

## ABSTRACTS OF SCIENTIFIC PUBLICATIONS

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for participation in a competition announced in State Gazette No 41 of 03.06.2022 for the academic position of full professor in the field of higher education: 1. Pedagogical sciences, professional direction: 1.3. Pedagogy of training in... (Teaching methodology in Bulgarian language and literature 1st - 4th grade)

### I. MONOGRAPHS:

#### 1.1.Habilitation work:

**Kyurkchiyska, V. (2022).** Methodical training of primary teachers in Bulgarian language and literature, Konstantin Preslavsky Publishing House, Shumen, 301 p., ISBN 978-619-201-599-2

*Abstract: Two extremely important components of the educational process intersect in the monograph:*

*The Bulgarian language and literature subject, which is the first and fundamental one. It is the basis for the successful assimilation of knowledge in all subjects since the linguistic competence of students is a necessary condition without which educational discourse is impossible.*

*The primary teacher who is first and special. As the first teacher in school education, he leads the child into a new world, lays the foundations for building the student's personality, for forming competences in the Bulgarian language, which are leading in the system of competences, which gives him a special role. In this regard, the methods of training, upbringing, and socialization that he uses must be adequate to the modern trends in the field of psychology, pedagogy, linguistics, literary studies, the methodology of teaching Bulgarian language and literature. In order to carry out an effective educational process, it is necessary for the primary teacher to possess a set of methodological skills that reflect the specifics of communicating with children of primary school age and build the vision of the creative teacher.*

*In the monographic text, an attempt is made to answer the questions:*

*What skills are needed by the primary teacher to optimally implement the process of learning Bulgarian language and literature?*

*How does the legislation regulate this process?*

*What will the primary teacher form by having the specified skills and knowing the regulated productions?*

*The answers to these questions and the resulting sub-questions (forms and methods of work for the formation of competences) are given respectively in the three chapters of the text.*

*The monograph breaks the traditional presentation (or at least makes an attempt) of teaching Bulgarian language and literature in 1st - 4th grade. Usually, it is presented by specialists in the field of linguistics and literary knowledge, and often they are different and closely specialized in the fields. The scientific production of many of them has found a place in the present text, in which, apart from it, the starting point is the author's practical experience in implementing the teaching of Bulgarian language and literature in grades I-IV. In this case, the attention is directed not to clarifying the linguistic and literary information*

and the relevant specifics in the elementary stage, but to the methodical skills of the elementary teacher, which are a predictor of effective teaching in Bulgarian language and literature.

The monograph would be of interest both to the students of the undergraduate programs of the specialties Preschool and Primary School Pedagogy (PPSP), Primary School Pedagogy with a Foreign Language (PSPFL), as well as to the students of the master's program Innovations in Primary Education, Innovations in Preschool and School Education. The presented productions are part of the curricula of the disciplines teaching methodology in Bulgarian language and literature in primary education, interactive teaching methods, etc.

The text also corresponds to the continuing education of teachers, in which the pursuit of improvement is leading. In this regard, primary teachers upgrade their professional skills permanently. They can find answers to questions in the present text, which defines them as the addressees of the monograph.

## **1. 2. A published monograph that is not presented as the main habilitation work**

**Kyurkchiyska, V. (2022).** Teaching Bulgarian language and literature in grades 1.-4. in the context of inclusive education, Konstantin Preslavsky Publishing House, Shumen, 200 p., ISBN 978-619-201-599-2

**Abstract:** *The teaching of Bulgarian language and literature in the initial stage of education is faced with new challenges. Its foundational role in terms of literacy and mastery of the literary language is complemented by responsibilities resulting from reforms in the Bulgarian education system. Reforms that are an adequate response to the need to transform the Bulgarian school into a quality and accessible one for all. Reforms that regulate the standard Inclusive education - a humane act in the education policy to realize the right to education of every student. Reforms that pose challenges to all participants in the educational process, but especially to teachers.*

*The training in Bulgarian language and literature is organized according to the principles of inclusive education. Principles that pose the problem of creating such an organization of training that responds to the needs and interests of all trainees - both those without difficulties and with outstanding abilities, and those with learning difficulties and educational needs.*

