



**LEPL Shota Meskhia State Teaching University of Zugdidi**  
**Teacher Training Educational Program**

<b>Name of the programme</b>	Teacher Training Educational Program
<b>Language</b>	Georgian
<b>Qualification</b>	
<b>ECTS credits</b>	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. The educational programme consists of 60 ECTS, 60 credits in one academic year or 2 semesters.
<b>Head of the programme</b>	<b>Maia Akhvlediani</b> - Ph.D. of Education, <b>Vladimer Adeishvili</b> Ph.D. of Education, <b>Sophio Chkhobaze-Moralishvili</b> _ Ph.D. of Philology, Associate professor, <b>Izolda Chkhobadze</b> _ Ph.D. of Philology, Associate Professor (full detail information about the head of the programme attached in CV)

**Description of the programme**

<b>The aim of the Programme</b>	<p><b>The aim of the teacher training educational programme is:</b></p> <ul style="list-style-type: none"> <li>• To prepare primary school teacher according to the teacher professional standards requirements.</li> <li>• To prepare excellent teacher with characters defined by the teacher professional standards. To prepare the teacher equipped with knowledge and skills necessary for professional and career development.</li> <li>• To prepare teachers for the general education school's primary stage (in case of English Language for primary, basic and middle stages) teaching who will have the understanding of state and democracy principles, mankind values of national culture and children's right.</li> <li>• To give them the knowledge about the goals of national educational politics.</li> <li>• To give them skills and knowledge necessary for teaching according to the international educational needs, basic skills and ability to use them in the teaching process.</li> <li>• To give them the knowledge about the structure of Georgian educational system and legislation.</li> <li>• To prepare the teacher who will be able to manage with class, will have the knowledge and skills for dealing teaching process.</li> </ul>
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	<ul style="list-style-type: none"> <li>• To give them the knowledge and professional skills needed for general education school's teachers. To develop within them skills of teaching process modification according to the student's needs in the class.</li> <li>• To develop within them skills of the definition of difficulties within students and react properly to them.</li> <li>• To give them the knowledge of teaching theories and basics of teaching methodologies, strategies of teaching/learning and assessment, to learn them in strategies of specifics arising with ages within teenagers, to give them the knowledge of aims, principles, teaching methods of the aging specification.</li> <li>• To understand national teaching plan as a complex of common goals, which provide trends for valuable, active citizens growth, who will have an understanding of the value of independence, creativity, tolerance, healthy lifestyle and outgoing.</li> <li>• To prepare the specialist with the skills of reflection, self-evaluation who will orient on self-development, will define the needs and plan professional development properly.</li> <li>• To prepare the teacher equipped with modern technologies and methods of teaching for the basic and middle stage of general education (in case of English) in one subject within the listed: Georgian Language and Literature, Mathematics, English Language, History.</li> </ul>
<p><b>Programme prerequisite</b></p>	<ul style="list-style-type: none"> <li>• To enter the teacher training educational programme allowed citizen who owns Bachelor or equal degree;</li> <li>• To enter the programme will be allowed bachelor or master of any subject group graduate who passed the exam of subject competencies organized by the assessment and exam center and another exam defined by the teaching university.</li> </ul>
<p><b>Learning outcomes</b></p> <p>(The graduate of the programme will gain the knowledge and general skills, competencies)</p>	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understands the goals of national general education;</li> <li>• Have appropriate knowledge of national teaching plan;</li> <li>• Knows methods of teaching, learning, and assessment;</li> <li>• Have the knowledge of pedagogical psychology and able to understand them critically.</li> <li>• Knows main principles of inclusive education, can make the special environment for the progress of the students having special needs, provide their integration in the class.</li> <li>• Knows how to plan, deal with and assess the teaching process.</li> <li>• Knows how to plan the lesson;</li> <li>• Knows the legislation and structures of Georgian general education;</li> <li>• Knows how to create health, safe and simulated environment; <ul style="list-style-type: none"> <li>• Understand the individual and age specifics of the students and knows how to plan the lesson;</li> <li>• Understand that each student is unique and know how to choose the communication manners with parent and legislative.</li> </ul> </li> </ul> <p><b>Applying knowledge</b></p> <ul style="list-style-type: none"> <li>• Able to deal with the teaching procedure according to national teaching plan;</li> <li>• Able to use different methods of teaching and learning to improve academic attendance of the students;</li> <li>• Able to use concrete methods of teaching and ethics related to some forms of organization;</li> <li>• Able to create a special environment for special needs students with the collaboration of special teachers. To plan the lesson and manage with teaching procedure;</li> <li>• Able to use theories of teaching and development for creating the teaching process oriented to the student's needs;</li> <li>• Able to use knowledge of teenager's psychological and individual specifics for the psychological problem-solving in the difficult situation;</li> <li>• Able to use special strategies for enhancement of students motivation and teaching process involvement;</li> <li>• Able to make safe teaching environment;</li> <li>• Able to define the conflict reasons and use effective strategies for problem-solving in the classroom</li> </ul>

