SOUTH-WEST UNIVERSITY „NEOFIT RILSKI“
FACULTY OF PEDAGOGY
DEPARTMENT „PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY“
2700 Blagoevgrad, 66 Ivan Mihaylov str., ул.; +359 073 88 55 01; info@swu.bg; www.swu.bg

INFORMATION PACKAGE

OF DOCTORAL PROGRAM

SCIENTIFIC FIELD: **1. PEDAGOGICAL SCIENCES**

PROFESSIONAL FIELD: **1.2. PEDAGOGY**

DOCTORAL PROGRAM: **PEDAGOGICAL TECHNOLOGIES IN KINDERGARTEN**

EDUCATIONAL AND SCIENTIFIC DEGREE: **DOCTOR**
LEVEL OF NATIONAL QUALIFICATION FRAMEWORK: **8**

PROFESSIONAL QUALIFICATION: **RESEARCHER**

DURATION OF STUDY: **3 /three / or 4 /four / YEARS**

FORM OF STUDY: **FULL-TIME / SELF-STUDY**
PART-TIME

BLAGOEVGRAD, 2024

1. GENERAL PRESENTATION OF THE DOCTORAL PROGRAM

The doctoral program "**Pedagogical Technologies in Kindergarten**" at the Department of Preschool and Primary School Pedagogy of the Faculty of Education provides the third degree of higher education and enhances the educational and research qualification of the doctoral student.

The PhD examination is in this scientific specialty in which the candidate wishes to develop a dissertation topic - Pedagogical Technologies for Mastering Environmental Reality, Pedagogical Technologies for Mastering Native Language, Pedagogical Technologies for Mastering Mathematical Activities, Pedagogical Technologies for Mastering Play Activities, Pedagogical Technologies for Mastering Musical Activities, Pedagogical Technologies for Mastering Verbal and Performing Activities. The training lasts 3 years in full-time and independent form of study and 4 years in part-time form of study and ends with the defense of a doctoral dissertation. Graduates are awarded the degree of Doctor of Education in Education.

In accordance with the Law on Higher Education, Article 46 and Article 66, anyone who holds a Master's degree and has successfully passed the competitive examinations is entitled to study at the third degree level of the university. The degree of Doctor of Education and Science in the doctoral programme "**Pedagogical Technologies in Kindergarten**" shall be awarded to a doctoral candidate who has passed the examinations provided for in the curriculum and has defended a dissertation under the conditions and in accordance with the procedure laid down in the Law on Scientific Degrees and Titles..

2. OBJECTIVES OF THE DOCTORAL PROGRAM

The objective of the doctoral program "**Pedagogical Technologies in Kindergarten**" is to prepare scientific personnel with a high degree of qualification and competence in the field of private didactics, capable of solving scientific and educational problems in a timely, fast and reliable manner, to respond to the new trends in education, set in the strategy of the European Union. The organization of the doctoral program "**Pedagogical Technologies in Kindergarten**" is regulated and subordinated to the Regulations of the Structure and Activities of the Neofit Rilski University of Southwestern Europe and is linked to the modern trends in the training of doctoral students. The rules for research activities of students and PhD students are derived from the Regulations for Monitoring and Evaluation of Research Activities of the South-West University.

Specifically, the objectives of the doctoral programme are:

1. To prepare highly qualified scientific, research and teaching staff with experience in experimental work in the field of pedagogical technologies in kindergarten.
2. To deepen the fundamental and professional competence for research, practical-applied and teaching activities in the field of pedagogical technologies in kindergarten.
3. To form up-to-date scientific-theoretical and practical-applied knowledge, skills and competences for independent research and teaching activity, for teamwork, for application of innovative and technological achievements in the field of pedagogical technologies in kindergarten.
4. To build methodological experience in analyzing the results of scientific research.
5. To improve the linguistic training in the chosen foreign language in relation to its use in the professional activity of the doctoral student.

