

**ANNOUNCEMENTS OF THE MATERIALS, INCLUDING SELF-EVALUATION OF THE SUPPLIES
on Assoc. Prof. Dr. Daniela Markova**

for participation in competition for academic position "PROFESSOR"

MONOGRAPHS

**The used numbering reflects the sequence numbers of the entries in the competition list*

1. **Markova, D. DIAGNOSTIC OPPORTUNITIES OF CHILD DRAWING.** „Veda Slovena - JG”, Sofia, 2005. /ISBN 954-8510-89-8/

The book is written with the understanding that the drawing is unique personal expression, and its interpretation can give both absurd and sufficiently accurate and straightforward conclusions. In understanding the "language" of the art and knowing the nature of the image, the painting could be used as a diagnostic tool (the term has long overtaken its narrow relevance only in medicine) and an alternative technique for making assumptions about the concepts, moods, sensations, attitudes of the child.

The drawing is a means of expression, an expression of childhood spirit; it is "language", a signal, has its own radiance, its style, its own "handwriting". Interpretation is a kind of creative process requiring theoretical knowledge and practical skills; it is art, and as every art is associated with empathy, sensitivity, intuition, the ability of a delicate interpretation.

2. **Markova, D. THE ART TO SEENG.** „Iztok-Zapad”, Sofia, 2019. ISBN 978-619-01-0335-6

Attempts to look at the changed states of consciousness have always been a challenge to the accepted way of seeing. The book presents other possible views that expand the territory of a visible but incomplete world. The visual aspects of the vision, the relativity and the numerous interpretations, illuminate the art. Given that any progress is the result of the ability to change the usual perception, when we look at the potential of these states, they enrich our perception and reveal unsuspected aspects of reality.

To look is to create the visible. With the change of perception, the picture in front of the eyes is transformed from the ground up. Since everything depends more on the state of consciousness than on external circumstances, we can change our lives by changing our vision of things.

Questions related to the ways of preserving sensuousness and rediscovery of contemplation are discussed; the state of consciousness, allowing the artist to perceive in an unusual way the things that surround him.

Understanding of the transpersonal dimension as an essential and integral part of the potential of consciousness, whose acquisition is a necessary achievement, predetermines the

consideration of the role of transcendence in culture. Creative states are transcendental states of consciousness.

TEXTBOOK FOR STUDENTS:

1. **Markova, D. METHODOLOGICAL ASPECTS OF THE APPLICATION.** University Publishing House «Paisii Hilendarski», Plovdiv, 2011. /ISBN 978-954-423-707-3/

Application is one of the most widespread types of artistic activity. The subject of consideration is the potential capabilities of the application to enrich the visual language.

The book discusses issues related to the principles of creating the application, its inherent basic features and species. The characteristics of color, shape, composition incorporated in the content are the basis of mastery of the harmony of colors, the relationship between shapes in the image space and their expressiveness. The characteristics of application in the educational process (kindergarten and elementary school) are presented - forms of work, materials, techniques, application technology; basic tasks, recommendations and requirements.

2. **Markova, D. GUIDE TO COLOR THEORY.** University Publishing House «Paisii Hilendarski», Plovdiv, 2018. /ISBN 978-619-202-330-0/

The Guide to color theory is aimed at forming a colorful culture, a foundation for playing an artistic taste that is necessary for the future professional realization of students studying fine arts. Understanding the peculiarities of color perception and general patterns of color matching would help to realize the conscious use of the color potential in creating emotionally performing artistic works.

The guide contains a theoretical and practical part. The aim of the theoretical part is to give basic knowledge of colors as one of the strongest means of expression in art. It presents information about the essence of color science as a science; basic laws of color perception; classification and color characterization.

Concepts such as light, color, chromatic and achromatic colors, color contrast, color tone, lightness, saturation, color, harmony, gamma, visual and expressive abilities are discussed. Matter is extensive and bordering on various scientific fields. Color issues can not be fully depleted, but knowledge can be complemented by exploring additional literature on the issue.

The practical part of the leadership is subordinated to the understanding that mastering the complex matter of color theory and color harmony can only be accomplished by doing. Questions and creative practical assignments are included. The aim is to deepen students' knowledge of color by acquiring habits for meaningful color choices when creating color compositions.

STUDENTS TRAINING BOOK – co-authorship:

3. **Markova, D. ART ACTIVITIES IN THE KINDERGARTEN.** - *Student's handbook for state exam.* University Publishing House «Paisii Hilendarski», Plovdiv, 2015, p. 250-259, /ISBN 978-619-202-101-6/, 250-259.

The **student's handbook** is intended for students, for independent preparation for a state exam on the methodology of training in the kindergarten and the initial stage of the secondary school.

The developed subject deals with pictorial activities included in the pre-school education - drawing, application, modeling, decoration (decorative painting, decorative application, decorative modeling) as well as the perception of works of art that are important for the formation of aesthetic culture children's. The unity and the interrelationship between drawing, modeling and application are monitored.

It presents the main features, principles and approaches of each of the types of activities; their thematic content, the specific requirements for the use of different means - equipment, materials, tools, according to the age characteristics of the children. Emphasis is placed on the need to stimulate an individual child's vision, which requires a creative approach on the part of the teacher, whose task is to specify and enrich the children's ideas while preserving the emotional attitude towards portrayal, which would contribute to the expressiveness of the child's work.

STUDENTS ART TEXTBOOK AND LEARNING AIDS IN THE INITIAL STAGE OF HIGH SCHOOL AND KINDERGARTEN

1. **Markova, D.** (co-authorship with B. Damianov, O. Zankov, D. Balkansky, O. Hristova). **FIRST GRADE ART TEXTBOOK.** PH "Anubis", Sofia, 2016, p.1-79. /ISBN 978-619-215-048-8/

The appendix textbook is intended for the fine art education of students in the first grade, together with the textbook, a training set for fine arts, which includes an electronic version of the textbook; electronic resources; didactic boards. The main idea of the kit is to help increase the efficiency of the first class classical art education in view of the new curriculum and state educational requirements and key competencies.

