



LEPL Shota Meskhia State Teaching University of Zugdidi
Bachelor Educational programme in Elementary Education

Name of the educational programme	Elementary Education
Language	Georgian
Qualification	Bachelor of Education
ECTS credits	Educational Programme is designed on the base of ECTS system. Oriented to students and based on academic workload which is needed to achieve the goals defined by the programme. Educational programme of Law consists of 240 ECTS, 60 credits per year, 30 credits per semester, so the length of the Programme is 4 years or 8 semesters. According to students individual workload, it can vary from 60 credits till 75
Head of the programme	Maia Akhvlediani, Ph.D. of Education (full detail information about the head of the programme attached in CV)

Description of the programme

The aim of the programme	<p>The aim of the educational programme:</p> <ul style="list-style-type: none"> • To prepare teachers for elementary education according to the teacher professional standards; • To prepare teachers for elementary education who will be actively involved in teaching and research activities in the region and state considering the economic and cultural priorities. • To give the graduate professional knowledge and skills to teach in elementary education (I-IV classes) and to apply the knowledge; • To teach the graduate theories necessary for elementary education teacher and give them practical experience; to adapted teaching methods with correspondence with teaching style and position. • To prepare teacher-researcher for elementary education, who will theoretical knowledge and practical skills to make research work in his or her work, to collect data and make a judgment with arguments.
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	<ul style="list-style-type: none"> • To teach the graduate basics of methodologies, teaching and development theories, teaching and study strategies, the structure of educational system and aims, different methods of assessment, main regulatory of youth development, aims and principles of inclusive education, difficulties arising during study process and how to react on them; • To teach the graduate how to prepare writing report about the solving the problems arising during study procedure. To introduce the information to the specialist and nonspecialist and using of modern IT technics for preparing the presentation; • To teach the graduate effective, creative use of IT technologies in study procedure; • To give the knowledge about the main direction of national politics; • To give the information about the aims and structures of the system of education; • To give the knowledge to the graduate about the health process, safe environment in teaching procedure. • To develop within graduate the skills of argumentation, problem identification and their solving, skills of effective team working.
<p>Programme prerequisites</p>	<p>To enter the educational programme of Elementary education allowed to the students, Georgian citizens having certificates in general education or the equal documents of it on the base of the results of centralized university entry examinations.</p> <p>To enter the educational programme of Elementary Education without centralized university entry examination allowed according to the Georgian legislation.</p> <p>To use the mobility procedure to be enrolled to the educational programme of Elementary education possible twice in the year in deadline defined by the Ministry of Education and Science of Georgia following the obligatory procedure defined by the teaching university in certain deadline.</p> <p>To be enrolled in the educational programme of Elementary Education, or to use the mobility from the accredited higher educational institutions abroad possible under the permission of the Ministry of Education and Science of Georgia.</p>
<p>Learning outcomes</p> <p>(the graduate of the educational programme of Elementary Education will have the knowledge and general skills)</p>	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> • Have the wide knowledge of critical thinkings of theories and principles educational sciences. • Understands the basics of theories and methodologies of education, strategies of teaching and study, structures and aims of educational systems, different methods of assessments, main regulators of youth developments, aims, and principles of inclusive education. • Understands difficulties of teaching processes and how to react to them; • Understands the teaching process complex and varieties of students; • Have the knowledge about the meaning of health, and safe environment during teaching procedure. • Have the knowledge of how to make safe, effective, organized and favorable environment during teaching procedure. <p>Applying knowledge</p> <ul style="list-style-type: none"> • The graduate able to make practical and research projects in the educational sphere according to the already defined indications. • The graduate has the skills of using IT technologies during teaching and study procedure; • Have the skills applying knowledge of elementary education national standards (I-IV classes); • Knows and uses modern teaching methods;

