject of analysis is primarily pedagogical study disciplines and scientific areas that are taught and examined in vocational and academic studies.

The paper emphasizes the practical connection of educational theory and practice through the operationalization of the objectives and targets are achieved within six pedagogical practice. At the same time, based on consideration of the curriculum indicates regularity achieving the goals and objectives linking educational theory in educational practice. Processed, and operationalize define goals and objectives that students gain during every single practice.

Results and analysis of curricula indicate that the goals and objectives of PP implemented as:

3.1. Main goals and educational first practice - demonstration classes

The first pedagogical practice students are demonstrations classes. It is a first step planned pedagogical preparation of students - future teachers for immediate - educational work with children. The first practice starts demonstration classes (observing, exploring work, notification..) experienced teachers in everyday situations specifically staged in a nursery school in a one-week period at the end of the first semester. Demonstration classes aim is to provide the student meet directly with preschool pedagogical institutions have, its organizational structure, the structure of children who are found in it, mode of life, travel, games and activities for children,

distribution and use of facilities and equipment, staff who work in pre-school teachers in addition to - mentors who immediately realized the educational work with children in the group. Its function is an introduction - the first contact and has a role to introduce the organization and operation of the kindergarten. Based on the monitoring and pedagogical issues and registration process, learn about the real and present situation in kindergarten.

Pedagogical practice demonstration classes not only attend activities supervisor to plan work in kindergarten, but systematic introduction to the different activities and educational different educational facilities in order to gain practical answers to many theoretical issues of pedagogy, psychology, methods of educational work.

Numerous are various goals, objectives, methodological requirements and practical questions posed to the students, and that should be implemented during the first and second continuous pedagogical practices in kindergarten. Methodological requirements for the first pedagogical practices are different. In the first pedagogical practices, student school kindergarten teacher in kindergarten should attending all the activities of children and teachers, through monitoring and observation, meet, monitor and investigate the overall pedagogical organization of work at the kindergarten; critically analyzed and recorded in the log book the most important:

- General information about the nursery,

- General introduction to the nursery (pre-school title; history preschools; employees working; mentor; telephone number, e - mail address.),

- To learn about the structure of educational groups (educational group formed in the manager,... taken from a pediatric nurse...).

During the first practice of student high school for teachers of vocational studies should monitor the attendance and

the overall work of teachers and the children's activities introduce, critically analyzed and recorded in the log book the most important:

- Introduction to general issues and internal organization of educational work (model of pre-school (A or B), with preschool children in a kindergarten as a significant factor in the formation of personality and direct role in the student demonstrations classes depending on the kindergarten orientation program or group of work with children on the model A or B.

- Introduction to the specificities of children in the group (developmental abilities of children, with the number, structure and homogeneity of children in the group, the social climate between the children and the level of sociability among children in educational groups, children with developmental problems) with children in educational groups.

- To learn the ways and forms of cooperation with parents and to carry out such a pedagogical and methodological analysis of the organization and operation of the proposed measures

- Introduction of pedagogical and psychological conditions of educational work and research and analysis of the educational work of the group,

- Introduction to the mode of living and working day (morning schedule activities for children), the arrival of children, morning exercise, of self. Depending on the environmental conditions, the development of pre-school, preparation mentor - teachers to work with students, and the goal to be achieved by demonstration classes;

- Getting to know the time schedule of daily activities and in particular how they rotate with respect to age and legality of the educational process,

- Learning to plan activities for the children's individual choice, directed and combined activities, morning physical exercise and leisure breaks

- Introduction and analysis of time to meet the hygienic, physiological and health needs, meals and lodging

- Introduction to organization and deployment of space (inside the room and outside space, as appropriate age characteristics of child development, how their cognitive needs, as an incentive (motivational);

- To meet the pedagogical and psychological situation of introducing children to live and work in pre-school, children's position and the position of each child's educational group;

- Introduction to general information about the child and the psychological characteristics of children in the group,

- Learning, Research and Analysis of the pedagogical organization of life and work in preschool and especially: how is it adapted to the child and his needs

- To explore and describe the pedagogical development of the children in the group with respect to the goal and tasks (physical, intellectual, moral, aesthetic, business development and education of children)

- That be on the basis of acquired knowledge estimates cognitive characteristics of children's development and social- emotional capabilities of children in the group.