In relation to the organization of the doctoral program "**Pedagogical Technologies in Kindergarten**" the objectives are:

- Development of the PhD student's educational documentation package (qualification description, curriculum, syllabus, PhD student's individual plan, etc.).
- Establishment of a modern system of university training of doctoral students based on effective means of training and information and application of technologies for developmental education and modern pedagogical research.
- Correlation of research, scientific achievements and publications of faculty teaching doctoral students with modern achievements of psychology, pedagogy and private didactics in teaching kindergarten children.
- Stimulating and providing opportunities for scientific expression and publication activity of doctoral students.
- The doctoral student's curriculum should provide opportunities to achieve the minimum national requirements for the relevant scientific field.

Tasks of the doctoral programme:

- Deepening knowledge related to contemporary theoretical and methodological principles of research in the field of technology in kindergarten;
- to deepen the knowledge related to the use of modern technological tools for the analysis and layout of scientific results and the finished product of research;
- mastery and use of scientific language and terminology specific to the particular scientific field;
- Formation of skills for orientation and analysis of priority theoretical and practical problems in the field of pedagogical sciences;
- acquiring the competences and skills to determine the path and organisation of scientific research and to carry out independent experimental work on particular technologies;
- Formation of professional skills for independent teaching activity and adaptation of the obtained research results to the needs of learners;
- motivating and offering doctoral students the opportunity to participate in national, international and regional projects;
- building experience in planning and organising research and in presenting its results in scientific forums and in the form of finished products (lecture courses, textbooks, handbooks, etc.).

3. GENERAL QUALIFICATION AND SPECIALISATION OF THE PROGRAM

The doctoral program "**Pedagogical Technologies in Kindergarten**" trains highly qualified scientific, research and teaching staff, specialists in specific technologies in kindergarten: Pedagogical technologies for mastering environmental reality, Pedagogical technologies for mastering native language, Pedagogical technologies for mastering mathematical activities, Pedagogical technologies for mastering play activities, Pedagogical technologies for mastering musical activities, Pedagogical technologies for mastering verbal-performance activities.

4. ACQUIRED KNOWLEDGE, SKILLS AND COMPETENCES ACCORDING TO THE NATIONAL QUALIFICATION FRAMEWORK

In the process of his/her training, pedagogical and research activity, the doctoral student of the doctoral program "**Pedagogical Technologies in Kindergarten**" acquires professional qualities and competences, namely:

- rich professional culture and communication skills;
- methodological competences in the field of scientific and pedagogical knowledge;

- competences in the field of methodology, methods and tools of scientific pedagogical and specialised research;
- professional preparation for successful implementation of regional, national and international pedagogical research;
- skills in interpreting scientific theses (own and others) and implementing them in pedagogical practice;
- professional skills to enrich pedagogical theory and technology in the field of pre-school education;
- professional competences for independent teaching and expert activity in the field of education;
- research abilities with a high degree of development and cognitive thinking;
- a very good level of foreign language and information technology skills;
- communication and teamwork skills;
- autonomy and initiative oriented to ensure personal information awareness and facilitate professional contacts with national and foreign scientists;
- social activity, adaptability and competitiveness on the labour market, ensuring his/her realisation in specific social conditions.

4.1. Knowledge (theoretical and/or factual)

1. Acquire in-depth knowledge of:

- the basics of pedagogy and pedagogical technologies in kindergarten, necessary for solving pedagogical, scientific-methodical and organizational-managerial tasks;
- the methodology and methods of pedagogical research;
- the tools for conducting scientific pedagogical and private-methodological research;
- the theory of pedagogical sciences as a system;
- educational systems in the European institutional context and models for their implementation;
- normative documentation in kindergarten;
- state educational standards;
- knowledge of scientific ethics.

2. Good knowledge of the cognitive content for kindergarten.
3. Rich awareness of scientific sources on individual pedagogical technologies - Bulgarian and foreign..

4.2. Skills (cognitive and/or practical)

Mastering skills for:

- systematic, justified presentation of methodological ideas - in writing, orally and using multimedia;
- research and study of objects and processes in pedagogical and methodological practice;
- use of methodological tools;
- predicting and critically evaluating scientific theses in pedagogical and methodological practice;
- creation and management of pedagogical and private-methodological information resources;
- practical-applied participation in pedagogical research;
- presentation of the results of pedagogical research in a form suitable for users (articles, textbooks, lecture courses, etc.)

