



**SOUTH-WEST UNIVERSITY "NEOFIT RILSKI" - BLAGOEVGRAD**

**FACULTY OF PEDAGOGY**

**Department „PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY”**

**MASTER'S SPECIALTY  
„INTERCULTURAL EDUCATION”**

FIELD OF HIGHER EDUCATION:	<b>1. PEDAGOGIC SCIENCES</b>
PROFESSIONAL DIVISION:	<b>1.2. PEDAGOGY</b>
EDUCATION AND QUALIFICATION DEGREE:	<b>MASTER</b>
PROFESSIONAL QUALIFICATION:	<b>INTERCULTURAL EDUCATION PEDAGOGUE</b>
FORM OF STUDIES:	<b>FULLTIME</b>
PERIOD OF STUDIES:	<b>1 /one/ YEAR, 2 /two/ SEMESTERS</b>

**I. GENERAL INTRODUCTION OF THE SPECIALTY**

The need of preparation of highly-qualified specialists for the system of school and pre-school education is preconditioned by the ever-increasing necessity to establish and maintain an integrating educational environment in modern society where the relationships of equality are independent from ethnical, religious or language differences. The established new specialty “Intercultural education” is one response to this need and to the new intercultural challenge to education as it is focused on rethinking of the common goals of mutual knowledge, respect, interaction and cooperation, which lead to creating a community.

The specialty “Intercultural education” has been designed and developed in the spirit of modern educational policy, taking into account the new paradigms in the philosophy of education in multiculturalism. The developed educational documentation for the specialty “Intercultural education” is in conformity with the current needs and tendencies on the labour market, by taking into account the required skills, knowledge, personal and professional competences by the professional occupations related to the training in the specialty.

The specialty “Intercultural education” is intended to train students who have graduated the education and qualification degree /EQD/-Bachelor or EQD-Master:

- in professional division 1.2. Pedagogy;
- in professional division 1.3. Pedagogy of education;
- in other professional divisions with professional qualification “teacher”.

The teaching of the specialty “Intercultural education” takes place in Bulgarian and in English.

**II. ORGANIZATION OF THE TRAINING**

The educational documentation for the specialty "Intercultural education" is developed in accordance with the accepted standards in the field of professional training of children and school teachers in our country and in accordance with the requirements of the Higher Education Act /HEA/.

The training in the specialty lasts 1 year (2 semesters). The curriculum has a total workload of 675 hours and gives a total of 60 ECTS credits, which are distributed in two semesters in accordance with state requirements (Article 44 a of the Law on Amending and Supplementing HEA – State Gazette /SG/ edition 48/04.06.2004 on the implementation of a system for accumulation and transfer of credits in higher education – SG edition 89/12.10.2004).

The structure of the curriculum includes compulsory, elective and optional disciplines:

**Compulsory courses** (360 hours - 24 credits) provide in-depth specialized training in the specialty "Intercultural education". Students develop their knowledge, skills, personal and professional competences through systematic and up-to-date academic and practical training on the problems of intercultural education and related educational practices in kindergarten and school.

**Elective courses** (315 hours - 21 credits) are introduced from the first semester and provide an opportunity to expand and upgrade the specialized training in the specialty. Within the framework of the training in the elective subjects the students are provided with conditions for deepening, specification and enrichment of the mastered knowledge and the formed skills and competences, built onto the compulsory subjects.

**Elective courses** provide an opportunity to enrich the knowledge, skills and competences of students, depending on the diverse focus of their interests.

The ratio between compulsory and elective courses is 53% : 47%.

450 hours of extracurricular activities are provided for graduation, with 15 ECTS credits. **Graduation** of students ends with a state examination or defence of a graduation thesis, which gives them 15 credits (Article 10 of Regulation No. 21 of 30.09.2004).

### **III. EDUCATIONAL GOALS OF THE SPECIALTY**

The training in the specialty "Intercultural education" aims to prepare specialists with higher education with a Master's degree and a professional qualification "Teacher of intercultural education".

In accordance with Article 9 of the Regulation on the state requirements for acquiring higher education at the education and qualification degrees "Bachelor", "Master" and "Specialist" (SG edition 76 of 6.08.2002) the training in the specialty provides:

#### **A. Broad-based theoretical knowledge and practical skills:**

*Graduates of the Master's degree have the necessary skills to:*

- ♦ apply the acquired knowledge of interculturalism in the direction of facilitating learning in the cognitive, emotional and behavioural field among children and students from different ethnocultures;
- ♦ take a creative approach in implementing a wide range of teaching strategies for working with children, students and parents from minorities;
- ♦ use up-to-date innovative methods and forms of education, through which they maintain optimal activity and attitudes of sensitivity to the "other" and the "other culture", tolerance in interpersonal communication;
- ♦ use opportunities and skills for analysis and adaptation of various programs and educational documentation when working in an intercultural environment;
- ♦ manage and provide individual assistance in the education and training of children and students in an intercultural environment based on knowledge of ethnocultural specifics and their cultural identity;
- ♦ provide timely and competent pedagogical intervention for building equal relationships, appropriately dosed tolerance, mutual respect and self-affirmation of students;
- ♦ realize their diagnostic competence for studying the interaction in a multicultural environment, the behaviour and personal characteristics of children and students of minority origin.

#### **B. Adaptation skills in line with the changing conditions of the working environment**

*Graduates of the Master's degree have the necessary skills to:*

- ◆ to be informed about the culture of the different learners and the opportunities for overcoming stereotypical and prejudice relations in the multicultural environment;
- ◆ to communicate, to create and maintain trust, to overcome and manage conflicts, to develop and manage projects with intercultural pedagogical orientation, etc.;
- ◆ to select guidelines, methods, means and pedagogical actions adequate for the specific conditions for work in an intercultural educational environment;
- ◆ to adapt and create attitudes for permanent change; to develop the ability to anticipate trends in change;
- ◆ to transfer knowledge and technologies, to operationalize, technologize and implement in practice modern theoretical achievements for effective intercultural interactions;
- ◆ to value and maintain the pursuit of continuous training and self-education.

### **C. Skills related to independent professional work and teamworking:**

*Graduates of the Master's degree have the necessary skills to:*

- to organize work in a team for intercultural exchange and dialogue with the family and the community;
- to support the development of adolescents of the universal components of each activity; goal setting, organization (subject-operational and functional), implementation, self-control and self-assessment;
- to create conditions and preconditions for transition from subordination relations with peers to development of equal-coordination relations with peers on the basis of cooperation in the conditions of kindergarten and school and in interaction with family, state-public institutions and organizations and mass media;
- to support through priority use of group forms of work the building of the intra-group structure and the intergroup interactions;
- to constantly renew, diversify and enrich the content and form of educational interaction with children and students;
- to promote the creation of attitudes and dynamics in the values and behaviour of children and adolescents in the ever-changing society;
- to build their own style of personally significant relationships, stimulating the individual characteristics of the child and the student, supporting his active adaptability, skills for coping in complex situations and teamwork;
- to support and ensure the freedom of the child and the student for choice, improvisation, initiative, independence, expression, creativity, self-education and self-training;
- to form and stimulate the sustainable motivation for active group activity and habits for joint learning and cognitive activity, ability and consideration and understanding of the point of view of others;
- to develop in the child and the student feelings about: national, social, ethnic, gender, religious, etc. identity; self-worth; freedom, independence, confidence and striving for self-expression, respect for oneself and others; adequacy and self-control over one's feelings and emotions, sympathy, tolerance, and empathy;
- to provide educational diversity by offering and discussing with children and students different options for choosing the type of activity of its goals, program tasks, forms of organization and at the same time create strong, stable moments in life together (goals, rules, models, norms of behaviour and attitude), closely related to the practical mechanisms of everyday life of adolescents in kindergarten and school;
- to take into account and understand the inner position of children and students in each specific situation and to encourage the pursuit of independence and self-affirmation;
- to observe, study, report and stimulate the individuality of each child / student and look for a specific adequate approach to it;

- to know and be able to plan and implement professional intervention in risk groups of children and families, minorities and ethnic communities.