The emphasis in the educational content of the textbook is on the knowledge, skills and relationships involved in creating real and fancy images of objects by using a variety of materials and tools; the perception of works of art and illustrations of literary works; knowledge and use of visual signs in different areas of life. Are concepts with integral and interdisciplinary nature: nature, object, environment, work, color, shape, image, sign, imagination, creativity, visual materials and techniques. Additional implementation tasks are proposed to provide students with more active expression.

2. **Markova, D.** (co-authorship with B. Damianov, O. Zankov, E. Georgieva) **SECOND GRADE ART TEXTBOOK.** PH "Anubis", Sofia, 2017, p.1-71. /ISBN 978-619-215-134-8/

Art education in the second grade is a natural continuation of the previous one, the main problems of the curriculum being related to Areas of competence - Object and environment; Object and image; Viewer and work Visual communication; Materials and techniques and

global themes The beauty of nature; Real and fantastic world; Images and forms; Images and colors; The profession of the artist; Types and genres in art; Human activities and signs; Painting techniques.

Along with the basic concepts of the subject, the textbook provides various inter-subject links as well as the concepts of an integrated nature: natural environment, types of arts, means of expression, visual signs, volume, space, contrast, rhythm, movement, imagination, creativity.

The textbook focuses on the knowledge, skills and attitudes related to the creation of real and imaginative images of natural objects and environments, basic knowledge of the colors, types and genres in the artist's art and creativity. Suggested learning tasks are related to experimentation and practical application of various techniques for working with pictorial materials and tools.

3. Markova, D. COGNITIVE ART BOOK FOR KINDERGARTEN - first group. PH "Anubis", Sofia, 2017. /ISBN 978-619-202-101-6/.

The purpose of the cognitive book is to assist teachers in implementing the ideas and principles of the programmatic system and to support the training of 3-4 year old children to master the competencies specified in the state educational standard for pre-school education in fine arts. Knowledge, skills and relationship-building, according to the age group, and the achievement of the expected results in the normative documents are outlined.

The content of the educational field is concretized through three core cores - Art perception, Fine materials and techniques, Creative work. The direction is to ensure that the child is able to perceive and recreate in his own way the peculiarities of familiar objects from the surrounding environment; to enrich his imagery; to develop his cognitive and pictorial skills to paint, model and apply, expressing his attitude and individual view of the world revealed to him.

4. Markova, D. COGNITIVE ART BOOK FOR KINDERGARTEN - second group. PH "Anubis", Sofia, 2017. /ISBN 978-619-215-152-2/.

The aim of the cognitive art book is to provide the opportunity for the formation, development and improvement of children's skills to perceive and recreate the world, preserving their original way of seeing. The educational content is in line with the state educational standards and contributes to the realization of the goals set in the program „Friends”.

The set of individual work cards has been developed to make it easier for the teacher to make fun of the 4-5 year old children. The cartons contain incoming and outgoing diagnostics; brief instructions on how to carry out the activity are given. By realizing the set pictorial tasks on selected themes, the children will develop their pictorial abilities in an accessible and fun way.

5. Markova, D. COGNITIVE ART BOOK FOR KINDERGARTEN - third group. PH "Anubis", Sofia, 2018. /ISBN 978-619-215-215-4/.

Art education in a third preparatory group helps to achieve the goals set in the program „Friends”. It builds knowledge, acquires skills and shapes relationships, according to the expected results set out in the current normative documents. Educational content is in line with state educational standards, taking into account the specifics of children's development.

The Educational Direction "Fine Arts" is aimed at providing the opportunity to shape, develop and improve children's skills to perceive and recreate the world while preserving their original way of seeing. Art education is realized through a system of pictorial tasks in painting, application, modeling.

6. **Markova, D. Markova, D. COGNITIVE ART BOOK FOR KINDERGARTEN - fourth group.** PH "Anubis", Sofia, 2018. /ISBN 978-619-215-221-5/.

The content of the developed manual is subject to the effort to assist teachers in realizing the ideas and principles of the programming system. Knowledge, skills and relationship-building, according to the age group, and the achievement of the expected results in the normative documents are outlined. The content of the educational field, concretized through the three core cores - Art perception, Fine Materials and Techniques, Creative Creativity, guarantees the mastery of the competencies specified in the state educational standard for preschool education in fine arts.

The educational area "Fine Arts" provides the opportunity to integrate the educational content with the other directions and by age groups.

The art education in the fourth group ensures optimization of the educational content, developing the cognitive and pictorial skills of the children, which ensures a balanced interaction between the kindergarten and the school.

TEACHER'S BOOKS FOR TRAINING ARTIST IN THE INITIAL STAGE OF THE SCHOOL AND KINDER GARDEN

1. **Markova, D.** (co-authorship with B. Damianov, O. Zankov, D. Balkansky, O. Hristova, M. Vrachovska). **TEACHER'S BOOK FOR FIRST GRADE.** PH "Anubis", Sofia, 2016, p.1-91, /ISBN 978-619-215-031-0/

The book contains basic information for conducting classroom art in the first grade. It presents the strategy of art education, which stems from the requirements set in the program, eg yearly distribution of the teaching materials and methodical lesson development.

The book provides the necessary methodological guidelines for the fine art education in the first grade. She is an assistant to the teacher to achieve the results set out in the curriculum requirements.

2. **Markova, D. Markova, D.** (co-authorship with B. Damianov, O. Zankov, E. Georgieva). **TEACHER'S BOOK FOR SECOND GRADE.** PH "Anubis", Sofia, 2017, p.1-67. /ISBN 978-619-215-097-6/

The book contains basic information for achieving effective results in art education in a second class. The book is an assistant to the teacher in achieving the results set in the curriculum. In the teacher's book, the system of art education in the initial stage and the curriculum for the 2-nd grade are presented, commenting on its more important characteristics. Attention is paid to the practical aspects of training related to materials, techniques and teaching tasks. Types of lessons are presented and their distribution in the total

hours of classes, the distribution of the lessons on global themes, as well as the global themes and the lessons with the corresponding lesson.

The book presents sample tutorials on individual topics in a sequence coinciding with the sequence of topics in the fine art textbook. Lessons are developed in a single model. The aim is for the teacher to find the necessary ideas and materials for performing full-fledged art education.