4.3. Independence and responsibility

- has the ability to self-evaluate the achievements of research work, independence and responsibility;

- displays critical thinking and creative imagination, adequate self-assessment and optimal self-regulation of own behaviour in the process of interpersonal relations and teamwork;

- continuously improve his/her qualifications in the light of continuing education ideas.

- possesses professional motivation with regard to the chosen profession and realization.

4.4. Competence for learning

- creates and interprets new knowledge resulting from own research or other scientific activity;

- is guided by academic scientific ethics in interpreting both own and researched perspectives when justifying scientific truth;

- use a scientific style characterised by accuracy of scientific terminology, clarity and logical consistency in the presentation of facts and results.

4.5. Communication and social competences

- has an established style of scientific communication (in conversations, consultations and debates, defending scientific positions, teamwork, etc.);

- demonstrates the capacity to systematically acquire and understand a significant body of knowledge of state-of-the-art research in the field of educational technology in kindergarten;

- communicates fully in Bulgarian and in one/some of the most common European languages.

4.6. Professional competences

- is ready for independent research, experimental and practical-applied pedagogical activity;

- finds resources and opportunities for research and project work; makes reasoned decisions and adapts project design to unforeseen circumstances;

- demonstrates general abilities to conceptualise, design and implement projects to generate new knowledge, apply or understand state-of-the-art developments, and adapt project design to unforeseen emerging circumstances;

- ensure the transfer of own results in solving other problems in the scientific field;

- analyse research results and use them to solve specific educational and research problems;

- clearly formulates new problems - theoretical and practical;

- is oriented in the concepts of development of modern pedagogical technologies in kindergarten

- develops and implements methodological models, methodologies, technologies and teaching techniques;

- plans, analyses, organises and conducts the educational process competently;

- selects the optimal set of approaches, methods, means and forms for the implementation of a modern learning process.

5. FIELDS OF PROFESSIONAL REALISATION

The doctoral student in the doctoral program **"Pedagogical Technologies in Kindergarten"** in the process of his/her training and research activity prepares for:

- Independent research activity in the field of general pedagogy and specialized pedagogical technologies and practices relevant to the system of modern pedagogical science;
- permanent enrichment and improvement of the pedagogical process in the kindergarten through the implementation of the results of own research;

- research and teaching work in higher education institutions in disciplines corresponding to the doctoral program "Pedagogical Technologies in Kindergarten" and related;
- managerial activity in the educational system, in positions requiring the appropriate level of pedagogical qualification;
- expert activity in positions requiring the solution of research and practical tasks in: research institutes and HEIs, RSE, media, NGOs, etc.

CURRICULUM CONTENT

№	NAME OF ACTIVITIES	Preparation and realisation form			Recognition form
		CREDITS	HORARIUM	lectures, seminars, laboratory exercises, self-study, consultations, participation, other	Exam, current assessment, interview, certificate, report, protocol, endorsement, other
I.	**EDUCATIONAL ACTIVITY**				
1.	Philosophical foundations of pedagogy	7.0	210	45 lectures, 45 seminars (90 Auditory workload / 120 self-study)	I exam
2.	Methodology and methods of pedagogical research	7.0	210	45 lectures, 45 seminars (90 Auditory workload / 120 self-study)	II exam
3.	Project development and management	7.0	210	45 lectures, 15 seminars (60 Auditory workload / 150 self-study)	I exam
4.	Elective course 1	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	II exam
5.	Elective course 2	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	III exam
	TOTAL :	**35**	**1050**		
II.	**RESEARCH ACTIVITY**				
1.	Developing and presenting a scientific thesis	9.0	270	270h. self-study	report, meeting protocol