### **Formation of personal and professional qualities:**

The result of the training in the specialty is the formation of professionally significant personal qualities such as:

- self-awareness and self-understanding: awareness of one's prejudices, attitudes and stereotypes, cultural values and norms;
- social sensitivity and responsibility; striving to increase intercultural understanding between people; care for human rights;
- patience, tolerance, friendliness, self-control, sincerity, diplomacy, adaptability, initiative, empathy, openness, creativity, etc., as a condition for effective educational and social interactions.

The training corresponds to level 7 for EQF and NQF, which sets specific standards in terms of acquired knowledge (theoretical and / or factual), skills (cognitive and practical) and competences (personal and professional), including independence and responsibility, and competences - respectively for learning, communicative, social and professional.

The graduate majoring in Intercultural Education has the following competences:

#### **1. Academic competence**

*Upon completion of the specialty, students will have acquired academic competences, including knowledge, skills and attitudes related to:*

- ◆ knowledge, understanding and interpretation of theories, concepts and principles laid down in established in the practice of preschool and school education pedagogical technologies related to the specifics, overall organization and implementation of the educational process, as well as current education, education and socialization of the child / the student;
- ◆ preparation, organization and implementation of intercultural interaction in kindergarten and school, according to the age characteristics of the students;
- ◆ mastery of highly specialized theoretical, procedural and factual knowledge in intercultural education, presupposing successful development and application of innovative methods and approaches in working with children and students, taking into account their individual mental and emotional specifics in the context of modern educational requirements;
- ◆ positive attitude towards their personal development and professional development.
- ◆ continuous improvement of their communication skills, ethical and aesthetic culture, their social positions and intercultural competences, building skills for further self-learning and self-improvement.

#### **2. Pedagogic competence**

*Upon completion of the specialty, students will have acquired pedagogic competences, including knowledge, skills and attitudes related to:*

- ◆ knowledge and mastery of the system of pedagogical science, as well as its individual branches; the conceptual and terminological system of preschool and school pedagogy and its private theories and practices; the philosophy of intercultural education;
- ◆ knowledge of the specific needs of each child or student and skills for planning activities for individual work and support;
- ◆ knowledge and use of models of positive education and constructive approaches to the implementation of training based on cooperation to achieve better results;

- ◆ understanding and taking into account the essence of intercultural processes and phenomena in anthropological, philosophical, psychological and pedagogical aspects;
- ◆ organizing and leading the educational process according to the specific characteristics of children and students - age, cognitive, emotional, etc. through effective pedagogical methods and means in the implementation of educational activities;
- ◆ formation and development in the students of skills for independent living, for interpersonal and intercultural communication, decision-making, empathy, responsibility for one's own actions, for constructive thinking and attitudes cooperation and success;
- ◆ education and maximum development and expression of the personal potential of the child / student, according to their individual talents, abilities, interests; with motivation to feel a valuable and active participant in the educational process;
- ◆ application of pedagogical techniques for preventive and corrective activity, for overcoming conflicting forms of behaviour, for support in overcoming various personal deficits;
- ◆ use of appropriate approaches to reflection through the formation of values based on experience, creative values and values of relationships;
- ◆ providing objective and timely information about the individual development and the results achieved by the child and the student, and determining measures for additional support, counselling and correction;
- ◆ mastery and use of specific pedagogical techniques for diagnosis, support, counselling and support of parents, guardians and pedagogical team;
- ◆ selection of pedagogical tools and methods in a way that ensures the maintenance of optimal activity and emotional comfort in children / students, using innovative pedagogical technologies.

### **3. Communicative competence**

*Upon completion of the specialty, students will have acquired communicative competences, including knowledge, skills and attitudes related to:*

- ◆ creating and maintaining effective and constructive professional relationships with other pedagogical specialists and working as a team;
- ◆ involving parents in achieving educational goals in order to increase the opportunities for positive impact on children and students and to strengthen the authority of the institution;
- ◆ maintaining cooperation, sustainable connection with all stakeholders in the communication process;
- ◆ formation of a positive educational environment for the atmosphere of security, trust, tolerance, cooperation and mutual assistance;
- ◆ formation and argumentation of opinion statements, opinions and critical remarks and their constructive use.

### **4. Administrative competence**

*Upon completion of the specialty, students will have acquired administrative competences, including knowledge, skills and attitudes related to:*

- ◆ knowledge and observance of the normative regulation for the system of pre-school and school education, the state educational standards, necessary for the professional fulfilment of the duties and responsibilities;
- ◆ DOS for the information and documents of the institution, the procedure and deadlines for its adoption, creation, maintenance, reporting and destruction;

- ◆ the legally established norms that have to do with the professional rights, obligations and labour relations of the teacher;
- ◆ knowledge and application of the code of ethics for working with children and the code of ethics of the educational community; human and child rights,
- ◆ observance of professional ethics, as well as the requirements for confidentiality towards children and students;
- ◆ planning, organization, analysis and management of the educational process, applying the transfer of knowledge gained in making independent decisions in different pedagogical situations.

### **5. Personal and professional competence**

*Upon completion of the specialty, students will have personal and professional competences related to:*

- ◆ use of their human dignity for subjective presence in the implementation of intercultural pedagogical interaction; manifestation of self-awareness and responsible attitude towards oneself, towards children and students and towards the activity they perform; conducting an effective intercultural dialogue and building a certain type of culture of communication, aimed at respecting universal human values and ethical norms, by virtue of freedom and responsibility;
- ◆ Demonstrating personal commitment and responsibility for the protection of life, psycho-physical condition and health of children and students; using all his creative potential in the course of his pedagogical activity and awareness of the value meaning of the teaching profession and the personal significance for himself;
- ◆ possessing qualities such as dignity, restraint, determination, organization, politeness, tenderness, friendliness, care, positivity and creativity, as well as abilities for critical thinking and creative imagination, determining the discovery and application of original constructive and prognostic pedagogical solutions in the implementation of pedagogical process in a multicultural environment;
- ◆ the level of professional competence, allowing the acceptance and analysis of pedagogical phenomena, as well as the solving of problems through alternative ways in the field of intercultural education; with his high social status and prosocial behaviour towards students; by maintaining a broad awareness of innovations in the field of multiculturalism and intercultural relativism;
- ◆ the development of abilities for analytical, constructive thinking and critical observation, manifested in rapid orientation, ascertainment and evaluation or rejection, non-acceptance of ready-made samples as "the only model and truth"; showing equal respect and understanding for children and students with different social status, ethnicity, religion, culture.

## **IV. QUALIFICATION AND CAREER DEVELOPMENT**

Students who successfully complete the training in the specialty "Intercultural education" with an educational qualification degree "Master", acquire the professional qualification "Teacher of intercultural education".

Pedagogues for teaching children in preschool and school age are trained in the specialty "Intercultural education".

The Master of Intercultural Education may hold the following positions:

- ◆ preschool (children's) teacher;
- ◆ primary school teacher;
- ◆ teacher in primary and secondary schools;

- ◆ teacher-educator;
- ◆ leader and teacher in centres for personal development of children and students;
- ◆ consultant-expert in institutions working with children and students, in diagnostic and forecast centres;
- ◆ consultant and leader of children and students at institutions and private kindergartens and schools.

The graduate of the Master's degree in "Intercultural education" has the opportunity to:

- to specialize in various forms of postgraduate qualification and continuing education;
- to continue their education in educational and scientific degree "PhD".

The qualification characteristic of the specialty "*Intercultural education*" for the educational qualification degree "Master" with professional qualification "Intercultural Education Pedagogue" is a basic document that determines the development of the curriculum and study programs.