3. **Markova, D. ART FOR FIRST GROUP IN THE KINDERGARTEN. TEACHER'S BOOK.** PH "Anubis", Sofia, 2017, p.101-137. /ISBN: 978-619-215-108-9/.

In the teacher's book for the first group of the kindergarten is presented an example distribution of the thematic content, which is based on the demand for balance between various pictorial activities - drawing (with graphic and pictorial material), modeling and application.

The topics proposed are aimed at enabling children of this age to enrich their imagery and creatively use the acquired knowledge and pictorial skills. The tasks stimulate creativity, promote autonomy and creative thinking.

The themes allow a differentiated approach, allow for variants of the performance of the pictorial task, as well as the choice of appropriate materials and techniques, according to the specific conditions, the preferences of the children and their pictorial possibilities.

4. **Markova, D. ART FOR SECOND GROUP IN THE KINDERGARTEN. TEACHER'S BOOK.** PH "Anubis", Sofia, 2017, p.130-171. /ISBN 978-619-215-173-7/.

In the developed system of pictorial tasks are included various activities of drawing, modeling, application.

The imaginary tasks provide the opportunity for variants of performance, as well as the choice of appropriate materials and techniques, according to the specific conditions and preferences of the children. The proposed subject is exemplary and can be changed by the teacher in line with his/her views and interests.

The content of the topics is presented in a logical sequence, and the new ideas are built on the basis of what is already known. The main focus is the link between the educational directions. The developed situations allow for an individual and joint organization of the educational process.

5. **Markova, D. ART FOR THIRD GROUP IN THE KINDERGARTEN. TEACHER'S BOOK.** PH "Anubis", Sofia, 2018. /ISBN 978-619-215-276-5/.

The exemplary distribution of thematic content is based on the search for a balance between pictorial activities. The content of the topics corresponds to the idea of linking educational directions by integrating elements of the content of global themes, which fosters the expansion of ideas and the enrichment of experience. Suggested themes stimulate creativity and provide opportunities for variants of performing the pictorial task and for choosing the right materials and techniques according to the specific conditions, preferences and individual experience of the children.

6. **Markova, D. ART FOR FOURTH GROUP IN THE KINDERGARTEN. TEACHER'S BOOK.** PH "Anubis", Sofia, 2018. /ISBN 978-619-215-277-2/.

The teacher's book for the fourth preparatory group proposes an annual distribution of educational content, which is in line with the possibilities for monthly realization of the goals and tasks of the direction; an exemplary monthly and weekly distribution of the thematic content has been developed.

The topics proposed are consistent with the interests and the worldview of the modern child. They allow variation in performing the pictorial task and in selecting appropriate materials and techniques. Topics are included to evaluate their entry and exit levels. The developed situations provide the opportunity for an individual and joint organization of the educational process. The teacher could demonstrate his creativity as a change and he / she made the themes in his own way and organized his / her methodical work according to the specific conditions, the imagery and the preferences of the children.

ARTICLES AND REPORTS

1. **Markova, D. The language of children drawing.** - *Contemporary trends in Educational technologies in secondary education and pedagogical interactions in kindergarten. (Science conference).* Pazardjik, 2003, pp. 112-115.

This research work considers the opportunities children drawing could afford for revelation of their mentality and spirit. The language of children's drawings is enigmatic, complex, in the majority of cases – very exact and clear. The adult world frequently distorts the tendency to self – expressing. We have in mind the fact that the tendencies in the artistic representation do not originate spontaneously but result from education. In this aspect, the drawing is a system of signs that carry certain information, express, denote, and signify. There is an approach to interpreting children's drawing, in which qualitative analysis is complemented by data obtained from methods of psychological diagnostics in order to create a fuller and more objective picture of child development.

2. **Markova, D. Drawing tests in the arts teaching.** - *Education and Art. (Reports from the Scientific Conference dedicated to the 20th anniversary of the Faculty of Pedagogy of the Ep. Konstantin Preslavski University and 115 years of pre-school education in the town of Shumen),* Volume III, University Publishing House "Episkop Konstantin Preslavski", Shumen , 2004, pp. 421-424. /ISBN 954-577-214-4/

The report treats the problems relative to the children's drawing. A new approach to the drawing is necessary, not only as a naturalistic resemblance, but opportunities of projective methodology. There are comments upon the grade of validity and therapeutic possibility of drawing tests.

3. **Markova, D. On the issue of the expectations of the art-therapy process.** - *Culture and education - perspectives. (Anniversary conference with international participation, 20 years of Faculty of Pedagogy, Plovdiv, 2004, p. 72-75.*

The aim of this research is to investigate the real state and tendencies in the development of the art-therapy. The basic theoretical concepts and approaches are considered. The problem of the connection between art and art-therapy is discussed and analysed critically. This report is trying to give some answers about significance and importance of art-therapy.

4. **Markova, D. Application of projective tests in the children's pictorial activity.** - *120 years of pre-school education. "Slovo", V. Turnovo, 2004, p. 460-467. /ISBN 954-439-796-5/*

The paper examines the diagnostic and therapeutic capabilities of pictorial tests in children's fine art. The essence of the projective methods is analyzed, the main approaches to the use of drawing tests are followed. They note both their advantages and benefits and their shortcomings, requiring their careful use by the explorer of the meaning and meaning of the child's drawing.

5. **Markova, D. Expressive power of the colour.** - *Balkancolor – 2008. (International conference "Color in all directions", Color Group – Bulgaria, Varna, 2008, p. 166-170. /ISSN 1313-4884/*

The development of colour sense is one of the basic aim in the educational process that is oriented to the artistic development of the students. To realize the possibilities of the colours to wear some emotional states is necessary to develop their skills by special training model.

In the training model it is included the experience from different sphere of using colours as a meaning of emotional suggestion, colour therapy, colour associations.