- On the basis of established goals of preschool education in the physical, social - emotional (social, affective), environmental, logical - mathematical, labor, transportation, speech, art, music, drama activities), cognitive development through the revelatory activity of the living world; (man, the world of animals, plants, etc.) of the material world hear their exercise and measures to be taken in the future;

- To get acquainted with the immediate implementation of their tasks in working with children;

- Determine how a group of children where possible (composition according to individual groups) exist within these groups (advanced, slower);

- To review and determine what are the characteristics of communication within the group, the group and the individual, the individual with more people, individuals and educators, preschool teachers, kindergarten teachers and the individual and how they affect the development of children;

- Research and introduction to child psychology and specificities of children in a particular age group (the number, structure and homogeneity of children in the group, the social climate among children and between children's level of sociability, forms of communication with children, children with developmental problems)

- Based on the monitoring of children in a variety of pedagogical and didactic situations compiled a list and a brief description of the topics, activities and games the way they are implemented mentor;

- The student is directly involved as a form of aid educator - Mentors in games and activities implemented by the teacher with his group observes and monitors the activity of teachers and children.

Therefore, the logical question is what's demonstration classes? Demonstration classes are a word derived from the Latin word *hospitari* is the guest host; visit or attend lectures (activities in kindergarten) as a guest or as a spectator. Demonstration classes today has a broader role and function, and in the pedagogical sense means the planned stay in kindergarten that from a class.

It is not only planning, but also observing a systematic way to introduce and study the entire educational - educational work in kindergartens.

Practice demonstration classes students performed at the end of the first semester, when the students listened to lectures and theoretical exercises and perform other duties of general pedagogy, preschool pedagogy, psychology preschool child and other scientific fields. Demonstration classes involves student partici-

pation in all activities of the group of children in kindergarten. The first practice demonstration classes for five working days (25 hours) in order to;

- Familiar with the overall organization and implementation of the educational work of the group of kindergarten.

- Demonstration classes, and other educational practices students should contribute to future job teachers in kindergarten gain access to all features, the internal organization of educational work and the role of teachers in development and learning for preschool child. It achieved not only by attending activities, but also systematic introduction to the different types of work, observing and registering as the initial phase of the research, study and analysis of educational work in kindergartens.

3.2. Main goals and objectives for second pedagogical practice demonstration classes

Another pedagogical practice is a professional and logical continuation of the first practice demonstration classes. Organized and implemented by the end of the second semester. The practice is, and the reason the program is organized in the last week of May as the students through lectures and practical exercises familiar with the contents of the program in the second semester. It lasts one week (25 hours). It continues the realization of the goals and tasks initiated demonstration classes at the first practice. During these practices the student with the help of teachers - mentors, associate educator and psychologist, as well as with pre-school director aims to further introduce and analyze the pedagogical organization of kindergarten. Students are required to contact at the educator - mentor and support staff and to direct work with children comprehensively achieve certain goals and objectives of the first

pedagogical practices, and conduct specific tasks other pedagogical practice.

During this practice the student should (during classes and teachers working with children as outlined in the first pedagogical practice - without having to repeat what has been found and written in the log if in the same kindergarten - group) participation, talking with educators mentor and observation of the educational process, talking with teachers, children, professional associates to penetrate deeper into the quality of teachers, assessment requirements the organization and implementation of educational process with the children in the kindergarten and in the environment they implemented to work with certain groups of children. This information is registered in your diary and analyzes the conditions, organization, implementation, outcomes, educational process and occupies a professional position. During the demonstration classes meets the overall organization and educational work of teachers, faces a direct application of the theoretical knowledge of pedagogy and psychology. The knowledge a student needs to critically analyze the diary of pedagogical practice;

- Attending, monitoring and recording of children's group activities during the day to learn about the pedagogical organization of kindergarten (different forms of organization and work with children on different methodological approaches features; observes and monitors the activity of teachers and children;

- To learn about the types, structure, layout and daily during educational activities, as well as technical and material base of these activities;

- Exploring the tasks that meet the conditions for realization of educational activities, especially pedagogical organization of the group works model for pre-school - group (A or B);

- Introduction and description of equipment, space toys, and other didactic resources;

- To introduce various forms of organization of life and work in a group of kindergarten and to determine the log for that particular day;

- To effectively identify and analyze internal communication in a group (speaking teachers and the speech of children, how to understand speech, ways of communicating, listening to each other, falling in question, request additional information, permission for some action, etc.;

- To learn and train how to organize space, time and activity in preschool;

- To record, investigate and analyze the activity of the children in the center (s) of interest;

- The analysis of space, equipment, teaching resources look (positive or negative) of their impact on educational work with children;

- To learn about the social environment as a factor of educational work in kindergarten through communication; talk with a supervisor, support staff of the kindergarten, nursery visits are carried out in a specific environment, and based on these findings highlight their views, opinions, suggestions and needs for cooperation between different kindergarten and the environment in which tasks are carried kindergarten program;