- Able to define student's need and react properly.
- Able to make consultation for students and parent;
- Using different attitudes strategies in teaching procedure;
- Using effectively different methods in group work, collaborative work, and assessments.
- Able to formulate irrelevances arising during educational aspects according to the legislation;

#### **Make judgment**

- Able to analyze critically, discuss properly and assess the information getting from different resource and able to make a judgment;
- Able to define the results on the base of own professional career and student's evaluation, to make a judgment, improve achievements and fulfill own professional practice.
- Able to monitor teaching process and individual needs of students in compliance of their age specifics. Able to analyze student's strong and week points;
- Able to analyze special needs students teaching process according to the national curriculum and individual needs, make an appropriate judgment, and choose the strategies of assessment;
- Able to plan individual professional development on the base of the analyzes of own practical research. To form strategies of own teaching and learning processes.

#### **Communication skills**

- Have the ability to communicate in a professional way with colleagues, parent, and other interested parties;
- Able to communicate in verbal and written form with the representative of the higher educational institution and members of the society;
- Able to look for the resources needed for teaching aims, among them electronic resources.
- Able to use modern IT technologies in teaching procedure.

#### **Learning skills**

- Have the skills of identify needs of professional development and high level of independent work on the base of motivation, able to plan own teaching procedure coherently, assess it and identify further needs of getting knowledge;
- Able to look for new strategies in teaching procedure and use them in working practice;
- Able to plan how to develop own career as a tool for future success.

#### **Values**

- Able to take part in the scientific work of teenager development, education and growth and on the base of their psychological development specifics defining communication with students, their parents, and colleagues;
- Sharing own experience with colleagues;
- Respect students, colleagues, and parents, special need students;
- Develop within students social and national values;

	<ul style="list-style-type: none"> <li>• Able to assess justly qualification of colleagues and provide their involvement in project management.</li> <li>• Understands main ethical principle; less of the field and follow them as in local, national as international level.</li> <li>• Knows teacher's ethic codex and act accordingly.</li> <li>• Establish forms of communication with students, colleagues, and parents following the principles of respect and collaboration;</li> </ul>
<p><b>Teaching-learning methods</b></p>	<p>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).</p> <p>To organize teaching and learning process means using of the methods which will deal students with the future career and high level of study. During the teaching and learning process can be used as verbal (explanation, questions, presentation, working in groups) and writing (preparing home works, presentations, notes from books and etc). using information technologies (looking for the information, analyze them, to practice in some problems, preparing illustration for presentations and etc). combination of different methods _ (listening and writing during lectures, discuss some items, solving problems, debates, using information technologies).</p> <p>During the teaching process can be used some practical methods, discussions, debates _ it is the most spread interactive method which enhances the student's involvement in quality and effectiveness. This method develops the ability to make judgments.</p> <p><b>Collaborative work</b> _ means to divide the students into groups and give them some exercises. Members of the groups will work individually, working on detail explanation of the problem, and then sharing the information with each other. It is possible to share the functions within members of the groups. This process will give the possibility for all students to be involved in the process.</p> <p><b>Cooperative teaching</b> _ it is the method, strategy when each member of the group obliged study not only for himself or herself, each of them will work of tasks and help to each other in a better understanding of the task. Each member of the group will work on the problem.</p> <p>Case study- method of analyzing active problems.</p> <p>Demonstrative method _ to demonstrate the problems and information</p> <p>Induction _ the form of the knowledge when during the learning and teaching processes ideas runs from easy to difficult stages. From concrete to general ideas.</p> <p>Deduction _ method of cognition, which means to divide from common ideas some private ones. During this method every component is logic, come from the previous one, it helps to make own ideas, make a judgment. Identify main principles</p> <p>Analysing _ it makes the teaching process easily understandable.</p> <p>Synthesis _ it is the method when you can combine small details and help to see the problem in whole.</p> <p>Explanation method _ lecture is the part of this method. The lecturer will explain the ideas, students will understand the ideas</p> <p>Library _ place for looking for the information, looking for the books, it makes teaching and learning process interesting, students involvement will be intensive</p> <p>All those methods help to become the lectures and teaching and learning processes collaborative, interesting, students will get familiar with the team working, time management, individual works, planning, looking for the information, using information technologies,</p>