This mastery of colours requires knowledge about their psychological suggestions. The students can research the regularities, nevertheless individual differences. In spite of the complication of the problem, the lack of strict terms and the unconvincing characteristics of the colours, their power to suggest and to express deserves attention in fine art education

6. **Markova, D. Art – communication beyond words.** - *Child, Arts, Technology (Modern Educational Trends). University Publishing House «Paisii Hilendarski», Plovdiv, 2010, p. 37-50. /ISBN 978-954-423-594-9/*

The paper consider the feelings, thoughts and needs through various non-verbal means, especially when it is difficult to convey in words. Analyse image, its specificity and major role in nonverbal communication. Art is seen as a kind of language, the image - as a sign structure. It operates a system of symbols. Symbols make possible artistic communication. Understanding the symbolic language of painting requires adjustment for acceptance of artistic convention.

7. **Markova, D. Self-expression of the child through painting.** - *Child, Arts, Technology (Modern Educational Trends)*. University Publishing House «Paisii Hilendarski», Plovdiv, 2010, p. 51-68. /ISBN 978-954-423-594-9/

The article analyzes the symbolic character of the child's drawing. The possibilities of the self-expression pictorial activity are traced where the image contains a certain meaning - conscious or unconscious. The drawing is perceived as an "internal language", "monologue", a necessary conversation of the author with herself. It reflects the world of the child, with conscious and unconscious incentives being structured in a "language" that needs to be relied upon if we want to get a deeper insight into the child's world.

8. **Markova, D. Children's drawing - a protected space.** - *We lead the future by hand. (Reports from a national science and practical conference on pre-school education)*, Lovech, 2010, p. 104-106. /ISBN 978-954-8105-09-5/

The article examines the need for art-therapeutics to be present in the painting practice in pre-school age. The idea is that this approach enables all children, regardless of their level of imaging skills, to freely express themselves through colors, lines and shapes. It is proposed to introduce art-therapeutical activities, which provide the opportunity for self-expression, including meditation techniques, visualizations that should be found in the methodology of pictorial activities at pre-school age.

9. **Markova, D. Art and spiritual-moral development of students.** - *Dialogue between Generations and Public Structures through the School Institution*. (Papers from a scientific and practical conference with international participation. PH "Образование", Sofia, 2010, p. 296-303. /ISBN 978-954-552-068-6/

The article analyzes the relationship art-spirituality and the role of the visual image in the perception of information. Are presented the results of a study of characteristics of perception of works of art by student of primary school age. Examine their attitude towards the basic elements of design - shape, color, space, composition. Consideration of the idea that each element of the image has some impact on perception as those components of the work have the power to influence and inspire.

10. **Markova, D. Fine art education – possibility for overcoming the stereotypes of perception.** - *Contemporary pedagogical theories and practices, 25 years Faculty of Pedagogy*. University Publishing House «Paisii Hilendarski», Plovdiv, 2011, p. 70-77. /ISBN 978-954-423-732-5/

Contemporaneous research confirm the basic teases of the ancient philosophy that reality discover only one aspect, fragment of the existence. The way of our thinking is restricted and influenced by the views to our culture. This culture denies some experiences only because they didn't enter in scientific stereotype. Art fill the emptiness of perceptions, gives us possibility to have a look at different sensations, feelings, spiritual and aesthetic searching's. Art gives us different points of views. Art is the means for opening, widening to the consciousness. Art education can be possibility for tearing off ordinary stereotypic order.

11. **Markova, D. Fine Art Education and the Problem of Spirituality.** - *A system of values of modern society*. XX International science and practical conference

Novosibirsk, 2011, p. 302-308. /ISBN 978-5-7782-1784-3/ <https://zrns.ru/nauchnyy-trud/> /ELIBRARY.RU/

The article examines one aspect of fine art, in which perception and creation of works of art aims at changing the attitude of mind and transformation of usual perception.

This originates from the belief that creativity is not only important for the creation of artistic product, but because it is a spiritual process. With this attitude in mind the work of art becomes spiritual dimensions, the history of the fine arts is also looked at as the history of the human spirit, the practice of fine art - as a kind of spiritual exercises.

It is specified the understanding of spirituality; the relationship: art - spiritual experience - spiritual health.

They are presented some specific tools and methods in art therapy practice that could contribute to the spiritual development of personality.

12. **Markova, D. About the attitude towards the fine arts and its reception by the students – future teachers.** - *Actual problems and modern trends of development of psychology and pedagogics*. (Materials digest of the XIV International Scientific and Practical Conference, GISAP project, IASHE), Kiev, London, UK, 2011, p. 125-127. /ISBN 978-966-2621-11-2/ <http://gisap.eu/node/1398>

The article examines the question of the attitude towards the Fine Arts and the reception of works of art by students from the Pedagogical studies department in Paisii Hilendarski Plovdiv University. Some problems are concerned, as well as some possibilities are offered for perfecting the aesthetic attitude and reception. The uses of techniques that closely resemble art-therapy give way to access the personality and spirit. Perception is directed towards deeper levels, the ossified methods change. In the heart of the art-therapy lies part of the aspect of the Fine Arts - spiritual experiencing, interpreting, self-expression, the use of this great language to be named after that which often cannot be expressed with words. Aesthetic qualities are not so important; expression is fundamental, the process of creativity is important and the submergence in this different reality. Fine arts can be used to restore the harmony of the body and soul.

13. **Radylov, N., D. Markova. Watercolor technique and the professional training of the students of specialty "Pedagogy of Fine Art Education".** - *Science – education – art*. (Reports from Fourth Balkan science conference Science, education and art in the 21st century), Volume 6, Part 1, Blagoevgrad, 2012, p. 89-97. /ISSN – 1313-5236/

The article analyzes the trends in the art of searching for new means of expression and experimentation, which necessitates the revision of traditional and non-traditional watercolor techniques in order to expand the imagery and expressions used by the students. The persistence of so-called classical and traditional is relative; concepts such as "3D painting", "3D artist"; combining pictorial and photographic techniques; impregnate paper and tissues in the scenic space; special pastes are used to achieve fake effects, and so on.

14. **Markova, D., V. Kyzmov. Models – visual aids in the creative activity of children.** - *Scientific Papers of the Union of Scientists in Bulgaria* - Plovdiv, series, Plovdiv, 2012, p. 181-186. /ISSN–1313-9192/

The research work consider the opportunities visual models could afford for the artistic representation of children in the pre-school age. In the article the basic functions of the visual models are analysed. The educational research results give reason to make recommendations regarding their use.