- Have the ability to create tests and interpret them for making thematic environment.
- Have the skills to identify and analyze facts, ideas, events and educational programme, skills of deduction and induction arguments, making a judgement.
- Skills of effective using of strategies and resources during the problem arising in study procedure.
- Have the knowledge and skills needed for getting information;
- Knows how to work on visual materials.
- Knows the methods of integrate teaching in classes and using them.
- Have the basic knowledge about the educational process as a part of the system, about the components and structure of them;
- Have the knowledge and skills how to organize and manage the teaching process oriented to the results and students.
- Have the ability using of IT technologies and their adequate usage in teaching procedure;
- Knows the theories of teaching and development, age specifics of students and considering them during teaching procedure;
- Able to take into consideration diversity in students and able to use individual approaches in working with them;
- Have the ability to take into consideration needs of students and react on them properly:
- Able to manage with the problems arising during teaching procedure in nursery schools.
- Have the ability to plan and rule the special environment created for the students having special needs;
- Have the ability to apply knowledge of national educational standards in practice.
- Able to use strategies for students motivation;
- Able to use effective strategies for ruling the class.
- Able to plan small research work, make analyzes.
- Able to make teaching environment;
- Able to plan the lesson according to national teaching standards;
- Ale to plan the assessment of learning outcomes using different standards;
- Able to use assessment's results for improvement of teaching procedure.

Make a judgment

- Have the knowledge and skills for collecting data in educational sphere and give an explanation;
- Have the ability of critical thought, synthesis and resuming.
- Able to analyze the situation in educational sphere using specific and general methods and make a judgment;
- Have the ability to understand the educational structure and make a judgment.

Communication skills

- Able to prepare detail writing reports about the ideas, existing problems and the ways of their solving in educational sphere and then share this information with a specialist and nonspecialist;
- Knows how to use modern IT technologies and able to use them for looking for the information. a
- The graduate able to communicate in native and foreign languages with a specialist and nonspecialist about the tasks related to the field. Able to read the special literature and think critically;

	<ul style="list-style-type: none"> • Able to communicate in an effective way with students, colleagues, individuals, have the ability of collaborative work; • Able to communicate effectively with colleagues, students, and other interested parties; able to communicate with school teachers, members of the society; • The graduate has the ability to plan teaching process, time management, and other organizational skills. <p>Learning skills</p> <ul style="list-style-type: none"> • Able to estimate own teaching process and able to plan further needs of studying. • Able to manage with learning process by using appropriate resources, estimate own learning process and define further needs. • Able to be familiar with the literature related to the Life Long Learning process. Able to look for the resources for LLL. • Able to identify, assess and plan needs of own learning procedure and needs. • Able to look for the further learning procedure and self-development individually, able to carry on learning procedure. <p>Values</p> <ul style="list-style-type: none"> • Able to take part information of the process of teenager development, education and streams to their establishment. • Able to act according to civil conscious and value the cultural diversity. Owns ethic norms of acting. • Have the knowledge of national legislation related to the professional field (Georgian constitution, a convention of child rights, declaration of human rights, general education law, national standards of teaching, professional standards of teachers, an ethic codex of teachers and etc). able to take into consideration above mentioned legislation documents. • Knows and ethical basis of teachers knows and able to use modern methods, technics of teaching in practice. • To define such values as objectivity, equity, tact, authority, pedagogical handicraft, ethics and to stream for their formation. • To choose the democratic style during the pedagogical process. • To identify and choose norms for communication of teachers and students, like flexibility, humor, respect each other, solve the problems together. • To define and choose the norms for communication with colleagues, like friendship, delegative, collaborative. • Able to prevent plagiarism.
Learning and teaching methods	To transfer the knowledge from the course leader to the students carried out by using the following methods: lecture, working with a group, practical works, seminars, studying with electronic resources, electronic study and etc. each those methods consists different activities (discussion, debates, demonstration, presentation, seminars and etc).
Students knowledge assessment system	<p>To study courses in educational programme of Elementry Education means students active performance and based on the non-finished process of assessment.</p> <p>During the implementing educational programme of Elementary Education students, achievements can be evaluated according to the decision of the Ministry of Education and Science of Georgia N3, 2007 years 5th January Regarding “ECTS credit system calculation rules in HE”</p> <p>In the courses of the educational programme of Elementary Education evaluation system of students achievements consist following forms _ midterm and final exams and the sum of those is final evaluation (100 scores)</p> <p>Midterm and final evaluation forms consist of evaluation component(s), which is the tools for evaluating students knowledge and skills. Those tools are: writing/oral exam, writing/oral questionnaires, home works, practical/theoretical works and etc. evaluation components combine similar methods (test, essay, demonstration, presentation, discussion, working on practical/theoretical works, working in group, taking active participation in discussion, quiz and etc). assessment tools can be measured with assessment criteria, with scores</p>