*The monographic work seeks answers to questions related to the implementation of these principles in the process of teaching Bulgarian language and literature in 1st - 4th grade. It is a second, supplemented edition, the result both of a change in the regulatory framework, of the current conditions in which e-learning is not an innovative approach, but an alternative to learning, as well as of the interest shown in the presented issues.*

## **II. TEXTBOOK:**

**Kyurkchiyska, V. (2022).** Teaching Bulgarian language and literature in grades 1.-4., Konstantin Preslavsky Publishing House, Shumen, 253 p., ISBN 978-619-201-584-8

**Abstract:** *The textbook presents the main points of the didactics of the Bulgarian language and literature in primary school stage, developed in the author's lecture courses. They are presented in the context of modern views for the implementation of an educational process in 1st - 4th grade. Education as an activity relating to children/students is usually associated with an educational institution. When it is aimed at the middle childhood age (6–*

10-year-olds), it is a subject of school education. The organization of both school and preschool education is regulated by normative documents, the main one of which is the Law on Preschool and School Education (LPSE). The current one, which regulates education at the current stage in the Bulgarian school, has been in force since 2016. In it, the preparation of students is realized through study subjects. First and main among them is the Bulgarian language and literature.

The numerical 'first' points to the fundamental function of knowledge, skills, and relationships, which are formed through learning the Bulgarian language. The acquired language competences are the basis for success in other subjects. The adjective 'main' defines the leading role of the education in Bulgarian language and literature. Mastering the Bulgarian language is a necessary condition for one's full participation in communication. Confirming it as official language in society is a priority of Bulgarian school education. Bulgarian language and literature as the first and main school subject has a special role in the primary stage of a formal educational degree. In first grade, the foundations of learning the language as a system are laid. When entering school, the child changes his leading activity, his dynamic stereotype. The new social role – that of a student, presents him with new challenges. The school environment, which is different for the first grader from the one in the kindergarten, implies the corresponding readiness for the full development of the child.

The current state of education in Bulgarian language and literature in primary school stage is presented in 15 topics, which cover: curricula and educational content in Bulgarian language and literature (linguistic and literary); competencies, as expected learning outcomes; basic forms and methods of work (the lesson and exercises); the assessment of student achievements; the textbooks with which the training is provided; teaching Bulgarian language and literature in an inclusive and electronic environment; continuity in education between school and kindergarten.

The textbook is addressed both to the students (bachelor's and master's degrees) of the Preschool and primary school pedagogy, Primary school pedagogy with a foreign language, and to primary teachers (both junior and senior teachers).

### III. STUDY TOOL:

**Kyurkchiyska, V. (2022).** Help me learn the Bulgarian language and literature, Konstantin Preslavsky Publishing House, Shumen, CD, ISBN 978-619-201-583-1

**Abstract:** The path to developing educational software products in a dedicated programming environment by a team of specialists is long and difficult. This is the reason why electronic materials created in some of the application software programs of the Microsoft office suite are often used in the learning process. They do not require special digital competence or teamwork skills to create them. Any teacher with basic computer skills for working with Word, Power Point, Excel can prepare electronic materials for teaching and learning, saving himself procedural and technological inconveniences. Moreover, created in this way, e-resources are open to additions and upgrades. This is also the case with the teaching aid "Help me learn the Bulgarian language and literature", which is permanently improved and enriched. It includes tasks related to communicative and pre-communicative exercises in Bulgarian. Emphasis is placed on those parts of speech that are studied in all three years of primary school: noun, adjective, and verb. The topics included follow the thematic units of the curriculum, with tasks of a higher degree of complexity than in the textbooks and workbooks. Students are directed to pragmatic language rules that are not present in the teaching documentation. The teaching aid is suitable for use in compulsory and optional Bulgarian language and literature classes in 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grades. It provides a

variety of activities - alternating work in a software environment with that in a traditional one, which facilitates the perception and understanding of linguistic information. It enables the teacher to use different types of information combined in one (text, sound, graphics, animation, and video). Programs from the Microsoft office suite offer opportunities to develop various exercises that would engage the student's attention for a longer period of time and increase his motivation.