15. Markova, D. Art in the Light of the University Education. - *Modern Education: Strategies, Strands, Values*, Plovdiv, 2012. p. 37-49. /ISBN 978-954-423-827-8/

The article considers the relationship art-spirituality-education. Some problems are concerned, as well as the role of art in the education, the opportunities for spiritual development by art. The manner in which the Fine Arts are used in education needs reconsideration and some possibilities are offered for perfecting the process of art education.

16. Markova, D. Creative activities in social work with people in the third age. - *Well-being in the context of social identity*. University Publishing House «Paisii Hilendarski», Plovdiv, 2013, p. 66-72. /ISBN 978-954-423-852-0/

The article analyzes the mechanisms of creativity and the possibilities that the creative activity of self-expression and communication. Creative approaches are put forward to work with third-age people from social homes.

We offer forms of work and imaging techniques that could help to gain new experience related to creative self-expression, self-understanding and understanding of others to contribute to transforming negative feelings, achieving psychological stability, and impacting the emotional sphere of the personality.

17. Markova, D. Pedagogical interaction between teachers, children and parents through creative activities in the kindergarten. - *Classics and innovations in pre-school pedagogical practice*, "Victory-PR", Asenovgrad, 2013, p. 193-198. /ISBN 978-619-7014-05-1/

The report summarizes the experience of working together with teachers, children and parents, based on established traditional practices applicable in the nursery. The trends of changing the previous model of pedagogical interaction with the family are studied. The opportunities that creative activities can provide to pedagogues, parents and children for general activity are monitored. Strategies for cooperation with parents are proposed on the basis of pictorial activities and specific forms of creative activity in the field of applied and decorative arts.

18. Markova, D. Training in color science in Degree Course „Pedagogy of Teaching Fine Arts”. - *BALKANCOLOR 3 Color in all directions* (Third International Scientific Conference on Color and Color Science for Southeast European Countries), Color group – Bulgaria, University of Veliko Turnovo St. Cyril and St. Methodius, Sofia, 2013, p. 103-109. /ISSN 1313 – 4884/

The report presents the pedagogical system of teaching the "Color Education" discipline for the specialty "Pedagogy of Art Education", which is a significant part of the professional training of the students. The content of the course is divided into

theoretical and practical part, the main goals of the training, the relation with other disciplines, the main learning tasks in the cycle of exercises, as well as some problems with the implementation of the tasks observed during the training process.

19. **Markova, D. Fine art and the idea of inclusive education.** - *Inclusive education*. (Scientific reports), University Publishing House «Paisii Hilendarski», Plovdiv, 2013, p. 140-153. /ISBN 978-954-423-896-4/

It analyzes the specific terminology and its interpretive variants, which is important for the understanding of the problem. It clarifies the subtle differences between integration and inclusion - the regular stages in the development of education, related to the rethinking of values. A review of various models and approaches aimed at broadening access to education, which is imposed in educational practice, is being explored. The main concepts, principles and objectives of integrated and inclusive education are studied, as well as the ways of implementing the principles set. The aspects of the inclusive influence of the fine arts are discussed.

20. **Markova, D. Development of observation of the students in the teaching of art.** - *Perspectives in education*. University Publishing House «Paisii Hilendarski», Plovdiv, 2014, p. 58-67. /ISBN 978-954-423-942-8/

The article analyzes the role of observation in the art and the importance of observation, component of art education. Art provides an opportunity for training attention and observation. Knowing “how to look” and “what to look for” is an essential step in understanding art. Powers of observation can be developed by cultivating the habit of watching things with an active, enquiring mind and that well developed habits of observation are more important in art than large accumulations of academic learning.

21. **Markova, D. Decorative drawing in the preparation of children for school.** - *We are leading the future by hand*. (Seventh National Pre-school Education Conference), Sliven, 2014. p. 76-79.

The article presents in a systematic way some of the main decorative exercises and didactic drawing exercises, whose numerous and varied modifications are included as an aid to the development of fine motor mowing and acquisition of basic graphic skills. It analyzes the specificity of the decorative activity, which makes it favorable for the development of fine motoring and graphic skills. Here are the didactic means by which these skills, useful for the preparation of the children for school, can be developed.

22. **Markova, D. View on the contemporary trends in fine arts.** - *Education, society, personality* (Interdisciplinary Scientific Forum, organized on the occasion of the 30th anniversary of the Pedagogical Faculty. University Publishing House «Paisii Hilendarski», Plovdiv, 2015. p. 91-101. /ISBN 978-619-202-032-3/

Contemporary fine art is a dynamic combination of concepts, methods, technologies, materials, and subjects that challenges traditional thinking and defies easy definition. It offering students a rich resource through which to consider current ideas and rethink the

familiar. The work of contemporary artists provides new ideas and approaches for making art and facilitating the artistic process with students.

23. **Markova, D. The value of diversity in the aspect of inclusive education and fine arts.** - *The Challenges of Inclusive Education*. (Reports of Participants in the Project "Inclusive Education". University Publishing House «Paisii Hilendarski», Plovdiv, 2015. p. 81-91. /ISBN 978-954-423-994-7/

The article analyzes the issues related to the difference, its views, its manifestations and its dimensions, the attitude towards the difference in recent years (in the context of the many educational programs, activities and manifestations in public life in the modern times).

The value of difference is considered in accordance with the "necessary difference" in creative vision and recreation. The principles of inclusive education are interpreted by a creative learning approach that takes into account individual learning styles.

24. **Markova, D. Development of creative abilities of the students through a system of visual tasks.** - „*Social competences, creativity and wellbeing*”, proceedings of the Interdisciplinary symposium (ISSCCW 2015), Plovdiv University Press „Paisiy Hilendarski”, Plovdiv, 2015, p. 99-103. /ISBN 978-619-202-023-1/

The article examines the question of the ways to develop the creativity of students by certain creative tasks. In the education, students receive knowledge regarding the theory and the methodology of the Fine Arts and abilities directed towards materials and techniques for depiction. Besides that knowledge, however, it is necessary to be emphasized on the attitude of mind with which the artist creates. Art should be used in such a way so that it can widen the horizon in front of the students, to let them come out of the ordinary apperception, to form them and to open their eyes for new ways of perception.