	<p>which shows the level of achievement.</p> <p>Each form and component of assessment has its maximum of the score from the final (100 score) score which is defined in syllabus and students will be informed from the beginning of the semester.</p> <p>It is not allowed to assess the student with only one form (midterm or final) of assessment. Credit point will be gained by the students only in case of the positive mark.</p> <p>The minimum score of the components of midterm and final evaluation must not exceed 60% of middle evaluations and 60% for the final exam. Head of each course will inform students about minimal competences of middle and final evaluation in the concrete syllabus at the beginning of the semester.</p> <p>Assessment system forms:</p> <p>Five types of positive grade:</p> <p>(A) excellent – 91-100 points (B) very good – 81-90 points of maximum grade (C) good – 71-80 points of maximum grade; (D) satisfactory – 61-70 points of maximum grade; (E) acceptable – 51-60 points of maximum grade</p> <p>Two types of negative grade;</p> <p>(FX) fail with exam – 41-50 points of maximum grade, which means that student needs some more time before passing the exam and will be given chance to pass the additional exam once again (F) fail – 40 points and less of maximum grade, it means that the work done by the student is not acceptable and he/she has to study the subject anew.</p> <p>In case of FX grade, the additional exam may be appointed at least 5 calendar days after the announcement of the final exam results. the grade got in the additional exam cannot be added to the grade gained during the final exam. score gained in the additional exam is final score and will be inserted in the final evaluation. In case of getting 0-50 score as a final assessment after additional exam student will be assessed F – 0 score.</p>
Fields of employability	<p>The graduate can be employed in private and public schools as a teacher of primary education (I-IV classes), in any kind of governmental and nongovernmental organization in the field of education, nursery schools.</p>
To proceed the knowledge	<p>The graduate of the educational programme of Elementary Education allowed to carry on his or her study procedure in any other higher educational institution in Georgia and abroad on a master level of study on the field of education just to prepare the research.</p> <p>The graduate able to carry on the study procedure on a master level of the study if the pre-requisite is not limited by another bachelor qualification.</p>
The infrastructure of the programme services	<p>To achieve the learning outcomes defined by the educational programme of Elementary Education can be used teaching university infrastructure without limitation like:</p> <p>Teaching/learning auditorium and conference hall with equipment Library with computers and internet Classes for computing with continuous internet sources computer programmes adequate for teaching and learning Different technics and equipment</p> <p>Educational programme is guaranteed with the proper literature defined by the syllabus of each course. There are plenty of electronic books, scientific works. The library is provided with an electronic catalog of books which is listed on the website of the teaching university.</p>

The human resource of the educational programme

Educational programme of Elementary Education is secured with the proper human resource. Academic and some invited staff of teaching university deal with subjects defined by the programme. (full information about staff can be seen in the list attached)

Structure of the programme

Educational programme of Elementary Education consist:

University subjects: 30 ECTS credits

Major specialty _ 120 ECTS credits, which consist: five module (module of subject groups (mathematics, information technologies, Georgian, Nature study) and teacher preparation module _ 60 ECTS credits) and separate subjects

Elective subjects of main study _ 20 ECTS credits

Free Credits _ 10 ECTS credits

Minor specialty _ 60 ECTS credits

Univerisity subjects 30 ECTS obligatory

Within the university subject, students will gain the practical skills needed for applying knowledge and transferring and establishing values in the society.