2.	Development of a dissertation project - first stage. Literature research and referencing, presentation of research concept and tools.	18.0	540	50h. consultations 490h. self-study	report, meeting protocol
3.	Developing a dissertation project - second stage (carrying out the research for the dissertation).	16.0	480	30 h. consultations 450 self-study	report, meeting protocol
4.	Discussion and analysis of dissertation research findings.	12.0	360	30 h. consultations 330 h. self-study	interview
5.	Research activity - preparation and publication of a study, article or scientific communication. Participation in projects.	12.0	360	30 h. consultations 330 h. self-study manuscript preparation	report and certificate
6.	Participation in scientific forums (national or international).	9.0	270	10 h. consultations 260h. self-study	report and certificate
7.	Introduction to dissertation defense procedures. Preparation for approbation.	30.0	900.0	10 h. consultations 890h. self-study	report
8.	Completion of dissertation. Approbation.	30.0	900.0	10 h. consultations 890h. self-study	report, endorsement by head of department
	TOTAL :	**136**	**4080**		
III.	**PEDAGOGICAL ACTIVITY**				
1.	Teaching - leading seminar, practical or laboratory exercises	9.0	270	seminar, practical or laboratory exercises	report, endorsement by head of department
2.	Student consultations.			consultations	report, endorsement by head of department
	TOTAL :	**9.0**	**270**		
IV.	**OTHERS**				
1.	Participation in departmental and faculty meetings.				protocol, endorsement by head of department
2.	Participation in departmental and faculty committees and other academic activities.				endorsement by head of department
	TOTAL (*for the entire duration of the training*)**:**	**180**	**5400**		
	ELECTIVE COURSES				
1.	Development of children's communicative-speech activity	7.0	210	30 lectures, 30 seminars	exam

				(60 Auditory workload / 150 self-study)	
2.	Approaches and methods of foreign language acquisition in kindergarten	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
3.	Topical problems of children's cognitive activity for getting to know the surrounding world	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
4.	Preparation of the 6-7-year-old child for school - general and special readiness for school	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
5.	Diagnosis of musical development of preschool children	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
6.	Current problems of mathematical preparation in kindergarten	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
7.	Development of children's communicative-speech activity	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
	Elective courses are offered after the formulation of the scientific-pedagogical research topic. They are included in the doctoral candidate's individual work plan and approved by the research unit. The doctoral candidate must choose 2 (two) disciplines.				

MANDATORY COURSES

PHILOSOPHICAL FOUNDATIONS OF PEDAGOGY

ECTS кредити: 7.0
Form of evaluation: exam
Semester: I
Methodological Guidance:
Department „Social pedagogy“
Faculty: Pedagogy
Lecuturer: Assoc. prof. Verska Guvyiska, PhD
E-mail: v_guviiska@abv.bg

Academic hours: 90 a.h. / 120 s.p.
Course status: mandatory
Exam: written

Annotation:

The course is intended for doctoral students at the Faculty of Pedagogy. It is structured around key ideas related to philosophical readings of pedagogy. It includes a set of 10 lectures based on the original ideas of thinkers from different eras, with the main focus placed on Modernity and Postmodernism. Among the ideological movements covered are social constructivism, behaviorism, positivism, Marxism, deconstructivism, and others. The lecture course also includes typical pedagogical concepts and ideas interpreted from a philosophical perspective. It aims to develop a philosophical culture and way of thinking in doctoral students, as well as to stimulate case-based discussions, Socratic questioning, and the resolution of pedagogical problems. It is directed towards fostering professional reflection in doctoral students and has a pragmatic function of **enhancing the pedagogical foundation of ideas and concepts at a new codified level.**

The course aims to equip doctoral students with knowledge of the fundamental methodological role that philosophy plays in the development of pedagogical science as a whole.

As a result of the training in this course, doctoral students should be able to:

- Work with the conceptual framework of pedagogy at a new codified level;
- Perform critical analyses of philosophical concepts related to educational issues;
- Apply experimental ideas in pedagogy in practice;
- Develop professional reflection when working with scientific texts;
- Successfully use philosophical ideas on educational issues and enrich their scientific culture.

Teaching Methods:

The course is conducted primarily through lectures. The educational content is delivered in a problem-oriented and interactive format. Certain ideas are presented as discussion topics, for which doctoral students are expected to have prior preparation and relevant skills. The presentation is illustrated with models and references to real-life cases.