Creativity, part of the potential of the individual, includes a special type of ability of perception, observation, a higher level of expressiveness, spontaneity, passion for the unknown. The transcendence of the usual attitude, the other look at things, are conditions for creativity. The scientific and spiritual achievements show that the rediscovery of the reality in most cases is associated with the violation of regularity and that the great explorers, to a large extent, are creative individuals allowing alternative ways of thinking. Innovation is the implementation of a new or significantly improved product, service or process that creates value for society.

The learning tasks could have multiple options, especially combined with the analysis of samples of contemporary visual art, an example of creative ideas. The development of creative thinking which rejects the routine and the common is a strong strategy for each educational system, creating thoughtful and creative individuals.

25. **Markova, D., M. Vaseva. Interactive methods in pictorial work in kindergarten.** - *Classics and innovations in pre-school pedagogical practice*. International Pedagogical Forum, “Victory – PR”, Asenovgrad, 2015. p. 30-36 /ISBN 978-619-7014-17-4/

The problem of the application of interactive methods in the pictorial activity of pre-school children, the current issue, which is discussed at international as well as at national level, is being discussed as the opinion about the need to redefine the goals of Bulgarian

education viewing the new requirements and challenges of the dynamic living environment. Attention is focused on innovation and application in the kindergarten. The question of the essence of interactivity is raised. The main features of the interactive approaches are identified.

26. **Markova, D.,** A. Baleva, Y. Yankova. **Educational projects in the context of the artistic and enlightenment ideas.** - *East European Scientific Journal Wschodnioeuropejskie Czasopismo Naukowe*, Warszawa, Polska, vol. 2, 2015. p. 10 (индекс в РИНЦ) ISSN 1857-7881 Print; ISSN 1857-7431 Online/

The article examines the project activities in art training as a possible projection of the Enlightenment ideas in modern education. Here you can find a summarized model of work on an educational project and the implementation of the project-based training in the context of integration between music and visual art. The idea of updating the artistic and enlightenment tradition, the introduction of such a course, with development of the curriculum incorporates two significant components. In the most general way they relate to: educational projects and project-based training; integration of the arts (especially music and fine arts). Since education reflects the image of the modern society, the optimum practical realization of this idea is closely bound with the modern information technologies. The proximity of the students to the new technologies can be used as an opportunity - an educational tool to manifest their potential as individuals with creative thinking, who receive education, but also educate themselves, tolerant to the different opinions, seeking new perspectives to a problem.

The development and presentation of individual or joint projects include a system of activities that extend the cognitive and practical experiences of students. Through the cooperation and exchange of ideas, they acquire skills for public presentations of the problem under consideration and for teamwork, they accumulate information competence (ability to work with information and multimedia technologies), as well as communication skills necessary for their future realization both as teachers and as competent and talented promoters of art and music.

27. **Markova, D.** **Drawing from nature in the education of students.** - *Education, development, art. Art and development (Lecturers' papers from a conference of the faculty of Pedagogy)*. University Publishing House «Paisii Hilendarski», Plovdiv, 2015. p. 17-27. /ISBN 978-619-202-077-4/

The material discuss drawing from nature as the main form of work in the training of students. The historically review gives an idea of its place in the learning process and the attitude of artists and teachers towards him. There are determined the advantages and *disadvantages* associated with this fundamental work, in search of opportunities to modernize the educational process.

There is a pedagogical model that would change the nature of the learning scene, with the drawing being combined with tasks of creative interpretation of nature.

28. **Markova, D.** **Illustration – interaction between text and image.** - *Education and personal development through artistic activities*. University Publishing House «Paisii Hilendarski», Plovdiv, 2015. p. 63-75. /ISBN 978-619-202-100-9/

This study examines the nature of the illustration and its place in the learning process. Picture helps children to comprehend and remember text and to build mental models of what the text is about. Picture books present a perfect opportunity for teachers to introduce the children to the language of visual art and its power to inform.

29. **Markova, D. The teacher and the possibilities for personal development of students through artistic activity.** - *The teacher makes the school*, University Publishing House of Veliko Turnovo St. Cyril and St. Methodius, 2016. p. 73-79. /ISBN 978-619-208-081-5/

Based on the view that many of the person's problems stem from the lost harmony between intellect and emotion, it is argued that education is supposed to promote human sensitivity, and its task is to communicate with different spheres, concentrate on feeling, experiencing and understanding the things that surround us, helping the person to analyze their inner world to form a value system from this knowledge.

He advocates the need for balance between mind and emotions, complementing one-sided rational education, discipline of the senses, so as not to lose the innate abilities of experiencing, contemplation, observation that make up a great part of the inherent human nature.

30. **Markova, D. A. Baleva, Y. Yankova. The idea of art enlightenment activity – traditions, realities, perspectives.** - *Alternatives in Education*. (Reports of participants in the "Alternatives in Education" Project). University Publishing House «Paisii Hilendarski», Plovdiv, 2016. p. 161-171. /ISBN 978-619-202-159-7/

This article traces the historical development of the enlightening idea in music and arts education. The authors express thoughts on possible projections of the enlightenment activity in the modern arts education. Acquiring of the necessary social and culture competencies by students in art and pedagogy (in all levels of the higher education) through specialized courses contributes to the multidisciplinary character of enlightenment ideas in modern education.

31. **Markova, D. Education in fine arts in search of alternative approaches.** - *Alternatives in Education*, part II (Reports of participants in the "Alternatives in Education" Project). University Publishing House «Paisii Hilendarski», Plovdiv, 2016. p. 142-152. /ISBN 978-619-202-194-8/

The article examines the non-traditional forms of art that are present permanently in the contemporary artistic life and this justifies their inclusion in the art education to the students. Rethinking educational content and educational approaches would help to better professional training of future teachers and to enrich their artistic culture. Interactive traditional art forms are an alternative to traditional art and they are particularly suitable for the development of creative thinking of students.