## CURRICULUM MASTER'S SPECIALTY "INTERCULTURAL EDUCATION"

<i>First semester</i>	ECTS credits	<i>Second semester</i>	ECTS credits
<b>COMPULSORY COURSE</b>			
1. Philosophy of intercultural education	3,0	1. School - family interaction from various ethnic groups	3,0
2. Intercultural education and research	3,0	2. Education without prejudice	3,0
3. Interactive methods and techniques for education in multiethnic environment	3,0	3. Graduation	15,0
4. Methodology and methods for intercultural research	3,0		
5. Pedagogical communication in intercultural environment	3,0		
6. Socialisation of children from various ethnic and religions groups	3,0		
<b>ELECTIVE COURSE</b>			
<b>The students select 4 of the courses specified</b>		<b>The students select 3 of the courses specified</b>	
1. Organisation of the environment for intercultural pedagogic interaction	3,0	1. Health education	3,0
2. Intercultural interaction and religions	3,0	2. Prevention of violence in the family and a school	3,0
3. Legislation foundations of intercultural education	3,0	3. Civic education	3,0
4. Educational Theatre in a multicultural environment	3,0	4. Applied research in multiethnic environment	3,0
5. Intercultural communications	3,0	5. Integrated training of children with special educational needs	3,0
6. Social-pedagogic profile of the Roma family	3,0	6. Verbal performance activities with children in a multicultural environment	3,0
7. Roma folklore in literature teaching	3,0		
8. Social work with ethnocultural communities	3,0		
9. Roma culture and identity	3,0		
10. Language education in multiethnic environment	3,0		
<b>Total</b>	<b>30</b>	<b>Total</b>	<b>30</b>
<b>TOTAL FOR THE ACADEMIC YEAR: 60 credits</b>			

# FIRST SEMESTER

## COMPULSORY COURSES

### 1. PHILOSOPHY OF INTERCULTURAL EDUCATION

**ECTS credits:** 3,0

**Weekly hours:** 2l+1s+0pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:**

Assoc. Prof. Silviya Kristeva, PhD, Department „Philosophical and Political Sciences“, Faculty of Philosophy

E-mail: [silvia.kristeva@swu.bg](mailto:silvia.kristeva@swu.bg)

**Annotation:** The course is intended for the students of the Master’s program “Intercultural Education” and is included in the curriculum as a compulsory discipline. During the classes and the complex educational activities of discipline, basic problems of intercultural interactions will be presented and discussed, and students will master approaches to work in a multicultural environment. Aim of the educational course is to form students’ knowledge and skills for independent analysis of the philosophical and pedagogical dimensions of culture and ethnic groups. Objectives of the educational course is to ensure students’ mastery of intercultural competence that will allow them to work effectively with representatives of cultures other than their own.

**Course content:** The lecture course includes theories on various philosophical perspectives related to cultures and ethnicities. The genesis of ideas about culture is traced and the current situation of a multicultural and global world is thematized. The educational content problematizes the aspects of ethnicity as a basic condition of identity. Different theories of culture and ethnicities are discussed and the relationship between them is sought. Philosophical and psychological aspects of cross-cultural and intercultural interactions are examined in the context of various concepts and understandings of commonality and difference between them. Basic normative documents, declarations, conventions and guidelines that structure intercultural education and intercultural competence are examined.

The exercises aim to enrich the knowledge of the students and to apply in practice what was learned within the framework of the lecture course, involving them in solving educational and research tasks.

**Technology of training:** Training in the discipline includes lectures and practical exercises. Knowledge is offered in a system using interactive learning methods – case studies, discussions, debates, role games. Exact criteria have been defined for the development of course projects, which are submitted within a certain period of time and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

### 2. INTERCULTURAL EDUCATION AND RESEARCH

**ECTS credits:** 3,0

**Weekly hours:** 2l+1s+0pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:**

Professor Yanka Stoimenova, PhD, Department of „Preschool and Primary School Pedagogy“



E-mail: [yanka\\_st@swu.bg](mailto:yanka_st@swu.bg)

**Annotation:** The lecture course includes knowledge of the philosophy, subject matter, goals and objectives of intercultural education. It clarifies the terminological apparatus with which the discipline serves itself. In the educational content, the problems of intercultural education and pedagogy are problematized. Different theories of culture and ethnicities are discussed and the relationship between them is sought. The psychological aspects of intercultural interactions are examined. Students are offered information about interculturality - essence, cultural misunderstandings and conflicts, factors for effective intercultural interactions; models for assessing student needs and issues of difference. The exercises aim to put into practice what has been learned from the lecture course by involving the students in solving scientific and research tasks. The main aim of the course is to form in students generalized understandings for independent analysis of the philosophical and pedagogical dimensions of culture, ethnicities and intercultural education and to ensure the mastery of intercultural competences that will enable them to be more effective in cultures other than their own. Through the course content, students will become familiar with basic problems of intercultural interactions and will master approaches to work in a different intercultural environment.

**Course content:** Thesaurus of the main concepts - culture, ethnicities, intercultural education and upbringing, intercultural pedagogy, minorities, human subjectivity, character, value orientation, freedom, discipline, dogma, model of upbringing, personal uniqueness. Educational policy and cultural differences. Dimensions of culture. Definitions of culture. Content of culture. Educational functions of culture. Ethnic consciousness and self-awareness. A Theory of Prejudice, Racism and Discrimination. Relations between cultures. Interculturality. Intercultural interaction. Ethnicities. Definition of concepts. Theories of ethnicity. State policies and ethnicities. Psychological aspects of relations between cultures and ethnicities. The problem of identity. Essence of intercultural education. Main goals, tasks, content of intercultural education. Aspects of intercultural education. Learning content and principles for selecting learning content. Effects of intercultural education. Fighting intolerance and discrimination. Intercultural education and migration. Intercultural pedagogy. Terms related to the relationship between pedagogy and culture. Problems in the construction of intercultural pedagogy. Nature and tasks of intercultural pedagogy. Minority Education Papers.

**Training technology:** Training in the discipline includes lectures and seminar exercises. Knowledge is offered in a system using interactive learning methods - case studies, discussions, debates, business games. Exact criteria have been defined for the development of abstracts, which are submitted within a certain period of time and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

### 3. INTERACTIVE TEACHING METHODS AND TECHNIQUES IN A MULTIETHNIC ENVIRONMENT

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+1s+0pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Sofiya Dermendzhieva, D.Sc., Department of „Preschool and Primary School Pedagogy“

E-mail: [sofger@swu.bg](mailto:sofger@swu.bg)

**Annotation:** The lecture course examines the essential characteristics of interactive methods and their specifics when used in a multicultural educational environment.

The first part reveals the general theoretical and psychological foundations, as well as the specifics of interactive methods in a multiethnic environment. Special attention is paid to the structure and types of interactive methods and techniques, their specifics and their differences from traditional ones.

The second section of the program is devoted to technologies for using interactive activities in a multiethnic classroom.

The comprehensiveness of the problem of modern interactive methods and their disclosure as a multifaceted unity, considered from pedagogical, psychological, and methodological aspects, define the discipline as necessary and fundamental for teachers studying in the Master's Program in Intercultural Education

**Course content:** Constructivism as a methodological basis of interactive learning. Arguments for and against constructivist teaching methods. Constructivism in scientific knowledge. Alternative concepts and conceptual frameworks in scientific knowledge. Specificity of the interactive approach as an educational paradigm for teaching and learning. Methods for organizing communication. Methods for generating ideas. Methods for grouping and regrouping. Pedagogical animation. Edutainment in education. Dialogical pedagogy. Cooperative and expert learning. Problem-based learning. Project-based learning. Methods of the specific situation. Social-psychological training. Developing interactive designs. The learning environment – a stage for learning experiences. Prioritizing and selecting materials to stimulate learning. The student as an independent and competent learner.