From university subjects, it is obligatory to collect 30 ECTS credits which consist: Information Technologies, academic writing, and foreign language courses. Those university subjects are for the students to give them communication skills and forming values which are defined by the learning outcomes. Within those subjects students will gain the skills of effective verbal and writing communication in national and foreign language and skills of taking part in formation of values, skills of using information technologies for looking for information, preparing a presentation. Within those university credits, 20 ECTS is for English language learning which let the students communicate in English and enhance the internationalization strategy of the university. For those students of bachelor educational programme of Elementary education who did not pass the English language during centralized university entry examination after passing the teaching university will be divided into groups according to their level of knowledge.

Major specialty _ 120 ECTS credits, which consist: five module (module of subject groups (mathematics, information technologies, Georgian, Nature study) and teacher preparation module _ 60 ECTS credits) and separate subjects

Major specialty _ 120 ECTS credits, which consist: five module (module of subject groups (mathematics, information technologies, Georgian, Nature study) and teacher preparation module _ 60 ECTS credits) and separate subjects oriented to give the students those knowledge and competencies which are defined by the learning outcomes of the programme. All subjects are obligatory and needed for gaining the knowledge and skills necessary for making a judgment, formation of values and learning skills.

Elective subjects of main field _ 20 ECTS credits	Elective subjects of the main study will let the students enhance the knowledge and the skills gained during the main field of study. Those credits will give the additional knowledge and skills to the students. Students are able to get those credits within one or more modules or within one module.
Free credits _ 10 ECTS	Students are allowed to study any subjects from the university programmes as from the Elementary Education or from other educational programmes. There is a list of free subjects in the university and the students are free to decide what subjects they would like to study. Those credits will allow the mobility students to make the recognition procedure flexible. Those credits will make flexible and relevant recognition procedure for those students who were studying abroad.

Programme workload

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²		
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴	
				semester										
				I	II	III	IV	V	VI	VII	VIII			
			University subjects	30										
1.	SUB.1	Without	Academic writing	5/125									35	90
2.	SUB.2	Without	Information technologies		5/125								49	76
	SUB.3		Foreign language module (elective)	20										
3.	SUB.3.1	Without	English Language Elementary	5/125									64	61
4.	SUB.3.2	SUB.3.1	English Language Pre-Intermediate		5/125								64	61
5.	SUB.3.3	SUB.3.2	English Language Intermediate			5/125							64	61
6.	SUB.3.4	SUB.3.3	English Language Upper-Intermediate				5/125						64	61

¹Unit, which emphasizes student's workload which is possible to be gained after achieving learning outcomes

²Time needed to achieve the learning outcomes and it is based on contact and individual hours

³Time defined by both parties contribution, as head of the subject as the student

⁴Time defined without taking part in the head of the subject (home works, preparing for the exams and etc).

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²	
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴
				semester									
				I	II	III	IV	V	VI	VII	VIII		
7.	SUB.3.1	Without	German Language 1	5/125									
8.	SUB.3.2	SUB.3.1	German Language 2		5/125							64	61
9.	SUB.3.3	SUB.3.2	German Language 3			5/125						64	61
10.	SUB.3.4	SUB.3.3	German Language 4				5/125					64	61
11.	SUB.3.1	Without	Russian Language 1	5/125								64	61
9.	SUB.3.2	SUB.3.1	Russian Language 2		5/125							64	61
	SUB.3.3	SUB.3.2	Russian Language 3			5/125						64	61
	SUB.3.4	SUB.3.3	Russian Language 4				5/125					64	61
10	SEB.03.1		Subject group module (mathematics)	120									
	SEB.03.1.1		Methodic basics of primary mathematics course 1	5								49	76
12.	SEB.03.1.2	SEB.03.1.1	Methodic basics of primary mathematics course 2		5							49	76
13.	SEB.03.1.3	SEB.03.1.2	Methodic basics of primary mathematics course 3			5						49	76
14.	SEB.03.1.4	SEB.03.1.3	Methodic basics of primary mathematics course 4				5					49	76
15.	SEB.03.1.5	SEB.03.1.4	Methodic basics of primary mathematics course 5					5				49	76
16.	SEB.03.1.6	SEB.03.1.5	Methodic basics of primary mathematics course 6						5			49	76
11	SEB.03.1.7		Methods of the teaching of the primary					5				49	76