32. **Markova, D. Visual task to encourage the creative thinking to the student.** - *Innovation and competences in education* (Reports from an interdisciplinary scientific conference). University Publishing House «Paisii Hilendarski», Plovdiv, 2016. p. 286-295. /ISBN 978-619-202-178-8/

The article examines the question of the ways to develop the creativity of students by certain creative visual tasks. We proceed from the belief that teaching art that develops the ability to generate ideas can be an important addition to the traditional education, oriented towards giving ready solutions. Tasks are combined with the analysis of samples of contemporary visual art, an example of creative ideas, and act as a stimulus for creation of original visual solutions. The development of thinking which rejects the routine and the common is a strong strategy for each educational system, creating thoughtful and creative individuals.

- 33. Markova, D. The need for a balanced approach to the problem of educational alternatives.** - *Journal of Education*, Sofia, vol. 8, 2016. p. 1109-1119 /ISSN 0861-3982/ (European Reference Index for the Humanities and the Social Sciences ERIH PLUS, EBSCOhost Research Databases), Web of Science.

The article analyzes the essence and main features of alternative education. A critical analysis of the traditional education system is being made; alternative pedagogical systems or elements of them are traced.

It highlights the main directions in the development of the trends that are unfolding in modern education, the understanding of the role and place of creativity in the educational process. There are key common features and guiding principles of alternative education systems, as well as subtle differences that make them specific. A critical approach to addressing the issue is to address both the positive aspects and the contradictions in alternative education systems and methods.

- 34. E. Arnaudova, D. Markova. Innovations in arts education – current trend in modern education.** - *Art, education, innovation* (Articles on the research project "Innovative pedagogical technologies for personal development through artistic activities). University Publishing House «Paisii Hilendarski», Plovdiv, 2017, p. 46-58. /ISBN 978-619-202-283-9/

The problem of innovation in education is understood in the context of the latest European educational documents. The article presents results of international research on the impact of arts education on skills for innovation.

In this regard have been clarified some specifics of educational content in music and art, which determine the innovative nature of the training.

- 35. Markova, D. , Т. Власева, И. Колева. Project for a university children's art school.** - *Art, education, innovation* (Articles on the research project "Innovative pedagogical technologies for personal development through artistic activities). University Publishing House «Paisii Hilendarski», Plovdiv, 2017, p. 157-170. /ISBN 978-619-202-283-9/

The text presents the idea of a children's creative school at the Pedagogical Faculty of the University of Plovdiv, understood as a center for artistic development of the child and exploring the opportunities through training in various arts to stimulate its individual personal

development, to form with a higher degree of reliability cultural and socio-cultural competences, which are included in the educational programs in the Bulgarian school.

36. **Markova, D., N. Boyadjieva. Innovative pedagogical technologies for personal development through artistic activities.** - *Forum science* (Reports 2015/2016), Наредба №3, Fund Research at «Paisii Hilendarski» University). University Publishing House «Paisii Hilendarski», Plovdiv, 2017, p. 53-66. /ISBN 978-619-202-236-5/

The report presents the objectives, tasks, main activities of the project "Innovative pedagogical technologies for personal development through artistic activities".

The results of the project are presented - theoretical and methodological studies, questionnaires, innovative models for realization of the principle of education through the arts, elaboration of a project for a children's creative art school at the Pedagogical Faculty that can serve as a laboratory for experimental- experimental work and basis for realization of the innovative technologies for personal development through artistic and creative activities, organization of a round table on art and education, art zhestvenotvorcheska activity and more.

37. **Markova, D. Fine Art and the problem for the sustainability of the attention span of children.** - *Socio-Pedagogical Aspects of Child Development* (Reports from Interdisciplinary Scientific Conference). University Publishing House «Paisii Hilendarski», Plovdiv, 2017, p. 425-434. /ISBN 978-619-202-279-2/.

The article presents the question of the the need to increase children's attention from an early age. It is based on the understanding that attention and observation training follows the same principles as training in any activity. Upbringing children's perception is a matter of training and like any exercised skill, the more we consciously observe, the more we see. The article looks at the possibility of applying an approaches to form the sustainability of children's attention, which is necessary both for the art and for any other activity.

38. **Дамянов, Б. Markova, D. Aesthetics of the educational environment - theoretical and applied aspects.** - *Prospects for creating an innovative educational environment.* (Articles on the project "Innovative educational environment"). University Publishing House «Paisii Hilendarski», Plovdiv, Пловдив, Университетско издателство „П. Хилендарски“, 2017, p. 199-209. /ISBN 978-619-202-297-6/.

The article presents the essence of the concept of «educational environment». The main points and principles of creating an aesthetic educational environment, the opportunities it provides and its significance for the realization of a modern educational process are discussed. In the basis of the theoretical framework of this writing was put a modern paradigm of education that emphasizes the aesthetics of education in each sphere, as well as the good practices for aesthetization of the environment in different educational systems.

39. **Markova, D., A. Baleva, E. Gigova. Study of teachers relations to the problem for aestheticization of education space.** - *Socio-pedagogical aspects of innovation in*

the educational environment. University Publishing House «Paisii Hilendarski», Plovdiv, 2018. /ISBN 978-619-202-389-8/.

The article presents results from a survey about teachers regard to the problem of aestheticization of the educational space. The conducted research gives grounds to draw conclusions about the importance of the aesthetic layout of the educational space and the need to search for ways to achieve effective models, aimed at the mental comfort of children and students, contributing to their aesthetic build-up. Project activities are presented and implemented in a specific educational environment, that could illustrate the understanding of aesthetic education and inclusion in art, through the aestheticization of the educational environment.

40. Markova, D. Perspectives of the application of the virtual reality technology in fine art education. (in press).

The article concerns the problem of virtual reality, which increasingly imposes its presence in a time of continuous improvement of information technologies. An attempt is made to outline frameworks of meaningful concepts that define the essence of virtual reality. Its parameters, the direction of its development, the possibilities it provides for transforming the perception and the experience of the fine art in the process of education are considered.

AUTHOR'S REPORT ON SCIENTIFIC CONTRIBUTIONS

SPHERE OF SCIENTIFIC INTERESTS:

• Theory and methodology of fine arts; developing the creative abilities of children, pupils and students

The presented materials are of a theoretical-applied nature and their theoretical and practical applications are based on:

- Clarification of theoretical and methodological issues related to fine arts;
- Development of methods for analyzing the content of the child's drawing;
- Development and introduction of new methods and approaches in the training of students in fine arts; in art education in pre-school and primary school age.