#### IV. STUDIES:

**Kyurkchiyska, V., R. Mihaylova. (2018).** Quality Of Education In The Faculty Of Education Of Shumen Univeristy "Episkop Konstantin Preslavsky " From The View Point Of The Students. //SocioBrains, Issue 52, December 2018, pp. 1-25, ISSN 2367-5721 (online), www.sociobrain.com

*Abstract:* The study presents the results or a survey of the opinion of students from the faculty of Pedagogy of the Shumen University "Episkop Konstantin Preslavsky" of education in relation to the quality of education. The survey conducted with students is part of the university's policy for quality education. The successful realization of the graduating students at the Faculty of Education of Shumen University "Episkop Konstantin Preslavsky" is not an end goal in itself. It finds expression in emotional and social intelligence, in personal well-being and professional competence of the students. These characteristics correspond to the quality of education, which has a priority role not only in the Faculty of Education, but also at the University. This article gives reference points for the quality of education at the Faculty of Education and analyze it for the school year 2016/2017 through students' views - their opinions and recommendations.

#### V. ARTICLES:

**1. Kyurkchiyska, V. (2022).** Bulgarian language and literature education in class 1.– 4. according to the ordinance for general education preparation. //SocioBrains, Issue 92, April 2022, pp. 84-89, ISSN 2367-5721 (online).

*Abstract:* Various specialists show interest in studying Bulgarian language and literature. Many authors have shared the problems related to it from different points of view. Philologists emphasize language as a means of communication, pedagogues present methods and forms of work adequate to modern trends in education, psychologists look for the connection between language and the mental development of students and their socialization. The representatives of the Ministry of education and science regulate the parameters, concepts, and guidelines for the implementation of the training in Bulgarian language and literature by placing them in a package of legal and normative documents. The article presents the subject of Bulgarian language and literature in 1st - 4th grade, according to the Ordinance on general education.

**2. Kyurkchiyska, V. (2022).** Software Products For Initial Literacy. //SocioBrains, Issue 91, March 2022, pp. 78-85, ISSN 2367-5721 (online).

*Abstract:* Incorporating education poses the question of creating such an organization of the educational process in which students with different opportunities can develop their potential. A suitable environment for development, in which all students - with special

*educational needs and learning difficulties, as well as those with prominent abilities, is the software. This presentation outlines the capabilities of educational software products that create conditions for differentiated assignment of tasks in the process of initial literacy.*

**3. Kyurkchiyska, V. (2022).** Inclusive game features. //SocioBrains, Issue 89, January 2022, pp. 161-166, ISSN 2367-5721 (online).

***Abstract:** The time, which the students spend at school with a all-day organization of education, provokes the responsibility of the teacher to fully develop the individual potential of each student, according to his/her abilities. The pedagogue is looking for methods and tools for effective work, among them the game has a major role. With the inclusive game's functions, it turns into a basic technique in the primary teacher's task.*

**4. Kyurkchiyska, V. (2021).** The primary school teacher on the labor market, // Journal "Careers", Volume 1, Issue 1 (2021), pp.28-30, ISSN 2815-2786.

***Abstract:** The teacher's profession is the subject of many discussions because he implements the national education policy. This responsible task is entrusted to him, with the greatest burden on the initial one. He is the first to welcome the child to school and lead him on the path to his new social role – that of a student. In order to be competitive in the labor market, the primary teacher needs to upgrade his qualification, which becomes a permanent process. The article presents the possibilities of continuing education, which creates maximum conditions for the qualification of pedagogical specialists, which is part of the challenges of modern times.*

**5. Kyurkchiyska, V. (2021).** The development of connected speech. //Modern preschool education, No. 5 (107)/2021, Moscow. DOI: 10.24412/1997-9657-2021-5107-19-27, pp. 19-27, ISSN 1997-9657.