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²	
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴
				semester									
				I	II	III	IV	V	VI	VII	VIII		
.			course of mathematics -1										
12	SEB.03.1.8	SEB.03.1.7	Methods of the teaching of the primary course of mathematics -2						5			49	76
	SEB.03.2		Subject group module (Informatics) -10										
13	SEB.03.2.1		Information technologies and their usage in teaching process - 1				5					49	76
	SEB.03.2.2	SEB.03.2.1	Information technologies and their usage in teaching process - 2					5				49	76
14	SEB.03.3.		Subject group module (Georgian)										
15	SEB.03.3.1		The general course of Georgian language 1	5								49	76
16	SEB.03.3.2	SEB.03.3.1	General course of Georgian language 2		5							49	76
	SEB.03.3.3	SEB.03.3.2	General course of Georgian language 3			5						49	76
17	SEB.03.3.4	SEB.03.3.3	General course of Georgian language 4				5					49	76
18	SEB.03.3.5	SEB.03.3.4	General course of Georgian language 5					5				49	76
19	SEB.03.3.6	SEB.03.3.5	General course of Georgian language 6						5			49	76
20	SEB.03.3.7		Methods of teaching Georgian Language and Literature -1					5				49	76
21	SEB.03.3.8	SEB.03.3.7	Methods of teaching Georgian Language and						5			49	76

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²	
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴
				semester									
				I	II	III	IV	V	VI	VII	VIII		
.			Literature -2										
22	SEB.03.4		Georgian Language practical course in primary education							5		34	91
23	SEB.03.5		A practical course in mathematics in primary education							5		49	76
24	SEB.03.6		A practical course in nature study in primary education							5		34	91
25	SEB.03.7		Pedagogical practice				5					49	76
26	SEB.03.8		Subject group study module (nature study)										
27	SEB.03.8.1		Nature study 1					5				49	76
28	SEB.03.8.2		Nature study 2						5			49	76
29	SEB.03.9		Teacher preparation module - 60 credits										
30	SEB.03.9.1		I. planning of teaching process -30 credits										
	SEB.03.9.1.1		Theories of development and teaching			5						49	76
	SEB.03.9.1.2	SEB.03.9.1.5	Inclusive education				5					49	76
	SEB.03.9.1.3		Legal acts of educational systems		5							49	76
	SEB.03.9.1.4		Psychology	5								49	76

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²	
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴
				semester									
I	II	III	IV	V	VI	VII	VIII						
	SEB.03.9.1.5		Basics of pedagogics	5								49	76
	SEB.03.9.1.6	SEB.03.9.2.4 SEB.03.9.15	Teaching theory -2			5						49	76
	SEB.03.9.2		II. teaching process management - 20 credits										
	SEB.03.9.2.1		Philosophy of education							5		49	76
	SEB.03.9.2.2		History of education								5	49	76
	SEB.03.9.2.3		Class management						5			49	76
	SEB.03.9.2.4	SEB.03.9.1.5	Teaching theory -1		5							49	76
	SEB.03.9.3		III. assessment of teaching process-10 credits										
	SEB.03.9.3.1		Pedagogical practice								10	250	0
			Elective subjects of the specialty			5				10			
	SEB.03.10		History of Georgia			X						49	76
	SEB.03.11		General education in Georgia			X						49	76
	SEB.03.12		Design of school curriculum			X						49	76
	SEB.03.13		Creative pedagogy							X		49	76
	SEB.03.14		Development of pedagogical thinkings of primary education in mathematics							X		49	76
1.	SEB.03.15		Development of pedagogical thinkings of Georgian language and literature in primary education							X		49	76