**Training technology:** Application of active learning methods, guaranteeing the development and self-development of learners by identifying their individual abilities, interests and needs. Students are placed in the position of active subjects who, through dialogue and discussions, discuss in groups the options for effective pedagogical interaction in a multicultural educational environment. Dialogization and personalization in the learning process are emphasized and the skills for team organization of learning activities are operationalized. The final grade is the result of the current control and the exam grade.

#### 4. METHODOLOGY AND METHODS OF INTERCULTURAL STUDIES

**ECTS credits:** 3,0

**Weekly hours:** 2l+1s+0pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Mariana Balabanova, Department of „Preschool and Primary School Pedagogy“

E-mail: [mariana56@swu.bg](mailto:mariana56@swu.bg), [balabanova\\_1956@abv.bg](mailto:balabanova_1956@abv.bg)

**Annotation:** The course is designed for students of the Master's Program "Intercultural Education" and is included in the curriculum as a required course. The course aims to introduce students to the methodology of intercultural research, the types of research and research methods, and the structure of the research process. The main task is to acquire initial skills to use the acquired knowledge in an applied aspect. In addition, the following tasks will be carried out:

- To learn methods of research of the multicultural classroom, of interaction in a multicultural environment, of behaviour and personal characteristics of children and students from minority backgrounds. To build students' intercultural competence, skills to develop research projects.

- Mastery of methods and techniques for conducting specific research on personal characteristics and social behavior of foreign ethnic culture carriers - students and parents, and communicative competence for intercultural dialogue.

**Course content:** Stages of conducting intercultural research and basic psychological and pedagogical requirements. Observation as a universal method of intercultural research. Ethnography of the classroom. The interview and the questionnaire in the research process. Types of questionnaires. The focus group as a method in intercultural studies. Experiment as a research method. The sociometric method for the study of intra-group cohesion and social status. Modeling as a method of pedagogical research. Types of models. Inquiry as a method of comparative cross-cultural research. Gabriele Rosenthal's autobiographical method-diagnostic possibilities. Test method. Projective methods for intercultural research. 'Case-study' in intercultural research.

**Technology of training.** The knowledge is offered in a system, using interactive teaching methods - case studies, discussions, questionnaires, making a portfolio with diagnostic materials. Precise criteria are set for the development of abstracts, which are submitted within a specified time and discussed after examination. The final grade is the result of the current control and the examination grade.

**Evaluation and assessment:** A complex grade is formed at the end of the course based on the demonstration of the methodological and technological competence acquired; analysis of the results of studies; skills for experimental research and creative activity in the field of methodology of intercultural studies.

## 5. PEDAGOGICAL COMMUNICATION IN AN INTERCULTURAL ENVIRONMENT

**ECTS credits:** 3,0

**Weekly hours:** 2l+1s+0pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Gergana Dyankova, PhD, Department of „Preschool and Primary School Pedagogy“

E-mail: [diankova\\_g@swu.bg](mailto:diankova_g@swu.bg)

**Annotation:** The study course on Pedagogical communication in an intercultural environment is included in the "Compulsory subjects" block of the curriculum of the Master's program in Intercultural Education. In terms of content, the proposed course clarifies and analyzes the peculiarities of pedagogical interaction in the conditions of an intercultural environment. In a functional aspect, the offered training course is aimed at the practical assimilation of specific tools from the field of communicative behavior (speech culture, verbal communication, paralinguistic expressiveness) and at building skills for effective pedagogical interaction. In the lecture course, the issues of intercultural education, pedagogical interaction and cooperation are emphasized; educational relationships as a result and condition for effective pedagogical interactions, mutual knowledge, understanding, influence and self-knowledge in communication (verbal and non-verbal); the qualitative characteristics of intercultural communicativeness. In the seminar exercises, methods for the practical implementation of pedagogical training are analysed, commented on and implemented - respectively as discussion (group discussions, analysis of situations and discussion of solutions) and game (role-playing games, behavioral training) methods with a view to forming pedagogical skills for expedient and effective behavior of the teacher practicing in the conditions of an intercultural environment.

**Course content:** The training course combines the following three thematic modules: Importance of educational interaction affecting two or more cultures; Specificity of pedagogical interaction in an intercultural environment and Pedagogical communication and intercultural competence of the teacher.

**Training technology:** Training in the discipline includes lectures and seminar exercises. Knowledge is offered in a system using interactive learning methods - case studies, discussions, debates, business games. Exact criteria have been defined for the development of abstracts, which are submitted within a certain period of time and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

## **6. SOCIALIZATION OF CHILDREN OF DIFFERENT ETHNICITIES AND RELIGIONS**

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+1s+0pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Sofiya Dermendzhieva, D.Sc., Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The identification of the problem of “socialization of children of different ethnicities and religions” in accordance with the innovative trends of pedagogical reality can be motivated and analyzed in two main directions: both as a chance for the educator to discover the individual in the social essence of the child and to stimulate his development, and as a chance for the child to act at “his own level” in the process of the diversity of interactions in the social environment. The socialization of children of different ethnicities and religions and the problem of their social development require new ideas and models of pedagogical interaction, specific pedagogical conditions for reaching the optimal individual level of general development. The course of lectures presents problems aimed at the specificity of the process of socialization of children of different ethnicities, as well as the driving forces, prerequisites and dynamics of this aspect, understood as an essential part of the interaction with it.

**Course content:** The educational content is focused on topics such as: historical overview and contemporary statements of the problem of the socialization of children of different ethnicities and religions; pedagogical theory and practice and the socialization of children of different ethnicities and religions - role, conditions and stimulating factors; stages, age and individual determination and indicators of the level of socialization of children of different ethnicities and religions; social insufficiency and social competence for the child of a different ethnicity and religion; dynamics of the process of socialization of children of different ethnicities and religions; methodology and methods for research on the problems of the socialization of children of different ethnicities and religions. indicators and criteria for analysis of research results. children's society and children's group - condition and prerequisites for active and current socialization of children of different ethnicities and religions.

**Training technology:** The training in the discipline includes lectures and seminars. Knowledge is offered in a system, using interactive teaching methods - cases, discussions, debates, business games. Precise criteria for developing essays are defined, which are presented within a certain period and after checking they are discussed. The final grade is the result of the current control and the exam grade.

## ELECTIVE COURSES

### 1. ORGANIZATION OF THE ENVIRONMENT FOR INTERCULTURAL PEDAGOGIC INTERACTION

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Yanka Stoimenova, PhD, Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The course is intended for the students of the Master's program „Intercultural Education“ and is included in the curriculum as an elective subject. It reveals the general theoretical and psychological foundations of the organization of the multi-ethnic pedagogical environment. Special attention is paid to its structure, types and its impact on the process of education of children and students of different ethnic origins.

The aim of the course is to form students' skills for analyzing the psychological-pedagogical literature on the problems of the design of the learning environment, as well as skills for creative application of the acquired knowledge in shaping and enriching the learning environment for students of different ethnic origins.

The tasks of training in the discipline are related to students' acquisition of skills for organizing and using the learning environment to stimulate student activity; acquisition of skills for arrangement of activity centers and selection of materials in them; building an attitude towards the aesthetics of the material environment; conceptualizing and solving specific practical tasks in an arrangement of activity corners.

**Course content:** Basic principles for organizing the subject environment in the first-fourth grade classroom. Stimulation of children's development by maximum compliance with children's interests and needs. The classroom as a laboratory and a place for play and learning. Enrichment of the material environment for full-fledged pedagogical interaction. Organization and use of the environment to stimulate student activity. Organizing a suitable environment for learning through play. Characteristics of activity centers in first-fourth grades. Practical activities with different types of materials. Developing options for arranging activity centers and working in small groups. Development of learning environment designs as a condition for learning through play and experience. Arrangement of centers and selection of materials to stimulate learning.