- To record the children who deviate from established rules of development, behavior and learning and that the measures taken mentor working with them, and to take the position that professional measures be taken to the individual child;

- To get acquainted with the organization of activities and time schedule (pedagogical mode of life and work), removal activities (self- activity, rest, how much idle time, break;

- Discipline, ie. how many children are respected, as they have the confidence and freedom and what they are willing to own tasks performed various activities independently and creatively) and how many children are active in the group, how

the activities custom children's abilities, interests, needs, etc.;

- Examines and evaluates the cognitive development and developmental potential of children in the group (attention, memory, visual perception, verbal comprehension) and determine whether they are consistent with the application of pedagogical requirements;

- During the demonstration classes a student has a duty to investigate and analyze the interior and exterior of kindergarten and how it functions for working with children;

- During a student demonstration classes in addition to cooperation with the mentor, lead and communicate with support staff (such as a teacher, psychologist, assistant to the language, physical education, music, art and other institutions in order to systematically introduced to the functions and roles of teachers, educators and needs teamwork.

During a student demonstration classes on the basis of an agreement with the educator-mentor involved in the implementation of parts of the program.

3.3. Main goals and objectives for the third pedagogical-didactic practice

The third pedagogical and didactic practice of vocational teachers is organized and implemented by the end of the third semester (the last two weeks of December) and lasts for two weeks (10 days), or 50 hours.

The aim of the third pedagogical - didactic practices to student based on theoretical and practical knowledge expert examine the didactic requirements, capabilities and organization of educational work. (Based on observation, monitoring of the activity of teachers and children, studying and analyzing the pedagogical and didactic documentation work) kindergarten and the environment where the school is located, for the

organization and implementation of educational activities in a particular group, to learn the material and human conditions for educational work studiously to meet the annual curriculum kindergarten, scope and structure prepare teachers for working directly with children and others.

In the pedagogical and didactic practices students are introduced, analyzes and personal professional opinions about the work of the group based on understanding and analyzing:

- Pedagogical organization of the kindergarten (size and composition of the group, forms of organization and work with children, time scale for implementation, activity, hygiene and health reasons as an educator and how prepared children, can provide the same or different requirements for children or a group of estimates that motivates them);

- To learn about the basic structure of the curriculum of kindergarten and expert analyzes (annual, special monthly, weekly or thematic plan of mentor teachers);

- Space and equipment kindergarten equipment and tools for the educational work and examines kindergarten teaching capabilities and areas where the school is located (which means there are compared to normative);

- To get acquainted with the forms of co-operation with the wider social environment and to make Methodological analysis of cooperation, the proposed measures;

- Looks at the building and equipment of the group means and didactic material for direct educational work with children and analyzes the effects of equipment and implementation of teaching and audio-video equipment;

- Introduction to the conduct of pedagogical documentation and records;

- Observation, direct participation and assisting in activities that the mentor realizes with children;

- Analyze the effects of using interior and exterior kindergarten in didactic

organization and implementation of educational work with children in the group and organization design, layout for educational work with children and considers the appropriateness of the didactic and the use of space (as well as that all rooms used group - group room to list them...), educational personnel, preventive health care organizations in the study area and the types of teaching materials and resources which are distributed in the rooms or the centers of interest of child nook and didactic organization exterior (garden and playgrounds, sports fields, rooms with equipment: swings, seesaw, ladder, slide, crawl and equipment for hooking, the vessels of the equilibrium paths for biking, scooters and the like, a corner living nature and the other as a function of the implementation of the curriculum;

- Perceived preparedness of teaching materials, preparedness child activity, whether and how to instruct children to perform activities, and how to encourage and teacher praises children through action steps that, how to motivate them, what is communication between parents, children and teachers;

In the pedagogical-didactic practice student meets and analyzes the pedagogical documents kept in the nursery school:

- Development (Annual Plan and work program of the kindergarten)

- Meet with the program of work of teachers: semi, thematic / monthly, weekly and daily curriculum of teachers in a particular group;

- Introduction to the didactic structure of the written preparation of teachers - mentors for direct work with children (activity, play, visit, etc.)