	<p>oral and writing communication, preparing presentations. Each lecturer can choose any of those methods according to the needs and subjects specifics.</p>
<p><b>Students knowledge assessment system</b></p>	<p>To study courses in educational programme means students active performance and based on the non-finished process of assessment.</p> <p>During the implementing educational programme students, achievements can be evaluated according to the decision of the Ministry of Education and Science of Georgia N3, 2007 years 5<sup>th</sup> January Regarding “ECTS credit system calculation rules in HE”</p> <p>In the courses of the educational programme 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 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 asses 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</p> <p>(B) very good – 81-90 points of maximum grade</p> <p>(C) good – 71-80 points of maximum grade;</p> <p>(D) satisfactory – 61-70 points of maximum grade;</p> <p>(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</p> <p>(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>
<p><b>Field of employability</b></p>	<p>The graduate can be employed:</p> <ul style="list-style-type: none"> <li>• Public and private schools;</li> <li>• Educational centers.</li> <li>• Educational organizations;</li> </ul>

	<ul style="list-style-type: none"> <li>• Teacher training centers;</li> <li>• Educational Resource centers;</li> <li>• In governance and non-governance educational organizations;</li> <li>• Teacher's houses.</li> </ul>
<b>Ability to proceed with the learning</b>	The graduate of the programme able to proceed with the learning process in doctoral programmes in any higher educational institutions in Georgian or abroad in the field which is oriented to prepare the professional in research work. The graduate able to enhance the qualification.
<b>The infrastructure of the programme services</b>	<p>To achieve the learning outcomes defined by the educational programme 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>
<b>The human resource of the educational programme</b>	Educational programme of History 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

<p>Teacher training programme consist:</p> <ol style="list-style-type: none"> <li>1. Pedagogy-psychology discipline cycle - 35 ECTS credits (obligatory);</li> <li>2. Methods of Subjects Study – 15 ECTS credits (Obligatory);</li> <li>3. School Practice - 10 ECTS credits (obligatory);</li> </ol> <p>The programme consists of cycles of 4 modules of subject's study: (15 ECTS each)</p> <ol style="list-style-type: none"> <li>1. Georgian Language and Literature;</li> <li>2. Mathematics;</li> <li>3. English Language;</li> <li>4. History.</li> </ol>
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#### Programme workload

№	CODE	Pre-requisite	Subject/module	ECTS credits/hours <sup>1</sup>								Students workload <sup>2</sup>	
				I year								Contact hours <sup>3</sup>	Independent hours <sup>4</sup>
				Semester									
				I	II								
1	TTEP01		<b>Pedagogy-psychology discipline cycle - 35 ECTS</b>										
1.1	TTEP01.1		General principles of Pedagogy	5/125									
1.2	TTEP01.2		The general course in Psychology	5/125									
1.3	TTEP01.3	TTEP01.2	Age and Pedagogical Psychology		5/125								
1.4	TTEP01.4		Theories of teaching and development	5/125									
1.5	TTEP01.5		Class management	5/125									
1.6	TTEP01.6		Legislative principles of management of the general education system	5/125									
1.7	TTEP01.7		Inclusive education		5/125								
2	TTEP02		<b>School practice _ 10 ECTS credits</b>										
2.1	TTEP02.1	TTEP01.5 TTEP01.6	Pedagogical practice		10/25 0								
3	TTEP03		<b>Methods of Subjects Study – 15 ECTS credits (Obligatory);</b>										
3.1	TTEP03.1		Methods of Georgian Language and Literature teaching										
3.1.1	TTEP03.1.1		General methods of Georgian language and literature teaching	5									
3.1.2	TTEP03.1.2	TTEP03.1.1	Methods of Georgian Language teaching		5/125								
3.1.3	TTEP03.1.3	TTEP03.1.1	Methods of Georgian Literature Teaching		5/125								