**Training technology:** Training in the discipline includes lectures and practical exercises. Knowledge is offered in a system using interactive learning methods - case studies, discussions, debates, business games. Exact criteria have been defined for the development of abstracts, which are submitted within a certain period and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

### 2. INTERCULTURAL INTERACTION AND RELIGION

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** hl. as. Mirela Kyuchukova, PhD, Department of Social Pedagogy

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**Annotation:** The course is designed for students in the Master's program "Intercultural Education" and is offered as an elective within the curriculum. In the context of globalization and multiculturalism, European societies increasingly seek to understand the role of religions in fostering intercultural communication. The objective of this course is to elucidate the role of religions in the process of intercultural interaction, characterized by dynamics, diversity, the overcoming of stereotypes, preservation of one's own religious traditions, and the pursuit of dialogue. The discipline promotes the study of religion from multiple dimensions, framed within the contexts of civil dialogue and discussion, as well as personal development and the formation of a holistic worldview. Basic tasks: Developing skills for analyzing problems related to the role of religions in intercultural interaction; understanding the significance of religion in shaping worldviews, culture, and moral values; building intercultural competence and skills for engaging in dialogue within multicultural environments; and mastering models of active intercultural interaction grounded in religious education.

**Course content:** Intercultural Interaction and Religion: Basic Concepts. Principles of Interaction. Models of Intercultural Interaction. Factors Influencing Intercultural Interaction. Classification of Religions. Philosophical and Cultural Aspects of Religion. The Role of Religion in Postmodern Society. Communication Functions of Religion. Religion and Culture. The Influence of Religious Values on Intercultural Interaction. The Role of Religions in Shaping Worldviews and Promoting Acceptance of "the Other." Religious Pluralism and the Pursuit of Dialogue. Religious Fundamentalism. Intercultural and Religious Education. Promoting Intercultural Interaction through Religious Education. Intercultural Education and Emerging Pedagogies in Religious Education. The Role of Intercultural Competence in Building Intercultural and Religious Dialogue. Religion and Social Engagement.

**Training technology:** Training in this discipline includes lectures and practical exercises. Knowledge is imparted through the stimulation of active discussions, completion of individual and group tasks, guidance in studying examples and models, implementation of comparative analyses, and multimedia presentations of interaction models. Students engage with case studies and scenarios, are encouraged to express reasoned opinions, and participate in role-playing activities. Specific criteria are defined for the development of abstracts, which are submitted within a designated timeframe and discussed after evaluation. The final grade is determined by continuous assessment and an exam grade.

### 3. LEGISLATIVE FOUNDATIONS OF INTERCULTURAL EDUCATION

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. prof. Blaga Dzhorova, PhD, Department “Preschool and primary school pedagogy”

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**Annotation:** This course is designed for students in the Master's program in "Intercultural Education" and is offered as an elective within the curriculum. The course content focuses on familiarizing students with legislation and policies related to ethnic and religious minorities in Bulgaria. It includes a historical overview and analysis of educational policies concerning minorities within the country. The legislative foundations for establishing the National Council on Ethnic and Demographic Issues, as well as its activities in educational integration, are clarified. The expected outcome is for students to develop intercultural competence, part of which involves understanding legislation related to various cultures, ethnic, and minority groups. The course aims to equip students with models and

strategies for coexisting with representatives of different cultures, ethnicities, and religions, along with knowledge of the laws, institutions, and organizations addressing issues faced by ethnic and minority groups. The objectives of the training include systematizing students' knowledge of human rights and intercultural education, developing skills to adapt communication based on situational needs, and engaging in debates and case resolutions through reference to normative texts. Additionally, the course promotes the development of civic competence, which entails active engagement within and with the community, an understanding of societal values, and moral foundations.

**Course content:** The course covers legislation and policies regarding ethnic and religious minorities in Bulgaria, examining both historical and current perspectives. It addresses the government's integration program for minorities, the Law on Protection Against Discrimination, and the Framework Program for the Equal Integration of Roma into Bulgarian society, along with its corresponding Action Plan. Additionally, the course includes the Strategy for Educational Integration of Children and Youth from Ethnic Minorities and the Framework Convention for the Protection of National Minorities, providing a comprehensive view of legal and policy frameworks that support minority rights and integration efforts.

**Teaching Methodology:** The course involves both in-class and out-of-class student engagement, with lectures and practical exercises planned for in-class activities. Knowledge is systematically presented using interactive methods such as case studies, discussions, debates, and role-playing. Students actively participate in interpreting and discussing issues from the lecture material, referencing legal sources when resolving cases, and thoroughly developing topics or problems assigned by the instructor or chosen by the student. Individual and group consultations are offered to support the completion of tasks designated for ongoing assessment.

#### 4. EDUCATIONAL THEATER IN A MULTICULTURAL ENVIRONMENT

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Gergana Dyankova, PhD, Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The course clarifies and analyzes the features of the application of educational theater as a pedagogical technology and provoking the participation and activity of students in various activities, optimizing their pedagogical skills to stimulate their specific abilities and to achieve emotional comfort and efficiency in their training.

In a functional aspect, the course is based on two training mechanisms:

- at the empirical level - implies mastering only external subject activity - students determine methods of action based on practical logic (first they act, then they analyze);
- at the conscious level - implies the transformation of external subject activity into their own subjective one, which finds expression in understanding the goals, modeling expected results and assumed actions and their respective provision.

The main goal of the course is to familiarize students with the theoretical foundations, characteristics and functions of educational theater and practical mastery of skills for application with gifted children and students in a multicultural environment with a view to protected and at the same time authentic experimentation of new behavioral models.

**Course content:** Globalization and the need for change. Proactive educational environment to stimulate cognitive activity. The dyad “theater - education” in the context of

the proactive educational environment. Role play - essence and specificity. First applications of role-playing games in school. Specific methods in the application of role-playing games in education. Techniques for adapting role-playing games and stages of implementation in an educational environment. The puzzle of the "school - student" relationship - inclusive games for students in a multicultural classroom. Theater - a universal historical and educational necessity for human culture. Theater art as knowledge of a special and specific type. The theater-pedagogical system of K. S. Stanislavsky. Educational theater - historical aspects. Spread of educational theater abroad and in Bulgaria - comparative analysis. Learning through experience. Experiences as a code of socialization. Educational theater as a laboratory for experience. Specificity of educational theater and psychosocial support of the child/student in a heterogeneous classroom. Main structural components of educational theater in a multicultural environment. Functions of educational theater. Technological steps in the organization of educational theater. Building an educational performance. Researching problem areas through educational theater. Theater and lifelong learning. Educational theater in working with marginalized groups.

**Teaching methods:** The main form of organization and implementation of the educational process in the discipline are lectures and practical exercises. Lectures are in an interactive and consultative form for initial entry into the issues of the discipline. During the practical exercises, time is also allocated for solving tasks/case studies, discussing problems presented in lectures, conducting debates, as well as discussing materials prepared by students in extracurricular activities. The learning content is presented through presentations and the use of interactive methods such as: brainstorming, study interpretations, role-playing games, discussions, etc. The final grade is the result of the ongoing control and the exam grade.

## 5. INTERCULTURAL COMMUNICATION

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Petar Vodenicharov, PhD, Department of Slavic and Balkan Studies, Faculty of Philology

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**Annotation:** The course presents the main theories and approaches to intercultural communication. As an interdisciplinary scientific field, the main problems are considered in the light of interactive sociolinguistics, social anthropology, ethnomethodology. The concept of culture includes not only the elite artistic culture, but also the everyday national culture and values /mentality/. Special attention is also paid to subcultural communities and cultures – gender, age, religious. In a globalized world, intercultural competence is needed to overcome ethnic stereotypes, prejudices against marginalized groups, manifestations of racism and xenophobia.