- Studying the internal organization of the didactic kindergarten, especially to record activity in certain areas of educational work from the point of application of active methods and forms of organization and work with children;

- Attending meetings of professional assets (PA) and pedagogical higher (PH)

when discussing organization educational work;

- Introduction and overview of the didactic schedule games and activities designed (directed, independent activities for children's choice, the combined activities, other activities), children ate and slept during the day as compared to day time mode;

Introduction to pedagogical documentation and records maintained by the kindergarten teacher / mentor and with:

- Book of teachers and manner of conducting;

- Preparation of staff for direct work with children;

Documentation of the children: diary children, sex education of parents (from the log and report);

- To explore and do sociogram on the structure and relationship of the group;

- To investigate the characteristics of twigs and children in an educational group in which to practice;

- To attend parenting meetings and individual interviews, observations and leads critical the proposed measures;

- Attend meetings of professional bodies;

In this particular monitor and analyze the relationship between teachers and children, pedagogical climate between the children, the relationship between teacher - parent.

Introduction to the existing data on the development and education of children, as well as the results of educational work which children achieve at different methodological facilities to practice after could feel and say "Everything you need to know I learned in kindergarten."

3.4. Main goals and forth methodological practice

Implementation of methodological practices, organized and implemented by the end of May in the fourth semester, the

last two weeks, or 10 working days (50 hours), in preschool. The aim of the practice is bound to follow the student, and the didactic-methodic approach to analyze the quality of the pedagogical practices of teachers working with children, games and activities, in particular reviewing the achievements of objectives and tasks of children and teachers in the group with special emphasis on:

- Involvement in the planning and preparation of educational activities, as well as direct support teachers in how to perform them;

- Didactic analysis methodological realizing its goals and games and group activities (as they occur, how to respect age, as children are the subjects of the process);

- To monitor and analyze the collaboration with mentor teachers and parents according to their ability to become involved in the conversation;

- Educational facilities and resources (of elections, successful preparation and implementation);

- Examines the feasibility of the goals and objectives of preschool education through activities and games;

- To determine what and how to use financial incentives for activities and play of children of a certain age;

- Whether and how the mentor performs assessment success of their own activities (evaluation) of both children and teachers in their engagement, considering their age and the duration of the planned tasks;

Research and critically exploring the phases through which it passes (introduction to the themes of the title, method of instruction, means, methods and forms of work and other conditions of educational work: pedagogical, psychological, aesthetic, health and the adequacy of the use of interior and exterior kindergarten and spatial organization of the rooms used by the Bank as a means of stimulating activities for children of a certain age);

- To be actively involved in various children's activities, forms of work with children and teachers to monitor and analyze communications teacher-child, child-child, ie. teacher to communicate with children, with parents;

- Didactic and methodical introduction and analysis of the contents, which are implemented through activities and games (as far as the contents are scientifically relevant, appropriate to the age and ability of students how many children were adopted);

- Follow, study and analyze the methodological structure of games and activities (how they learned science knowledge in practical work with children in the group);

- Monitor, and analyze the representation of different forms of organization and work with children on different methodological facilities;

- Learning and didactic-methodical assessment equipment group in which to practice (which means there is, and that does not and need to be purchased, the conditions for educational work) and their ability to participate in the development of teaching aids;

- Perform general pedagogical, psychological, aesthetic, hygiene and health evaluation of the conditions in which didactic methodological procedures implemented educational activities;

- Meet and didactic-methodological assessment of the adequacy and used space (that all rooms used educational group);

- Monitors and records a minimum of six on the basis of observations made methodological analysis of each activity especially from all areas and in all age groups;

- Recorded, considers and explores the didactic possibilities of the kindergarten and the environment where the school is located,;

- Monitor captures and makes methodological analysis of the articulation activities (adequacy and appropriateness of the use of time in the activity);

- Vegetable and information on the implementation of teaching activities (what, how, when, how);

Spatiotemporal structure of games and activities;

- Introduction to normative kindergarten: with the statutes of the kindergarten rules work;

- Writes and special observations and recommendations where some of the educational work with children changed (organizational and technical, and practical experiential observations);

- To learn the ways and forms of preparation and conduct methodological analysis of adequate representation forms, methods and activities in the game and that they have been properly selected and properly applied by educators;

- The content of the activities (scientific accuracy, proper mastering of skills, suitability for children, and quantitative restraint);

- How children adapt to different methodological facilities;

- To get acquainted with other forms of organizations working with children in addition to activities and games;

- Introduction to the work of professional staff: teacher, psychologist, pedagogue;

- Adequacy of choice, preparation and application of structures, nooks and aids in working with children through games and activities;

- What is the correlation between educational areas (there - there, exemplary, successful, functional);

- What kind of activity, motivation, and creativity independence children at play and activities;

- Assessment of preparation of mentors for the realization of content (organization of work, training in the application of teaching methods, resources), the ratio of children;

- On the basis of the above, and realized that a critical analysis of the tasks and records of all the activities and games

of children and teachers in the mentor group;

- To inform and empower them how to organize space, time and activity in preschool;

- To direct the work, with the assistance of the mentor is gradually involved in some of the activities of children and teachers and the gradual inclusion of the student in direct aid educator - mentor in the preparation of teaching materials, greeting cards and postcards, organizing celebrations, games, visits to local institutions environment, organization of events;

- The work of teachers (behavior and content of an organization work, training in the application of teaching methods, teaching techniques handling, attitude towards children, creativity, and overall impression: preparation, appearance, speech, tidiness, external appearance).