<sup>1</sup>Unit, which expresses students workload and to gain it possible after learning outcomes achievement

<sup>2</sup>Time, which is needed to achieve the learning outcomes. Student's workload is based on contact and individual hours

<sup>3</sup>Estimated time for students workload with an enrollment of leader of course.

<sup>4</sup>Estimated time for students workload without enrollment of leader of course (home works and time for exam preparation)

№	CODE	Pre-requisite	Subject/module	ECTS credits/hours <sup>1</sup>								Students workload <sup>2</sup>	
				I year								Contact hours <sup>3</sup>	Independent hours <sup>4</sup>
				Semester									
				I	II								
3.2	TTEP03.2		Methods of the teaching of Mathematics										
3.2.1	TTEP03.2.1		Methods of the teaching of Mathematics - 1	5/125									
3.2.2	TTEP03.2.2	TTEP03.2.1	Methods of the teaching of Mathematics – 2		5/125								
3.2.3	TTEP03.2.3	TTEP03.2.1	Methods of the teaching of Mathematics - 3		5/125								
3.3.	TTEP03.3		Method of English Language teaching										
3.3.1	TTEP03.3.1		Method of English Language teaching -1	5/125									
3.3.2	TTEP03.3.2	TTEP03.3.1	Method of English Language teaching -2		5/125								
3.3.3	TTEP03.3.3	TTEP03.3.1	Teaching Course in English Language		5/125								
3.4.	TTEP03.4		Method of the teaching of History										
3.4.1	TTEP03.4.1		Method of the teaching of History -1	5/125									
3.4.2	TTEP03.4.2	TTEP03.4.1	Method of the teaching of History -2		5/125								
3.4.3	TTEP03.4.3	TTEP03.4.1	Method of the teaching of History-3		5/125								
			<b>Semester</b>	<b>30</b>	<b>30</b>								
			<b>Year</b>	<b>60</b>									



**Learning outcome mapping**

#	CODE	Subject	კომპეტენციები					
			Knowledge and understanding	Applying knowledge	Making judgment	Communication skills	Learning skills	values
1	TTEP01	<b>Pedagogy-psychology discipline cycle - 35 ECTS</b>						
1.1	TTEP01.1	General principles of Pedagogy	X	X	X		X	X
1.2	TTEP01.2	The general course of Psychology	X		X		X	
1.3	TTEP01.3	Age and Pedagogical Psychology	X	X	X		X	X
1.4	TTEP01.4	Theories of teaching and development	X	X	X		X	X
1.5	TTEP01.5	Class management	X	X	X	X	X	X
1.6	TTEP01.6	Legislative principles of management of general education system	X	X	X		X	X
1.7	TTEP01.7	Inclusive education		X	X	X	X	X
2	TTEP02	<b>School practice _ 10 ECTS credits</b>	X	X	X	X	X	X
2.1	TTEP02.1	Pedagogical practice	X	X		X	X	
3	TTEP03	<b>Methods of Subjects Study – 15 ECTS credits (Obligatory);</b>	X	X	X	X		
3.1	TTEP03.1	Methods of Georgian Language and Literature teaching	X	X	X	X	X	X
3.1.1	TTEP03.1.1	General methods of Georgian language and literature teaching	X	X	X	X	X	X
3.1.2	TTEP03.1.2	Methods of Georgian Language teaching	X	X	X	X		
3.1.3	TTEP03.1.3	Methods of Georgian Literature Teaching	X	X	X	X	X	X
3.2	TTEP03.2	<b>Methods of the teaching of Mathematics</b>						
3.2.1	TTEP03.2.1	Methods of the teaching of Mathematics - 1	X	X	X		X	X
3.2.2	TTEP03.2.2	Methods of the teaching of Mathematics – 2	X	X	X		X	X
3.2.3	TTEP03.2.3	Methods of the teaching of Mathematics - 3	X	X	X		X	X
3.3.	TTEP03.3	<b>Method of English Language teaching</b>	X	X	X	X	X	X
3.3.1	TTEP03.3.1	Method of English Language teaching -1	X	X	X	X	X	X
3.3.2	TTEP03.3.2	Method of English Language teaching -2	X	X	X		X	
3.3.3	TTEP03.3.3	Teaching Course in the English Language	X	X			X	
3.4.	TTEP03.4	<b>Method of the teaching of History</b>	X	X	X	X	X	X
3.4.1	TTEP03.4.1	Method of the teaching of History -1	X	X	X	X	X	X
3.4.2	TTEP03.4.2	Method of the teaching of History -2	X	X	X		X	X
3.4.3	TTEP03.4.3	Method of the teaching of History-3	X	X	X	X	X	X