№	Code	prerequisite	Subject / module	ECTS credit/hours ¹								Student's workload ²	
				I year		II year		III year		IV year		Contact hours ³	Independent hours ⁴
				semester									
				I	II	III	IV	V	VI	VII	VIII		
2.	SEB.03.16		Strategies for reading and writing							X		49	76
	SEB.03.17		Modern technologies in education							X		49	76
3.	SEB.03.18		Methods of teaching art							X		49	76
4.			Free credits								10		
Semester				30	30	30	30	30	30	30	30		
Year				60	60	60	60	60	60	60			

სწავლის შედეგების რუკა

#	code	Subject	Competencies					
			Knowledge and understanding	Applying	Make judgment	Communication skills	Learning skills	Values
1	SUB.1	Academic writing	X	X		X	X	
2	SUB.2	Information technologies	X	X		X		
	SUB.3	Foreign language module (elective)						
3	SUB.3.1	English Language Elementary	X	X		X	X	
4	SUB.3.2	English Language Pre-Intermediate	X	X		X	X	
5	SUB.3.3	English Language Intermediate	X	X		X	X	
6	SUB.3.4	English Language Upper-Intermediate	X	X		X	X	
7	SUB.3.1	German Language 1	X	X		X	X	
8	SUB.3.2	German Language 2	X	X		X	X	
9	SUB.3.3	German Language 3	X	X		X	X	
10	SUB.3.4	German Language 4	X	X		X	X	
11	SUB.3.1	Russian Language 1	X	X		X	X	
12	SUB.3.2	Russian Language 2	X	X		X	X	
13	SUB.3.3	Russian Language 3	X	X		X	X	
14	SUB.3.4	Russian Language 4	X	X		X	X	
	SEB.03.1	Subject group module (mathematics)						
15	SEB.03.1.1	Methodic basics of primary mathematics course 1	X	X	X		X	X
16	SEB.03.1.2	Methodic basics of primary mathematics course 2	X	X	X		X	X
17	SEB.03.1.3	Methodic basics of primary mathematics course 3	X	X	X		X	X
18	SEB.03.1.4	Methodic basics of primary mathematics course 4	X	X	X		X	X
19	SEB.03.1.5	Methodic basics of primary mathematics course 5	X	X	X		X	X
20	SEB.03.1.6	Methodic basics of primary mathematics course 6	X	X	X		X	X
21	SEB.03.1.7	Methods of the teaching of the primary course of mathematics -1	X	X	X		X	X
22	SEB.03.1.8	Methods of the teaching of the primary course of mathematics -2	X	X	X		X	X
	SEB.03.2	Subject group module (Informatics) -10						
23	SEB.03.2.1	Information technologies and their usage in teaching process - 1	X	X		X	X	X
24	SEB.03.2.2	Information technologies and their usage in teaching process - 2	X	X		X	X	X
	SEB.03.3.	Subject group module (Georgian)						
25	SEB.03.3.1	The general course of Georgian language 1	X	X		X		X
26	SEB.03.3.2	The general course of Georgian language 2	X	X		X		X
27	SEB.03.3.3	The general course of Georgian language 3	X	X		X		X
28	SEB.03.3.4	The general course of Georgian language 4	X	X		X		X
29	SEB.03.3.5	The general course of Georgian language 5	X	X		X		X
30	SEB.03.3.6	The general course of Georgian language 6	X	X		X		X
31	SEB.03.3.7	Methods of teaching Georgian Language and Literature -1	X	X		X	X	X