**Course content:** The links between language and consciousness, thinking, national and social culture are examined. 6 universal categories of H. Hofstede's classification and their application and development by M. Minkov are presented. In the context of cultural universals, the peculiarities of the Bulgarian cultural identity are highlighted in comparative terms. The dynamics of culture are outlined – sustainability and cultural diffusion, factors for the borrowing of cultural products, problems of bilingualism. The problems of inculturation and acculturation, cultural misunderstandings and conflicts are interpreted in the light of the globalized multicultural society respecting basic human rights.



**Training technology:** Training in the discipline includes lectures and practical exercises. Knowledge is offered in a system using interactive learning methods - case studies, discussions, debates, business games. Exact criteria have been defined for the development of abstracts, which are submitted within a certain period and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

## 6. SOCIO-PEDAGOGICAL PROFILE OF THE ROMA FAMILY

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Sofiya Dermendzhieva, D.Sc., Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The lecture course in the discipline "Socio-pedagogical profile of the Roma family" is intended for students of the master's program "Intercultural Education" and aims to familiarize students with socio-cultural and socio-pedagogical problems arising in the construction of the Roma family and the upbringing of adolescents in it. The knowledge systematically acquired by students allows for reflection on the Roma family, understanding its construction and identifying its specific features, which allows for effective interaction in the educational environment. The tasks are aimed at mastering innovative models for interactions with parents from the Roma minority, stimulating educational integration and supporting the social orientation and adaptation of each child of Roma origin.

**Course content:** Family structuring. Types of Roma families and mechanisms of family structuring. Peculiarities of the structuring of Roma families. Functional manifestations of the Roma family. Reproductive function. Sexual function. Economic function. Socializing function. The Roma family and identity building. Identity: essence and dimensions. Mechanisms of identity formation. Peculiarities of identity formation in the Roma family. Pedagogical values and goals in the Roma family. The relationship between values and pedagogical goals. Value attitudes in the Roma family. Content and focus of the goals of upbringing. Methods and means of upbringing in the Roma family. Essence of upbringing methods. Types. Importance. Choice of upbringing methods in the Roma family. Pedagogical function of the older generation in the family. Generations in the family and relations between them. Generations in the Roma family. Adults in the role of educators in the Roma family. Educational attitudes in the Roma family. Essence and functions of education. Attitude towards education in the Roma family. Education and social realization of the Roma. The Roma family and deviant behavior of adolescents. Deviant and delinquent behavior: essence, manifestations, factors. Attitude in the family towards deviant behavior. Possibilities of the Roma family for re-education. Socio-pedagogical work with the Roma family. Strategies of family relationships in the Roma community. Conflicts in the family and strategies for resolving them.

**Training technology:** The training in the discipline includes lectures and practical exercises. Knowledge is offered in a system, using interactive teaching methods - cases, discussions, debates, business games. Precise criteria for developing essays are defined, which are presented within a certain period and after checking they are discussed. The final grade is the result of the current control and the exam grade.

## 7. ROMA FOLKLORE IN LITERATURE TRAINING

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+0s+1pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Iliya Nedin, PhD, Department of Literature and Ethnology, Faculty of Philology

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**Annotation:** The course is designed for the students of the Master's program "Intercultural Education". Training in the discipline is based on the acquired knowledge of folklore and children's literature, psychology and didactics. The main goal of the training is the acquisition of theoretical knowledge and practical skills for working with verbal folklore works (including works from Romani folklore) in literature classes. To achieve this goal, the following more important tasks are solved through lectures and practical exercises:

- mastering knowledge about the goals and content of students' literary education, about the essence of literary and sociocultural competences and the interrelationship between them;
- Mastering knowledge about the typology and stylistic features of verbal folklore creativity, about children's artistic perception and peculiarities in the perception of folkloric verbal works, about the Roma literary folklore heritage;
- formation of skills for working with folklore works in literary education;
- formation of sensitivity to ethno-cultural diversity.

**Course content:** Goals and content of students' literary education. Literary competences as expected learning outcomes. Sociocultural competences as subject competences in literary education in primary grades. Folklore texts as a means of formation and development of sociocultural competence. Nature and meaning of folklore. Folk genres. Verbal folklore works – typology and stylistic features. Specificity of children's artistic perception. Peculiarities in the perception of verbal folklore works. Value orientation of motives in folklore works. Working with the folklore text in the literature lesson. Specifics of working with authentic and authorized Roma fairy tales.

**Training technology:** The training in the discipline includes lectures and practical exercises. Knowledge is offered in a system, using interactive teaching methods - cases, discussions, debates, business games. Precise criteria for developing essays are defined, which are presented within a certain period and after checking they are discussed. The final grade is the result of the current control and the exam grade.

## 8. SOCIAL WORK WITH ETHNO-CULTURAL COMMUNITIES

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+0s+1pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** hl. as. Mirela Kyuchukova, PhD, Department of Social Pedagogy

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**Annotation:** This lecture course is essential for students as it establishes the theoretical foundations and specific requirements for conducting social work with members of ethno-cultural minority communities. The purpose of this lecture course is to equip students with specialized training, beginning with a foundational understanding of the socio-cultural characteristics of ethnic communities within the country, and extending to the methods and forms of social work specific to these communities. Additionally, the course introduces concepts of cultural competence and anti-discriminatory, anti-oppressive social work

practices. Instruction is grounded in contemporary research in this field, aiming to foster knowledge through critical reflection and self-reflection.

**Course content:** The course covers fundamental concepts in social work with ethno-cultural communities, focusing on anti-discriminatory and anti-oppressive practices. It addresses the sociodemographic and ethnocultural characteristics of the Roma in Bulgaria, including demographic structure, social status, and cultural identity, and explores the socialization and inculturation of Roma children, highlighting specific challenges and effective practice guidelines. Additionally, the course examines the unique aspects of working with refugees and migrants in Bulgaria within the existing normative and institutional framework, including casework with refugees, teamwork in multidisciplinary settings, and strategies for assisting unaccompanied minors. Emphasis is placed on essential forms and methods of social work within ethno-cultural communities and on the critical role of social workers in fostering social inclusion.

**Teaching technology:** The lecture course utilizes modern teaching and learning methods, including multimedia presentations, videos, role-playing, case studies, and student debates. Practical exercises are designed to broaden and deepen students' knowledge through independent research, case-solving, and skill development for working with ethnic minority communities. Assessment methods include ongoing evaluations and a final written exam in the discipline "Social Work with Ethno-Cultural Communities." As part of the ongoing assessment, students complete two written control papers during the course.

## 9. ROMA CULTURE AND IDENTITY

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** hl. as. Mirela Kyuchukova, PhD, Department of Social Pedagogy

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**Annotation:** Working effectively within the socio-cultural diversity present in Bulgarian and European schools. This course initiates the development of a new pedagogy of difference, which is essential for future specialists in the field. The goal of the course is to acquaint Master's students with the culture of the Roma community, enhancing their sensitivity and tolerance towards the challenges faced by the Roma population and cultivating skills for engaging with this community. Through the exploration and study of "the other" culture, the course aims to evoke empathy, encourage open attitudes, and foster a deep understanding of diverse human experiences and perspectives. Main tasks: The course actively stimulates students' educational and research engagement by encouraging them to adopt an investigative attitude toward the issues covered. It promotes the assimilation of concepts related to Roma culture, offering students a genuine opportunity to critically and creatively interpret and apply these ideas in a reasoned manner. Students acquire knowledge about Roma culture and identity, as well as skills to correlate theoretical concepts with the language and challenges of working with children from minority backgrounds. The course also aims to foster a critical approach to pedagogical work within diverse ethnocultural settings, supporting intercultural communication and dialogue on Roma identity.