**Information on human resource**

№	Name of the subject	Name, surname	Qualification
1	General principles of Pedagogy	Maia Akhvlediani	Ph.D. of Pedagogy, Associate Professor
2	The general course in Psychology	Guram Kvikvinia	Ph.D. of Psychology, Invited Specialist
3	Age and Pedagogical Psychology	Guram Kvikvinia	Ph.D. of Psychology, Invited Specialist
4	Theories of teaching and development	Maia Akhvlediani	Ph.D. of Pedagogy, Associate Professor
5	Class management	Nino Orjonikidze	Ph.D. of Pedagogy, Associate Professor
6	Legislative principles of management of the general	Rona Pertia	Jurist, Invited Specialist

	education system		
7	Inclusive education	Nato Kobuladze / Inga Shamugia	Ph.D. of Pedagogy, Associate Professor Certified teacher, Invited Specialist
8	Pedagogical practice	Maia Akhvlediani	Ph.D. of Pedagogy, Associate Professor
9	General methods of Georgian language and literature teaching	Lela Edzgeradze / Khatuna Pantia	Ph.D. of Philology, Invited Specialist Certified Teacher, Invited Specialist
10	Methods of Georgian Language teaching	Lela Edzgeradze / Khatuna Pantia	Ph.D. of Philology, Invited Specialist Certified Teacher, Invited Specialist
11	Methods of Georgian Literature Teaching	Lela Edzgeradze / Nestan Pipia	Ph.D. of Philology, Invited Specialist Ph.D. of Philology, Associate Professor
12	Methods of the teaching of Mathematics - 1	Vladimer Adeishvili / Tsitsino Toria	Ph.D. of Pedagogy, Invited Specialist Certified teacher, Invited Specialist
13	Methods of the teaching of Mathematics - 2	Vladimer Adeishvili / Tsitsino Toria	Ph.D. of Pedagogy, Invited Specialist Certified teacher, Invited Specialist
14	Methods of the teaching of Mathematics - 3	Vladimer Adeishvili / Tsitsino Toria	Ph.D. of Pedagogy, Invited Specialist Certified teacher, Invited Specialist
15	Method of English Language teaching -1	Izolda Chkhobadze / Eka Malania	Ph.D. of Philology, Associate Professor Certified Teacher, invited specialist
16	Method of English Language teaching -2	Izolda Chkhobadze / Tamriko Lukava	Ph.D. of Philology, Associate Professor Certified Teacher, invited specialist
17	Teaching Course in the English Language	Sophia Moralishvili / Tamriko Lukava	Ph.D. of Philology invited Specialist Certified Teacher, invited specialist
18	Method of the teaching of History -1	Sulkhan Kuprashvili / Nino Barkaia	Ph.D. of History invited specialist Certified Teacher, Invited specialist
19	Method of teaching of History -2	Sulkhan Kuprashvili / Nino Barkaia	Ph.D. of History, invited specialist Certified Teacher, Invited specialist
20	Method of teaching of History-3	Sulkhan Kuprashvili / Nino Barkaia	Ph.D. of History, invited specialist Certified Teacher, Invited specialist