A portion of the course content is acquired by students through independent work with scientific literature.

Expected Outcomes:

As a result of studying the issues covered by this course, students should acquire knowledge and competencies related to:

- The methodological significance and role of philosophy for pedagogy as a science;
- The ability to navigate conceptual frameworks and educational strategies associated with them;
- The ability to successfully apply theoretical models in scientific texts;
- Recognizing the importance of philosophical knowledge in pedagogy as a path to professional and scientific thinking.
-

METHODOLOGY AND METHODS OF PEDAGOGICAL RESEARCH

ECTS кредити: 7.0 **Academic hours**: 90 a.h. / 120 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Valentina Chileva, PhD
E-mail: valentinach@swu.bg

Annotation:

The course is intended for doctoral students in full-time, part-time, and self-study formats. Its study is motivated by the need to acquire a system of fundamental knowledge regarding the methodology of scientific research and the development of independent scientific works and publications.

The program's objective is to create, based on global standards, a knowledge system for scientific research among participants and to motivate them to prepare and conduct their own research activities.

Tasks:

- To acquire basic competencies in the methodology of scientific research—both theoretical and/or empirical;
- To present the typology, structure, and design of scientific research;
- To develop fundamental skills for selecting and applying quantitative and qualitative research methods;
- To foster motivation for the preparation and presentation of independent research work—such as reports, articles, dissertations, etc.

PROJECT DEVELOPMENT AND MANAGEMENT

ECTS кредити: 7.0 **Academic hours**: 60 a.h. / 150 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written / interview
Methodological Guidance:
Department „Finance and Accountability“
Lecturer: Assoc. Prof. Ivan Todorv, PhD
E-mail: ivanK.todorov@swu.bg

Annotation:

The goal of the course "Project Preparation and Management" is to train highly qualified specialists in the preparation and management of projects at both national and trans-European levels by providing knowledge and skills related to various types of projects and programs.

The specific objectives of the course are as follows:

- To provide basic knowledge and skills in project management by examining national and international tools that support projects and programs with different focuses;
- To enhance understanding of the nature and key characteristics of project management and project team management;
- To offer best practices for making strategic and tactical management decisions related to project management.

Doctoral students enrolled in this course will acquire, upon its completion, the necessary competence to develop a project, design a project in various fields, participate in project management, and bring it to successful implementation. The acquired knowledge is of significant importance, as the development of various economic sectors will increasingly be based on project and program frameworks.

The course is in line with the mission and concept of the university to provide modern and relevant knowledge. The course structure corresponds to the allocated credits and the qualification profile of the specialty. The achievement of the course objectives will be monitored through two assessments—a preliminary test and a final test.

ELECTIVE COURSES

DEVELOPMENT OF CHILDREN'S COMMUNICATIVE-SPEECH ACTIVITY

ECTS кредити: 7.0 **Academic hours**: 60 a.h/.150 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Mariana Balabanova, PhD
E-mail: mariana56@swu.bg

Annotation:

The course is of particular importance in the professional - educational program for training personnel in the field of preschool pedagogy.

The tasks of teaching the course are:

• Doctoral students to deepen their scientific knowledge about the process of speech development and speech communication in children.
• To acquire skills to see and understand age and individual characteristics of the development of communicative-speech culture, forms of communication and speech competence at different age stages.
• To form in them skills to analyze and critically evaluate the experience of others and stimulate the creation of their own original game methods and interactive techniques of influence on the speech development of children.

Goals and expected results

The goal of the course is for doctoral students to acquire lasting knowledge about the technology of pedagogical influence on the speech development of children based on the communicative approach and through analysis of various forms of game activity.
The specific expectations are the formation of a complex of professional skills for the development of communicative competence, speech culture and gaming habits through integral techniques and complex forms of impact.