**Course content:** This course explores Roma culture and identity, focusing on the unique ethnocultural characteristics of the Roma population within Bulgarian society. It provides an overview of their history in Bulgaria, the spatial distribution of various Romani groups, and the structures of self-governance and community organization they employ. Students will examine the distinctive aspects of Roma everyday life, traditional crafts, and

economic practices, as well as their religious and family customs. Through a comparative approach, the course distinguishes between Roma culture as a collective identity and individual expressions of cultural identity, fostering an understanding of kinship structures and the roles of clan, group, and family within Roma society. Ultimately, this study highlights the interplay of traditional values and adaptive practices within Roma communities, deepening students' appreciation for the diversity and complexity of Roma culture in Bulgaria.

**Teaching technology:** In addition to lectures, which are presented through multimedia to emphasize visual learning, the course incorporates a variety of audio and video materials to enhance understanding. The training is enriched with activities such as discussions, case studies, critical thinking exercises, and role-playing, all designed to encourage students to.

## 10. LANGUAGE EDUCATION IN MULTICULTURAL ENVIRONMENT

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Mariana Balabanovaq PhD, Department of „Preschool and Primary School Pedagogy“,

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**Annotation.** It is the beginning of mastering a new pedagogy of differences, so necessary for future personnel working in the conditions of multicultural pedagogical environment. The aims and objectives of teaching the discipline are:

- To provide students with scientific knowledge about the process of speech development and speech communication in children aged 3-11 in a bilingual environment.
- to form an understanding of the linguodidactic and psychophysiological foundations of second language education
- to acquire generalized ideas about the construction of the pedagogical process of mastering the Bulgarian language (second language) by bilinguals, as well as knowledge about specific means of children's speech development and skills to apply them in changing conditions.

**Course Content:** Contemporary approaches to the formation of communicative competence. A system of exercises to develop students' communicative speech and linguistic skills. Pedagogical technology for mastering speech culture in kindergarten and orthographic norms in primary school. Specific features and problems of preparation for reading and writing in the conditions of bilingualism. Preparation for literacy in the conditions of kindergarten and first grade: in the conditions of Bulgarian-Roma bilingualism, in the conditions of Bulgarian-Turkish bilingualism. Morphological and syntactic errors in the speech of children of Roma origin (refugees). Tasks of work to overcome them. Mastery of grammatical categories in the formation of initial bilingualism in preschool and primary school age.

**Teaching technology.** Knowledge is offered in a system using interactive teaching methods - case studies, discussions, debates, debate games. Precise criteria are set for the development of abstracts, which are submitted within a specified time and discussed after verification. The final grade is the result of the current control and the examination grade.

## SECOND SEMESTER

### COMPULSORY COURSES

#### 1. SCHOOL-FAMILY INTERACTION OF DIFFERENT ETHNICITIES

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+1s+0pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Sofiya Dermendzhieva, D.Sc., Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The achievements of any social system relate to the opportunities for adaptation to certain changes in the environment that it provides to its members. The educational and family systems are changing and, in turn, are immersed in a new dynamic socio-economic context. In their changed form and in the new conditions, these social institutions must find a common language and mechanisms for effective interaction, in the name of the common interest - the preparation of responsible and full-fledged individuals, capable of participating in a democratic society. This course focuses attention on the need for change in the interaction between the family and educational institutions and supports the development of professional competence, adequate attitude and personal readiness of educators to cope with the diverse professional tasks in an intercultural environment. The purpose of the training in the proposed course is aimed at understanding and understanding that true partnership is based on mutual trust, common goals and two-way communication. It is defined as a mutual relationship and negotiation process that require and need time. The main discourse is aimed at debating the issues of equality and reciprocity in the relationship between the family and the school. Models, approaches and strategies for interactions between parents and teachers are analyzed, with the goal being for students to recognize those that are effective and do not lead to a loss of professional control.

**Course content:** Differential analysis of marriage as an institution and the family as a system. Role and needs of the parent. Communication between parents and children in the context of family ethnopedagogy. Cultural features of families of different ethnicities. Status of school-family relations in a multicultural environment: problems related to the parent community, problems related to the teacher community. The educational integration of ethnic minorities – status, trends, difficulties, solutions. School counseling and consulting of children and parents from minority groups. Conceptual frameworks for the “school-family” partnership in a multicultural environment. Joyce Epstein’s “overlapping spheres” model. Hoover-Dempsey and Sandler’s model of parental involvement. Dunst and Bouchard’s model of family empowerment. Sheridan and Kratochvil’s model of partnership.

**Teaching technology:** The course includes lectures and seminars. Knowledge is presented in a system using interactive teaching methods – case studies, discussions, debates, business games. Precise criteria for developing essays are defined, which are presented within a certain period and are discussed after checking. The final grade is the result of the current control and the exam grade.

#### 2. EDUCATION WITHOUT PREJUDICE

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+1s+0pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Emiliya Bozhkova, PhD, Department of "Social Pedagogy",

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**Annotation:** The course interprets theories and educational practices related to overcoming the negative influence of negative stereotypes, prejudices and prejudices. Contemporary interpretation of theories of dynamic socioeconomic, cultural, racial, ethnic, age, professional, gender, religious, etc. diversity, external and internal oppression, constructive listening and dialogue, and behavioral reflection is provided.

The focus is on pedagogical problems related to the adaptation of reliable methodologies for heterogeneous target groups. Students take on the role of learners as well as learners and self-learners, research skills are developed.

**Course content:** The structure of the lectures and seminars is flexible - they are open to expansion or retraction according to the interests and needs of the students.

**Objective:** students to develop specific professional skills for organization and implementation of interactive teaching practice in a multicultural environment.

The tasks are related to the students to:

- understand the relationship between negative stereotypes, prejudices and prejudices;
- discover the types of prejudices and the reasons for their occurrence;
- develop methodical schemes for working with people of different multicultural status.

**Teaching technology:** Learning is proactive in lectures. The seminars require work in small groups and work on tasks related to current control, using the Blackboard academic platform for this purpose. Students are encouraged to have prior reading on the main topics and problems of the course content, as this is guaranteed by the scheduled hours in extracurricular activities. The final grade is the result of the current control and the exam grade.

## ELECTIVE COURSES

### 1. HEALTH EDUCATION

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+0s+1pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Ekaterina Mitova, PhD, Department of Speech Therapy, Faculty of Public Health, Healthcare and Sports

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**Annotation:** The course proposed as an elective is aimed at students in the master's program in "Intercultural Education" value-oriented subjective health culture, to form awareness of their personal and social responsibility for health, to develop in them a need for a healthy lifestyle and the affirmation of appropriate health behavior, which they can pass on to their students of different age groups. The problem of health education and upbringing of students is a borderline medical-social, psychological-pedagogical, moral-ethical problem, due to the fact that it affects issues related to protecting the health of adolescents, with the formation of a new type of behavior and interpersonal relationships, affects the relationships between adults and children, the role of parents, educators, various institutions, society, the independence of children, etc.

**Course content:** Physical development and capacity. Mental health and personal development. Sexual health and sexually transmitted infections. Prevention of the use of psychoactive substances. Nutrition and our health. Health promotion and health education - essence and development..

**Teaching methods:** The training in the discipline includes lectures and practical exercises. Knowledge is offered in a system, using interactive teaching methods - cases, discussions, debates, business games. Precise criteria for developing essays are defined, which are presented within a certain period and after checking they are discussed. The final grade is the result of the current control and the exam grade.