33	SEB.03.3.8	Methods of teaching Georgian Language and Literature -2	X	X		X	X	X
34	SEB.03.4	Georgian Language practical course in primary education	X	X			X	X
35	SEB.03.5	A practical course in mathematics in primary education	X	X	X			
36	SEB.03.6	A practical course in nature study in primary education	X	X			X	X
37	SEB.03.7	Pedagogical practice	X	X				X
	SEB.03.8	Subject group study module (nature study)						
38	SEB.03.8.1	Nature study 1					5	
39	SEB.03.8.2	Nature study 2						5
	SEB.03.9	Teacher preparation module - 60 credits						
	SEB.03.9.1	I. planning of teaching process -30 credits						
40	SEB.03.9.1.1	Theories of development and teaching			5			
41	SEB.03.9.1.2	Inclusive education				5		
42	SEB.03.9.1.3	Legal acts of educational systems		5				
43	SEB.03.9.1.4	Psychology	5					
44	SEB.03.9.1.5	Basics of pedagogics	5					
45	SEB.03.9.1.6	Teaching theory -2			5			
	SEB.03.9.2	II. teaching process management - 20 credits						
46	SEB.03.9.2.1	Philosophy of education						
47	SEB.03.9.2.2	History of education						
48	SEB.03.9.2.3	Class management						5
49	SEB.03.9.2.4	Teaching theory -1		5				
	SEB.03.9.3	III. assessment of teaching process-10 credits						
50	SEB.03.9.3.1	Pedagogical practice						
		Elective subjects of the specialty			5			
52	SEB.03.10	History of Georgia			X			
53	SEB.03.11	General education in Georgia			X			
54	SEB.03.12	Design of school curriculum			X			
55	SEB.03.13	Creative pedagogy						
56	SEB.03.14	Development of pedagogical thinkings of primary education in mathematics						
57	SEB.03.15	Development of pedagogical thinkings of Georgian language and literature in primary education						
58	SEB.03.16	Strategies for reading and writing						
59	SEB.03.17	Modern technologies in education						
60	SEB.03.18	Methods of teaching art						

Information about the human resource

Nº	Name of the course	Name and surname	Qualification
1	Academic writing	Teona Khupenia	Ph.D. of philology, professor
2	Information technologies	Revaz Khaindrava	Economist, Ph.D. of economics, associate professor
	Foreign language module (elective)		
3	English Language Elementary	Natia Tshipuria	Master of Humanitarian Study, teacher
4	English Language Pre-Intermediate	Natia Tshipuria	Master of Humanitarian Study, teacher

5	English Language Intermediate	Sophia Kvaratskhelia	Teacher of English language and literature, Master of Philology, teacher
6	English Language Upper-Intermediate	Sophia Kvaratskhelia	Teacher of English language and literature, Master of Philology, teacher
7	German Language 1	Tinatin Lolua	Philology, Teacher of German language and Literature
8	German Language 2	Tinatin Lolua	Philology, Teacher of German language and Literature
9	German Language 3	Tinatin Lolua	Philology, Teacher of German language and Literature
10	German Language 4	Tinatin Lolua	Philology, Teacher of German language and Literature
11	Russian Language 1	Dali Berandze	Ph.D. of Philology
12	Russian Language 2	Dali Berandze	Ph.D. of Philology
13	Russian Language 3	Dali Berandze	Ph.D. of Philology
14	Russian Language 4	Dali Berandze	Ph.D. of Philology
15	Methodic basics of primary mathematics course 1	Manana Mosia	Ph.D. of Physics-mathematics invited specialist
16	Methodic basics of primary mathematics course 2	Manana Mosia	Ph.D. of Physics-mathematics invited specialist
17	Methodic basics of primary mathematics course 3	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
18	Methodic basics of primary mathematics course 4	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
19	Methodic basics of primary mathematics course 5	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
20	Methodic basics of primary mathematics course 6	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
21	Methods of the teaching of the primary course of mathematics -1	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
22	Methods of the teaching of the primary course of mathematics -2	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
23	Information technologies and their usage in teaching process - 1	Levan Gurtskaia	Trainer of the national center of teachers professional development. Trainer of the field of mathematics in primary educational project (G-PriEd). Invited specialist
24	Information technologies and their usage in teaching process - 2	Levan Gurtskaia	Trainer of the national center of teachers professional development. Trainer of the field of mathematics in primary educational project (G-PriEd). Invited specialist
25	The general course of Georgian language 1	Teona Khupenia	Ph.D. of philology, professor
26	General course of Georgian language 2	Teona Khupenia	Ph.D. of philology, professor
27	General course of Georgian language 3	Teona Khupenia	Ph.D. of philology, professor
28	General course of Georgian language 4	Teona Khupenia	Ph.D. of philology, professor
29	General course of Georgian language 5	Revaz Sherozia	Ph.D. of philology, associate professor