APPROACHES AND METHODS IN MASTERING A FOREIGN LANGUAGE IN KINDERGARTEN

ECTS кредити: 7.0 **Academic hours**: 60 a.h/.150 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Mariana Balabanova, PhD
E-mail: mariana56@swu.bg

Annotation:

The course on “Approaches and Methods in Mastering a Foreign Language in Kindergarten” is of fundamental importance in the professional - educational program for training personnel in the field of preschool pedagogy. Learning a foreign language from the earliest childhood is an issue of particular relevance for Bulgarian education due to the exceptional linguistic receptivity of the little ones. Preschool age is a sensitive period for mastering a foreign language

The course is necessary to enrich the methodological preparation of doctoral students in the field of foreign language teaching.

Goals and expected results:

The goal of the course is for doctoral students to acquire lasting knowledge about the specifics, principles, conditions and methods of early foreign language teaching of children based on the communicative approach and through various forms of game activity.

The specific expectations are the formation in doctoral students of a complex of scientific knowledge, professional skills for the development of foreign language communicative competence and speech culture through integral techniques and complex forms of influence.

CURRENT PROBLEMS OF CHILDREN'S COGNITIVE ACTIVITY FOR KNOWLEDGE OF THE WORLD AROUND THEM

ECTS кредити: 7.0 **Academic hours**: 60 a.h/.150 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Blaga Dzhorova, PhD
E-mail: blagadzhorova@swu.bg

Annotation:

The discipline "Current Problems of Children's Cognitive Activity for Cognition of the World Around Us" allows the doctoral student to deepen his knowledge about the specifics of the cognitive activity of the preschool child and to increase the level of his professional, pedagogical and research competence. Orientation in the current problems of cognitive activity is an opportunity for the awareness of the interaction with the child as a dynamic process, which must be guided by the social situation, part of which are the children's needs and interests. Knowledge of the characteristics of cognitive activity is a prerequisite for planning and implementing research activities in the institution - kindergarten, subordinated to the goals and tasks set by the doctoral student.

The goal is for the doctoral student to deepen his knowledge about the cognitive capabilities of the preschool child by studying the negative and positive trends with a reflection on the cognitive culture of the child and, more specifically, on the intensity of his cognitive activity.

The objectives of the training course are:

- To study the author's theses on cognitive activity, its characteristics and specificity;
- To understand the importance of cognitive activity for the development of the child in the period of preschool childhood and to understand the relationship between the child's activity and the knowledge of the world around him;
- To explore the possibilities of stimulating the child's cognitive activity through various pedagogical strategies and approaches.

Expected results

After completing the training course, the doctoral student should acquire:

- Specialized pedagogical knowledge about the child as an active subject and with his own strategy for actions, for new knowledge, skills and methods, for the development of potential cognitive abilities;
- Knowledge about cognitive activity and the specificity of the cognitive activity of the 3-7-year-old child when learning about the world around him through the study of its components - goals, motives, tasks, content, etc.;

- Skills for organizing cognitive activity according to the dominant sensory cognition in preschool age, as well as the age and individual characteristics of children, their social emotions, their interests and motives, etc.

PREPARING THE 6-7 YEAR OLD CHILD FOR SCHOOL – GENERAL AND SPECIAL READINESS FOR SCHOOL

ECTS кредити: 7.0
Academic hours: 60 a.h. / 150 s.p.
Form of evaluation: exam
Course status: mandatory
Semester: II
Exam: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Valentina Chileva, PhD
E-mail: valentinach@swu.bg

Annotation:

The organization of the process of preparing children for school, the diagnostics of readiness and pedagogical interaction as a determining factor of psychological are priority directions in the scientific issues of preschool pedagogy. The course of lectures focuses on the processes of forming a positive attitude towards school and creating motivation for learning, especially for children living in an environment where education is not perceived as a value.

COURSE GOAL AND OBJECTIVES

The goal of this curriculum is aimed at doctoral students mastering the skills to identify the level of development of children's readiness for school education, the range of pedagogical conditions that determine successful preparation and to reveal and eliminate the causes of children's difficulties in their transition to school education.

Expected results - students are oriented in the reasons why some children enter school unprepared, can diagnose children who have disorders in preparation and know how to implement preventive measures through pedagogical procedures.