***Abstract:** Each period has its significance for the upbringing, socialization and education of the future of the nation-children, but pre-school education has a special place. It marks the beginning of building ideas, relationships, competencies. The development of connected speech in this period is a priority in the work of the preschool pedagogue, who seeks methods of work adequate to the modern development of technology. The presented educational software products "Grandpa takes out turnips", "Wheat bread" and tales about Sly Peter are an attempt to respond to the need to look for forms of work for the development of related speech in children.*

**6. Kyurkchiyska, V. (2021).** The training in Bulgarian language and literature in the primary stage of the basic educational degree in conditions of an inclusive environment, Education and Arts: Second Research and Practice Conference, Sofia University St. Kliment Ohridski, 2021, pp. 210-219, ISSN 2738-8999.

***Abstract:** To accept and respect the uniqueness of each student, to create social interaction, is a cause defined as inclusive education. Together, all students, regardless of the difficulties and differences that may arise in the learning process, must master knowledge, form competences. As for the students who have outstanding opportunities, this result is also decisive for them in the direction of their productive activity. This implies a qualitatively new learning environment that creates conditions for differentiated work. The text presents*

*possibilities of educational software products for the formation of language competences in conditions of an inclusive environment.*

**7. Kyurkchiyska, V. (2021).** Speech development of children from infancy, Shumen University Yearbook "Ep. K. Preslavsky ", vol XXV D, Konstantin Preslavsky Publishing House, Shumen, 2021, ISSN 1314-6769, pp.113-125

***Abstract:** Preschool education is related to one of the most sensitive periods for children, that of preschool age, therefore it implies a system of methods, forms and means for realizing modern educational content, taking into account the peculiarities and nature of pedagogical interaction. The article seeks answers to questions related to mastering the language and developing children's speech in view of the two main functions of connected speech: as a means of establishing social contacts (for communication) with people and as a means of getting to know the world.*

**8. Kyurkchiyska, V. (2021).** Innovative educational technology for the formation of social competences. // *Education and qualification of teaching staff - applied-practical aspects - part II*, Konstantin Preslavsky Publishing House, Shumen, 2021, pp.58-67, ISSN 1314-300X.

***Abstract:** The main goal of educational technologies is to improve not only the learning process but also the efficiency of the educational system. The article presents those based on information and communication technologies that contribute to the formation of communicative competencies. It is extremely important in the modern world, in which a person's ability to accumulate knowledge and build strategies for interaction with others and the world around him, to adapt to the constantly changing social reality, is decisive for his realization. In this regard, the process of building social competences is a priority in the work of pedagogical specialists, who are looking for ways to form them through various educational technologies.*

**9. Kyurkchiyska, V., M. Ivanova (2021).** Innovative educational technology in the preparatory group of the kindergarten. // *Education and qualification of teaching staff - applied-practical aspects - part II*, Shumen, Konstantin Preslavsky Publishing House, 2021, pp. 340-349, ISSN 1314-300X.

***Abstract:** The term educational technology refers to any form of learning and teaching that is based on some type of technology. What unites these technologies is enhanced interactivity based on the concepts of cooperative learning, collaborative learning, e-learning, and digital literacy. The article presents the possibilities of educational technology based on information technology. Its effectiveness has been proven through experimental work in a kindergarten preparatory group.*

**10. Kyurkchiyska, V., D. Andonova. (2021).** Socialization – A Component Of The Education Process. // *SocioBrains*, Issue 79, March 2021, pp. 41-47, ISSN 2367-5721 (online).

***Abstract:** The school has a leading role in the process of socialization, which takes place in parallel with training and upbringing. The standard Inclusive education has the ambitious task of providing quality conditions for developing the potential of all children. Socialization as a component of the educational process has a special role in this direction.*

*The school has a leading role in the process of socialization, which is carried out in parallel with education and upbringing.*

**11. Kurkchiyska, V. (2021).** The qualification of pedagogical specialists in a Competitive Environment. // *SocioBrains*, Issue 77, January 2021, pp.82-89, ISSN 2367-5721 (online).