30	General course of Georgian language 6	Revaz Sherozia	Ph.D. of philology, associate professor
31	Methods of teaching Georgian Language and Literature -1	Khatuna Fantia	Certified teacher, invited specialist
32	Methods of teaching Georgian Language and Literature -2	Khatuna Fantia	Certified teacher, invited specialist
33	Georgian Language practical course in primary education	Khatuna Fantia	Certified teacher, invited specialist
34	Practical course in mathematics in primary education	Tsitsino Toria	Certified teacher, invited specialist
35	Practical course in nature study in primary education	Ketevan Iataria Nana Gelenava	Ph.D. of Geography, associate professor Ph.D. of Biology, invited specialist
36	Pedagogical practice	Levan Gurtskaia	Trainer of national center of teachers professional development. Trainer of field of mathematics in primary education al project (G-PriEd). Invited specialist
37	Nature study 1	Larisa Tirkia	Ph.D. of Biology, associate professor
38	Nature study 2	Ketevan Iataria	Ecologist, Ph.D. of geography, associate professor
39	Theories of development and teaching	Maia Akhvlediani	Ph.D. of education, associate professor
40	Inclusive education	Nato Kobuladze/ Inga Shamugia	Ph.D. of Education, associate professor Certified teacher, invited specialist
41	Legal acts of educational systems	Irakli Abshilava	Jurist, invited specialist
42	Psychology	Guram Kvikvinia	Ph.D. of Psychology, invited specialist
43	Basics of pedagogics	Maia Akhvlediani	Ph.D. of education, associate professor
44	Teaching theory -2	Maia Akhvlediani	Ph.D. of education, associate professor
45	Philosophy of education	Maia Akhvlediani	Ph.D. of education, associate professor
46	History of education	Maia Akhvlediani	Ph.D. of education, associate professor
47	Class management	Levan Gurtskaia	Trainer of the national center of teachers professional development. Trainer of the field of mathematics in primary education al project (G-PriEd). Invited specialist
48	Teaching theory -1	Maia Akhvlediani	Ph.D. of education, associate professor
49	Pedagogical practice	Levan Gurtskaia	Trainer of the national center of teachers professional development. Trainer of the field of mathematics in primary education al project (G-PriEd). Invited specialist
50	History of Georgia	Ekaterine Antia Gela Chilachava	Ph.D. of history, associate professor Ph.D. of Social sciences, invited specialist
51	General education in Georgia	Maia Akhvlediani	Ph.D. of education, associate professor
52	Design of school curriculum	Bela Mosia	Ph.D. of philology, professor
53	Creative pedagogy	Levan Gurtskaia	Trainer of national center of teachers professional development. Trainer of the field of mathematics in the primary educational project (G-PriEd). Invited

			specialist
54	Development of pedagogical thinkings of primary education in mathematics	Vladimer Adeishvili	Ph.D. of pedagogics, invited specialist
55	Development of pedagogical thinkings of Georgian language and literature in primary education	Khatuna Fantia	Certified teacher, invited specialist
56	Strategies of reading and writing	Asmat Shonia	Ph.D. of philology, invited specialist
57	Modern technologies in education	Levan Gurtskaia	Trainer of the national center of teachers professional development. Trainer in the field of mathematics in the primary educational project (G-PriEd). Invited specialist
58	Methods of teaching art	Nino Kiria	Certified teacher, invited specialist