DIAGNOSTICS OF THE MUSICAL DEVELOPMENT OF PRESCHOOL CHILDREN

ECTS кредити: 7.0
Academic hours: 60 a.h. / 150 s.p.
Form of evaluation: exam
Course status: mandatory
Semester: II
Exam: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Prof. Asst. Vasilena Spasova, PhD
E-mail: vas.spasova12@swu.bg

Annotation:

The course is intended for doctoral students in the doctoral program Pedagogical Technologies for Work in Kindergarten. It reveals the general theoretical and psychological foundations of musical development, traces the development of musical abilities and specific features of musicality in children of early and preschool age. Particular attention is paid to the toolkit of research methodologies for diagnosing general musicality and musical abilities and the organization of diagnostic activities in preschool children.
The comprehensiveness of the problem of modern art education and its disclosure as a

multifaceted unity, considered from pedagogical, psychological, and methodological aspects, determine the discipline as a necessity and basic literature for teachers studying under the program.

COURSE AIMS AND OBJECTIVES

The aim of the course in the discipline Diagnostics of the Musical Development of Preschool Children is to master research skills and specifically diagnose the general musicality and musical abilities of preschool children.

Objectives of the course:

- to inform doctoral students about the psychological and pedagogical aspects of the musical development of children and to reveal the structure of their musical abilities;
- to supplement their pedagogical education and specific pedagogical culture;
- to form an attitude towards the aesthetic upbringing and development of the child;
- to reveal modern methods and tools for studying the musical development of preschool children.
- DMRD is a course aimed at mastering methods and skills for applied pedagogical research, such as the diagnostics of the musical development of children.

TEACHING METHODS

This lecture course has been developed in accordance with the basic principles of teaching a pedagogical discipline. Modern methods of pedagogical interaction, interactive methods and techniques for mastering the material are used. The artistic and aesthetic training of doctoral students requires and implies well-founded training methods, applied in modern forms of organization of the educational process. The presence of mutual connections between the forms and methods of training is perceived as the impact of the methods on the forms of organization. Several types of seminars are used, such as seminar-conversation, seminar-discussion, seminar-conference, seminar-training.

EXPECTED RESULTS

1. Mastering knowledge related to the basic concepts of the discipline;
2. Stimulating the doctoral students' own activity;
3. Developing the doctoral student's abilities to: understand and extract the problem from proposed pedagogical situations and cases; developing an effective algorithm for solving an emerging problem; determining different possible courses of action and implementation phase; making an optimal choice of approaches; offering adequate solutions to the tasks.

CURRENT PROBLEMS OF MATHEMATICAL TRAINING IN KINDERGARTEN

ECTS кредити: 7.0 **Academic hours**: 60 a.h. / 150 s.p.
Form of evaluation: exam **Course status**: mandatory
Semester: II **Exam**: written
Methodological Guidance:
Department „Preschool and primary school pedagogy“
Faculty: Pedagogy
Lecturer: Assoc. prof. Valentina Chileva, PhD
E-mail: valentinach@swu.bg

Annotation:

The study of the course "Current Problems of Mathematical Preparation in Kindergarten" aims to familiarize doctoral students with the issues of mathematical preparation in terms of the goals and objectives, content, methods, forms and means of teaching in

kindergarten and current problems related to them. In the process of realizing the stated goal, doctoral students will examine and analyze the close connections and relationships that exist between mathematical training in kindergarten and mathematics training in primary grades. They will acquire knowledge about the methods of implementing full-fledged preparation in terms of mathematical knowledge of children in kindergarten. They will also acquire skills for developing a toolkit with which to study the mathematical knowledge and skills of first-graders entering school.

Objectives - doctoral students to acquire theoretical knowledge in terms of the mathematical preparation of children in kindergarten and the importance of the preparation itself when entering first grade. To identify some of the current problems of mathematical preparation in kindergarten. To acquire skills for developing a toolkit for diagnosing the mathematical preparation of students in a preparatory group.

Expected results – acquisition by doctoral students of knowledge about mathematical preparation in terms of the goal and tasks, content, methods, forms and means of training. Discovery and analysis of current problems in the mathematical preparation of children in kindergarten.

ASSOC. PROF. DR. VALENTINA CHILEVA

Head of the Department of "Preschool and Primary School Pedagogy"