***Abstract:** The quality of education corresponds to the qualifications and professional competences of the teachers. The educational market offers many and varied opportunities for qualification of pedagogical specialists, which are a result of the State educational standard for the status and professional development of teachers, principals and other pedagogical specialists. It (the standard) is the basis for building a system for continuing education, professional development and career development carried out in the Departments in the country, as well as in a number of training organization.*

**12. Kyurkchiyska, V. (2020).** The digital competence of the primary teacher. *KNOWLEDGE–International Journal*, Skopje, Vol. 38. 2 2020, pp. 367– 372, ISSN 1857-923X.

***Abstract:** The primary teacher faces the need for lifelong learning to meet modern challenges. And they require pedagogical innovations and a change in established stereotypes. One of the tools is the use of information and communication technologies. Through them, it helps to increase the efficiency and quality in the educational process by using the students' interest in technology. The article examines the need for digital competence of the primary teacher in two directions: skills for creating educational software products and for using ready-made resources in the learning process.*

**13. Kyurkchiyska, V. (2020).** Innovative educational technologies in conditions of inclusive education. // *Shumen University Yearbook "Ep. K. Preslavsky"*, vol XXIV D, Shumen, Konstantin Preslavsky Publishing House, 2020, pp.160-168, ISSN 1314-6769.

***Abstract:** The use of innovative educational technologies is not a priority only for innovative schools, which are specifically regulated for those with a regulatory document. The introduction of innovations is leading in the work of every teacher who realizes both global and specific goals and looks for ways to increase efficiency. The article presents the necessity of using innovative technologies in conditions of inclusive education. The teacher adapts the learning content to achieve certain results, applies a variety of forms and means to include each student and develop his potential, seeks individual and differentiated approaches for the formation of competences.*

**14. Kyurkchiyska, V. (2020).** Innovative educational technologies and teacher competence. *Education and qualification of teaching staff - applied-practical aspects - part I*, Konstantin Preslavsky Publishing House, Shumen, 2020, pp. 174-182, ISSN 1314-300X.

***Abstract:** The process of competence formation can be defined as two-way. On the one hand, the teacher improves his skills through permanent qualification, on the other, he creates an environment for the formation of competences in students. The intersection of these two processes is the main goal – formation of the student's personality, prepared for realization in public life. The article presents the competence of the primary teacher as a predictor of innovative educational technologies. In this regard, the process of formation of*

*skills and competences acquires a permanent character and is the basis of continuing education.*

**15. Kyurkchiyska, V. Yordanov, Pl. (2020).** Inclusive features of play – a key approach in a full-day teaching organization. // *Education and qualification of teaching staff - applied-practical aspects - part I*, Konstantin Preslavsky Publishing House, Shumen, 2020, pp. 306-316, 2020, ISSN 1314-300X.

***Abstract:** The all-day organization of the school day implies the construction of a complete system of forms, methods and means for developing the educational activity, realizing a dialectical unity between the collective and the individual, an optimal combination of general class, group and individual forms of work. The article presents the possibilities of the game as a method of inclusion in self-training classes. Within the framework of school practice, games are used to form students' spatial orientation, speech and social relations, and the initiative to develop tolerance and empathy towards children with different educational needs.*

**16. Kyurkchiyska, V., Sn. Nikolova, Sv. Ignatovska. (2020).** Evaluation of the conditions for the inclusion of visually impaired children through the eyes of teachers and parents. // *Education and Arts: Traditions and Perspectives*, Konstantin Preslavsky Publishing House, Shumen, pp. 655-667, ISBN 978-954-07-5061-3.

***Abstract:** An enquiry directed to teachers and parents of visually impaired children is presented in the article. As a result of it some factors and conditions are highlighted as crucial and significant for the inclusion of these children in the school environment and in the society at all. Investigating attitudes, impressions and experiences of teachers and parents the authors try to have a holistic approach to all the processes and prerequisites which make the development of visually impaired children more stimulated in a supportive background. The investigated teachers have diverse qualifications – some of them are special education specialists and other ones are qualified to teach in mainstream school system. There are differences between the teachers in accordance with their specialties but also some differences depend on the length of their professional experience. A juxtaposition of teacher's and parent's points of view is presented and some specificities of their comprehensions are found and statistically significant differences are also outlined. Some details, conditions and trends are enhanced as an effective way to create a friendly, encouraging and sociable environment for visually impaired children.*

**17. Kyurkchiyska, V. (2019).** The qualification of teachers in the context of modern challenges for quality education. *Magazine "Educational and Scientific Policy Strategies"*, booklet 6 / year 2019, vol XXVII, pp. 607-617, ISSN 1314-8575 (Online), ISSN 1310-0270 (Print) (Web of Science).