## 2. PREVENTION OF VIOLENCE IN THE FAMILY AND AT SCHOOL

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Associate Professor Mariana Balabanova, PhD., Preschool and Primary School Pedagogy“

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**Annotation:** This course is designed for students in the MA Intercultural Education program and is included in the curriculum as an elective. The curriculum provides an introduction to the topics of disruptive and aggressive behavior of children and students in multicultural environments and the acquisition of certain strategies for prevention and correction through adequate pedagogical and psychotherapeutic methods. An important task is for them to master methods and techniques for diagnosing violence and for modifying aggressive predispositions and forms of behavior. Expected outcomes: Mastery of strategies for the analysis and assessment of factors of aggressive behaviour in the family and school and techniques for the prevention and correction of children's aggressive behaviour.

**Course content:** Destructive behaviour and aggressive acts in preschool and primary school age: nature, causes, symptoms, classification. Programs for control and prevention of anger and aggression in preschool and primary school age. The rights of the child and society - conflict aspect. Ethnic conflicts. Formation of habits in children for effective behavior in conflict situation and constructive conflict resolution. Stages of mastering mediation function. Play techniques and integral technologies for the prevention and correction of violent and aggressive behavior in the family and school. The child-victim. Pedagogical interaction with abused children.

**Technology of training.** The lecture course provides mastery of knowledge and skills for positive communication, communication and psycho-consultative interaction in the field of educational process. The main importance in the practical activities conducted in training form is given to the acquisition of psychotherapeutic techniques and techniques for preventive, consultative and corrective activities, as well as techniques for overcoming conflict and aggressive forms of behavior. Precise criteria are set for the development of case studies and abstracts, which are submitted within a specified time and discussed after examination. The final grade is the result of the current control and the examination grade.

## 3. CIVIC EDUCATION

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Assoc. Prof. Petar Vodenicharov, PhD, Department of Slavic and Balkan Studies, Faculty of Philology  
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**Annotation:** The concept of the course has the guiding idea of creating coherence between the general academic and general pedagogical competencies of the students and the practical, specifically methodological, resulting from their training in the course. The course aims to form in students professional pedagogical skills related to the characteristics, functions and content of civic education. The tasks of the course are related to the effective theoretical and practical preparation of students for pedagogical work in formal and informal educational environments, as well as to provide them with the opportunity to gain expertise in planning, organizing and implementing work with children and students in classroom, extracurricular and extracurricular initiatives and programs of civic education. The emphasis is also placed on mastering effective approaches to working with parents and the public; managing community-based activities, as well as those related to current problems of individual communities and engaging the socio-pedagogical environment.

**The content of the course** is derived, taking into account the statement about the key role of civic education for the socialization and formation of responsible citizenship in students. The subject matter of the course takes into account and relevantly reflects the following:

first: the ontodidactic and target parameters of the areas of competences set out in the DOS for civic education;

second: the stages and degrees of localization of civic education in the preschool and school education system;

third: the ways and forms of organization of the educational process, which are priority and didactically suitable for civic education, namely - integrated, independent and profiled civic education training.

**Teaching technology:** The methodology places special emphasis on the group and team organization of civic education training, on interactive pedagogical approaches and methods supporting the formation of civic culture in students and social initiatives related to this.

#### **4. APPLIED RESEARCH IN MULTI-ETHNIC ENVIRONMENT**

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Yanka Stoimenova, PhD, Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The course is intended for the students of the Master's program Intercultural Education, included in the curriculum as an elective subject. It reveals the general theoretical and psychological foundations of applied pedagogical research and their specificity when working in a multi-ethnic environment. Particular attention is paid to the structure of applied research, its specificity and differences with traditional research. Technologies for conducting applied research in kindergarten and primary school with children of different ethnic origins are clarified. The comprehensiveness of the problem for modern applied research and its disclosure as a multifaceted unity, considered from



pedagogical, psychological, methodological aspects define the discipline as a necessity and basic literature for pedagogues studying in the specialty.

The aim of the study course is for students to master skills for a specific research activity. The tasks of the training:

- Stimulating the educational and research activities of students;
- building skills for detection, diagnosis and planning of the study of a specific pedagogical problem;
- reaching correct pedagogical decisions, as a product of personal research experience;
- acquisition of skills for a broad and multifaceted perception of the social situation, as well as the various analysis tools.

**Course content:** Applied research. Types and characteristics. Types of educational research. Topics for the study of the child and the elementary school student. Resources and limitations. Ethical issues in applied research. Aspects of applied research. Defining the topic. Formulation of the questions. Editing the research question. Resource utilization and constraint detection. Planning applied research. Defining the problem and preparing the research plan. Topic, research questions, concepts, methods, sources and analysis approach. Ways to choose a plan of applied pedagogical research. Drawing up a general plan. Alignment of the plan with the goal. Program, assessment, plan. Stages in applied research. Criteria for selection of evaluation methods. Guidelines for qualitative research.

**Training technology:** Training in the discipline includes lectures and practical exercises. Knowledge is offered in a system using interactive learning methods - case studies, discussions, debates, business games. Exact criteria have been defined for the development of abstracts, which are submitted within a certain period and, after verification, they are discussed. The final grade is the result of the current control and the exam grade.

## **5. INTEGRATED TRAINING OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS**

**ECTS credits:** 3,0

**Weekly hours:** 2l+0s+1pr

**Form of evaluation:** exam

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Pelagiya Terziyska, PhD, Department of Educational Management and Special Education

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**Annotation:** Training in the subject “Integrated Education of Children with Special Educational Needs” involves the study of a number of important problems of integrated and inclusive education of children with special educational needs.

**Course content:** A significant place is given to the theoretical and substantive analysis of a number of basic concepts. The main forms of integrated and integrative education and education of children with developmental anomalies are considered; various models of this education, which have proven their effectiveness in countries that have already gained experience; the main prerequisites for the creation of an integrated education system; the role and significance of the special school in the integration process. The course aims to provide students with basic knowledge of the problems related to the integration and social adaptation of children with special educational needs; to familiarize them with basic international documents dealing with these issues; with the normative basis of integrated education in our country; with the methodology of integrated education in the conditions of special and mass educational institutions for children with educational needs.

**Training technology:** The course includes lectures and practical exercises. Knowledge is presented in a system using interactive teaching methods - cases, discussions,

debates. During the semester, periodic control is carried out by assigning coursework (K), and/or essays (R), and/or by conducting tests (T). The final assessment takes into account the results of the current control and the exam score.

## **6. VERBAL PERFORMANCE ACTIVITIES WITH CHILDREN IN A MULTICULTURAL ENVIRONMENT**

**ECTS credits:** 3,0

**Form of evaluation:** exam

**Weekly hours:** 2l+0s+1pr

**Type of exam:** written

**Methodical guide:** Department of „Preschool and Primary School Pedagogy“, Faculty of Pedagogy

**Lecturer:** Prof. Gergana Dyankova, PhD, Department of „Preschool and Primary School Pedagogy“

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**Annotation:** The training includes the study of basic pedagogical concepts and theoretical and practical aspects in the work of recreating a literary work in a living word. This course provides opportunities for mastering basic methodological knowledge and practical skills related to the preparation and implementation of artistic interpretation of literary works with children in a multicultural environment.

**Course content:** The lecture course studies the main stages in the development of verbal and performing arts, its specificity and the main principles related to the transformation of a literary text into an artistic performance work, examines the content characteristics of verbal and performing activities and specific methodological approaches in working on literary materials from different literary genres with children in a multicultural environment. In practical exercises, students are involved in activities related to the development of verbal and performing studies, improvisations on short literary forms, with a view to achieving artistic interpretation.

**Training technology:** The main form of organization and implementation of the learning process in the discipline are lectures and practical exercises. Lectures are in an interactive and consultative form for an initial introduction to the issues of the discipline. During the practical exercises, time is also allocated for solving practical tasks, discussing problems presented in the lectures, conducting verbal-performance interpretations, as well as discussing materials prepared by students in extracurricular activities. The educational content is presented through presentations and the use of interactive methods such as: brainstorming, study interpretations, role-playing games, etc. The final grade is the result of the current control and the exam grade.