Clarification of the theoretical and methodological issues related to fine arts

- A complete theoretical study of the problem of the specifics of visual perception has been made. An understanding of creativity beyond the traditional and predominant concepts and definitions of creativity is presented. Theoretically, components of the complex system of creativity, usually left behind, are analyzed - a category of factors

such as the creative state of consciousness - inspiration, contemplation, inner activity, concentration of attention, specifics of creative perception, interaction between conscious and unconscious aspects of creativity, whose consideration contributes to the overall study and understanding of the problem.

As the monodisciplinary approaches to art do not reflect all its essential components as a holistic phenomenon, consider part of the phenomenon and lead to a narrow view of creativity, a new approach is applied in principle, which contributes to the establishment of a holistic synergistic approach in science - of the whole, integration between psychological, philosophical, sociological, religious positions. The disclosure of the characteristics of the creative state of consciousness contributes to the creation of a more profound portrait of the artist and to the creation of a more complete picture of creativity.

Knowing the peculiarities, laws and mechanisms of creativity, we can work with greater precision in the identification, development and improvement of the human creative potential, the exploitation of which depends on its spiritual prosperity and prosperity. In this way, the mechanisms under consideration can become an active transforming force and serve education in terms of the development of creative abilities. **[Monograph 2].**

- Essential features of the art-therapy slit are clarified. The therapeutic possibilities of the fine arts are analyzed. It is argued that the introduction of activities in the training of children from the PUI to art therapy activities, as well as forms of work and visual techniques in the social work with people in the elderly. **[5]; [16]; [Monograph 1]; [Monograph 2].**

- Theoretical and methodological issues for the application in the art education in the kindergarten and elementary school are clarified. **[Student textbooks 1].**

- Key issues in the field of color science are clarified. **[Student textbooks 2].**

- The relationship between text and image and the place of the illustrative image in the educational process is clarified. **[28].**

- The peculiarities of perception of works of art by students in the NU were studied. **[9].**

- The peculiarities of perception of works of art by students from pedagogical specialties have been studied. **[12].**

- The principles for creating an aesthetic educational environment and its significance for the realization of a modern educational process have been clarified. A study was conducted on the attitude of teachers towards the problem of aestheticisation of the educational space. **[38]; [39].**

Developing methods for analyzing the content of the child's drawing

- The "language" of art and the role of the artistic image as a sign structure are analyzed. An approach to interpret the content and meaning of the child's drawing is proposed. Systematic drawing of the painting tests has been done, taking into account their advantages and disadvantages. [1]; [3]; [4]; [5]; [6].

Development and introduction of new methods and approaches in the training of students in fine arts; in art education in pre-school and primary school age

- A methodical system for the education of the students of color science was developed. A system of learning imaging tasks has been proposed and introduced in the painting and coloring process to acquire knowledge of the visual and expressive color function, as well as visual skills related to the use of colors. [Student textbooks 2]; [7]; [18].

- Methods have been developed to rethink stereotypes of perception; overcoming the consistency of visual perception and through which artistic receptivity is formed. [10].

- A system of pictorial tasks is developed to develop students' creative thinking. [24]; [32].

- Imaginary tasks based on non-traditional interactive forms, stimulating the creative thinking of students. [31].

- Analysis and systematization of tendencies in contemporary art and used non-traditional means of expression has been made and on this basis are re-designed elements of the curriculum content and the traditional methods of teaching in fine arts. A pedagogical model is proposed that enriches the nature of the learning scene (drawing in kind); new approaches to fine arts have been introduced in the training in order to expand students' imaginative and expressive means (non-traditional variants using watercolors in painting classes). [13]; [22]; [27].

- A comprehensive concept of formation of the artistic receptivity of children, students and students is presented, which is based on art as a spiritual activity, emphasizing the very process of creation of the artistic work, in which importance is the attitude of the consciousness of creativity. An educational model of fine arts has been developed, with forms of education such as contemplation, visualization, meditation, the inclusion of which helps to form a culture of the senses and complements one-sided rational education. Examination of the interrelation between creativity and spirituality contributes to the development and validation of the principle of humanism in science. [8]; [9]; [10]. [11]; [15]; [29]; [30]; [37]; [Monograph 2].

- Students' observation in the process of performing certain pictorial tasks has been studied. Methods have been developed for the development of students' observation in the art education process. [20]; [37].

- A theoretical model of project-based learning is presented as an alternative approach to student education [26].

- A model for pedagogical interaction between teachers, children and parents is proposed based on the decorative applied artwork in the kindergarten. [17].

- A model is proposed to implement the principles of inclusive education based on the potential of fine arts. [19]; [23].

- Methods have been developed to use the possibilities of decorative drawing in the preparation of children for school. Systematically are didactic drawing games based on the decorative applied activity, which would help to develop the fine motoring and graphic skills of the child in his/her preparation for school. [21].

- Experimentally, the role of the models as a visual aid in the pictorial activity of the children has been explored, which enables them to improve their application in the pictorial activities. [14].

- A conceptual project for a university children's art school was developed at the Pedagogical Faculty of the University of Plovdiv, which would contribute to the individual personal development of the child and at the same time to be a basis for realization of innovative technologies for personal development with the participation of students from the pedagogical specialties. (as a member of a research team under the project "Innovative pedagogical technologies for personal development through artistic activities"). [35].

- Innovation in art education has been analyzed as a current trend. The problem of educational alternatives has been studied, the guiding principles and specifics have been analyzed. Suggested are methodological guidelines for the application of innovative approaches to education in the kindergarten - introduction of interactive methods in the SG. The perspectives of applying the virtual reality technology in the art education are analyzed. [25]; [33]; [34]; [36]; [40].

- Methodological models of situations and lessons in fine arts, corresponding to the new normative documents, the contemporary development of science and the interests of contemporary children and students have been developed. [**Textbooks and teaching aids**]; [**Teacher Books**].

15.01.2019 г.

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