***Abstract:** The quality of education corresponds to the qualifications of teachers facing challenges of a permanent nature. A fact regulated by the State Educational Standard for the status and professional development of teachers, principals and other pedagogical specialists. It (the standard) creates prerequisites for enhancing the authority and social status of teachers, establishing a system of continuing qualification, for professional development and career development. Prerequisites that are the answer to today's challenges for the quality of education.*



**18. Kyurkchiyska, V. (2019).** Expectations and satisfaction of the participants in the educational process from the training. Shumen University Yearbook "Ep. K. Preslavsky", vol XXIII D, Konstantin Preslavsky Publishing House, Shumen, 2019, pp.170-177, ISSN 1314-6769.

***Abstract:** There are many participants in the educational process. According to the Preschool and School Education Act, these are: children, students, teachers, principals and other pedagogical specialists, as well as parents. Each one of them has expectations from training, upbringing and socialization – components of the process. The article presents expectations corresponding to satisfaction, which in turn is the basis of goal achievement. Only motivated participants in the process will achieve the results, at the end of the class and the level of education, which find expression in knowledge, skills and attitudes from different areas of competence.*

**19. Kyurkchiyska, V., T. Todorov (2019).** Challenges and problems facing the primary teacher. // *Collection of reports from a national scientific and practical conference on psychology - theory and practice, Varna, 2019*, pp. 168-203, ISSN 2367-508X.

***Abstract:** The teaching profession is the subject of many discussions involving people with different social roles and state positions. The first teacher who welcomes the child to school and is by his side in the process of his adaptation to the new social role – that of a student, is the primary teacher. He has challenges that often turn into problems. The article presents a survey of the opinion of 500 primary teachers. The aim of the study is to identify the problems and difficulties of primary teachers in Bulgaria. About the permanent change of the normative base, about the unnecessary activities, about the difficulties in communicating with parents and students, about the qualification - the primary teachers shared, answering 21 questions. The results of the study are the basis for conclusions and recommendations.*


**20. Kyurkchiyska, V. (2018).** Software solutions for the formation of communication skills. *Collection of reports from the International Scientific Conference "New technologies in the diagnosis and therapy of developmental disorders"*, Sofia, NBU, 2018, pp. 89-102, ISBN 978-954-535-863-0.

***Abstract:** The interest of children in information technologies and the need for communication through them is an opportunity that the teacher can use in forming communicative skills. The report presents an author's classification of educational software and motivates its use for the educational process of children with specific learning difficulties. Presented are opportunities for educational software products for the purpose of teaching children with difficulties.*

**21. Kyurkchiyska, V. (2011).** Effectiveness of teaching Bulgarian language and literature through the use of educational software products. // *"Primary Education" magazine, issue 1/2011*, pp. 26-35, ISSN 0204-4951.

***Abstract:** In his practice, the primary teacher looks for ways to increase the effectiveness of teaching. For the purposes of experimental training, information and communication technologies were used in the process of teaching Bulgarian language and literature in 1st - 4th grade. The article presents a system of criteria and indicators by which the effectiveness of using four educational software products, developed for the purposes of*

*teaching Bulgarian language and literature at the initial stage, is measured. The comparative analysis between the conducted experimental and traditional (classical) training, as well as the analysis of the results of the experimental work according to criteria and indicators, is the basis for the conclusion, that the use of educational software products in the teaching of Bulgarian language and literature leads to an equalization of students' opportunities and has an educational and socializing effect.*

  
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( V.Kyurkchyska)