3.5. Main goals and objectives for the fifth methodically pedagogical practice

Fifth pedagogical methodical practice is organized at the end of the fifth semester for up to ten days with the aim of becoming independent student on the basis of pedagogical documentation kindergarten (yearly, monthly, weekly curriculum) with the help of mentors and associates kindergarten (teacher, psychologist, etc.);

- Independently plan, ie. to develop the full educational work with children, parents and co-workers during a ten-day methodical practice;

- Immediately prepare and develop proper application methods, forms and means of work - organize and conduct two activities from all six areas covering methods of educational work (visibility methodical structure, logical coherence and correlation with programming on other areas of educational work) exemplary, successful, functional), the preparation and design of learning materials;

- Organize and implement the planned program content in direct work with children, especially taking into account the children's motivation, activity, independence and creativity; mental and physical fatigue; behavior of children during the adoption of the planned activities; difficulties faced by the children at play, work and activities.

- During the methodical practice of organized activities done in each of the six methods for the preparation of two written to impart a professor of methodology;

- Keep a record of adapting children in the group and corrective work with individual child, (what, how, how much) How were you involved in the work of teachers with this group of children?

3.6. Main goals and objectives for the six independently-methodological practice and pedagogy

Sixth pedagogical practice has continued and the final form of a planned and organized training of students for independent work. This practice is usually organized at the end of the sixth semester (the last three weeks in May) and lasts for 15 days (75 hours). According to the planning and organization of pedagogical systematic work should be organized in the agreed pre-school. The requirement that student goes to the sixth pedagogical - methodical practice are successfully completed and certified prior educational practices, the successful completion of pre-exam as maintained, defended and positively assessed by at least one activity from each methodology (speech development, learning environment, development mathematics concepts visual, physical and musical) educational work.

The practice of working with children in the DV student shows how he mastered the theoretical knowledge, as he is trained and prepared for creative application of knowledge through lectures,

exercises, and particularly methodical exercises and seminar papers and, as previously conducted practices, preparing for this complex and responsible work.

As the title indicates that concluded in the course of this pedagogical practice student is not only a participant, but on the basis of theoretical knowledge and experiences gained during the previous five continuous pedagogical practice, and with the help of mentor teachers, educators and other associates nursery and Professor, I will organize and conduct educational work in the group (self - didactic-methodical design, organize and implement entire educational work with children in the group is staggered).

With the help of mentors independently plan, organize and implement the overall educational work with children (working with parents, social environment).

The planned work of the last independent pedagogical practice implies that a student on the basis of knowledge of relevant science education for pre-school children on the basis of successfully performed the previous five practices that enable the same immediate transfer (transformation), and the associated methodological designs in the planning, programming, methodical preparation for the activity. Organized and realized - teaching the children in the group.

Independent work of students in the implementation of programs in six pedagogical practice, the student requires:

- To organize and implement the overall educational group work with mentor teachers (student is required to be in writing and other didactic aids and materials prepared for direct educational work and the work of keeping the log and other pedagogical documents, reports preparation for each activity by methodological requirements that are aggregated in lectures and exercises);

- Student is required from each of the six methods planning, preparing and implementing the four practical activities

(done by four written by the methodology of the preparations that are professors the methodology adopted in the exercise;

- Establish and achieves adequate professional support and assistance to parents in the community: the planning and implementation of the planned activities;

- Participate in the work of expert teams of educators;

- This methodical practice to dominate and research for graduate work. (so-called little research)

Only after successfully implemented these practices (which the student received an opinion from the nursery and the signature of the internship successfully signed together with the director or teacher and teacher-mentor) student is entitled to apply for and take the exam from all (six) methodology.

4. CONCLUSION

In this paper an attempt is made on the basis of the analysis of curricula for the education of teachers in Serbia determine the goals and objectives of linking educational theory with practice through PP- pedagogical practice. At the same time an attempt is made operationalization requires the student to realize the pedagogical practices. By performing the same, and tracking of student shows how PP- pedagogical practice has mastered theoretical knowledge, as he is trained and prepared for creative application of knowledge in working directly with children.

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