

## ANNOTATION OF THE RESEARCH WORKS

OF ASSOC. PROF. ZHANA ATANASOVA YANKOVA, PhD, DEdSc

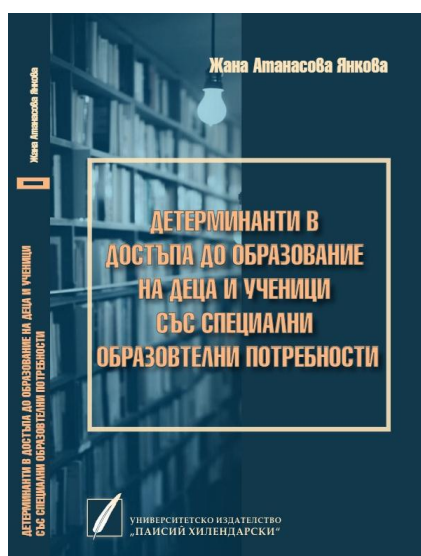
For the purposes of a competition for conferring the academic title of Professor in the higher educational area **1. Educational Sciences**; professional field **1.2. Pedagogy** (Special Education)

For this competition the candidate has submitted 50 research works (RW<sub>n</sub>): 3 monographs, 1 study, 38 research articles, of which 30 in Bulgarian, 7 in English and 1 in Russian, 3 textbooks for students (1 – as a sole author, 2 as a co-author); 4 manuals for students, 1 manual for pupils\*. They have all been developed and published after the acquisition of the academic title of Associate Professor.

### MONOGRAPHS

#### HABILITATION WORK

**RW<sub>1</sub> Yankova, Zh. (2019).** *Determinants of the access to education of children and students with special educational needs.* (original title: **Детерминанти в достъпа до образование на деца и ученици със специални образователни потребности**) Plovdiv: University press “Paisii Hilendarski”. 284 pp. ISBN: 978-619-202-513-7



In recent years the focus of educational policies and changes in legislation worldwide, in Europe and at home has been directed towards the improvement and actual provision of equal access to quality education of children and students with special educational needs (SEN). They are a diverse group with individual abilities and needs which oblige the educational institutions to secure them with the necessary access to fully participate in the educational process and social life.

The writing of this monograph was provoked by the fact that it is still common to find schools and kindergartens where equal participation of SEN children and students in the learning process is compromised. This is due to the fact that the components necessary for the learners' equal access to educational institutions as a requirement for equality and inclusion in education have not been fully created.

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\* The order of the annotations of the submitted materials refers to the numbers of publications from the list of research works presented for the purposes of this competition.

The book reviews the determinants of the access to education of SEN children and students. A new interpretation of including the latter in pre-school and school from the perspective of organizing the access to education and its components has been offered through the presentation of studies with theoretical and legislative aspects and the sharing of good practices. The selection and structure of the contents of the monograph have complied with the changes in educational legislation, as well as with those current in the area of pedagogy, special education and inclusive education.

The book consists of *four chapters*.

**Chapter one** follows the historical origins and development of the access to education for children with special educational needs. The attitudes of society towards children with special needs have been interpreted over separate periods, and the development of special education has been explained in international and national aspects. The origin and the growth of integrated learning and the access of SEN children and students have been presented as a first step (adopted worldwide) for their inclusion in the educational process of the kindergarten and the school, while discussing the specifics of inclusive education. This chapter also contains an analysis of the determinants of inclusive education. The need for educational institutions to provide and improve the strongly required architectural and physical environment for SEN children and students has been revealed and their equal participation in the learning process and social life of the school and kindergarten have been emphasized. In this chapter of the monograph the concepts of “accessible physical environment”, “accessible architectural environment” and “accessible route” have been explained. The access to information and communication, as well as the access to study programmes and learning content have been reviewed.

**Chapter two** explores the groups of children with special educational needs and the access to education for children and students with sensory impairments, physical and multiple disabilities, intellectual difficulties, speech-language disorders, specific disorders of their learning ability, with autism spectrum disorders and emotional and behavioural disorders.

The design of the study has been presented in **Chapter three** with the justification of the choice of research methodology. **Chapter four** gives the reader the analyzed, interpreted and summarized data and results obtained from the participants in the study - directors of schools and kindergartens from five regions (Stara Zagora, Pazardzhik, Haskovo, Kardzhali and Smolyan), and other experts included in the study.

The book is a valuable resource for students, teachers, resource teachers, speech-language therapists, psychologists, parents and all interested in the problems related to the access to educational institutions of children and students with special educational needs.

A BOOK BASED ON THE DEFENDED THESIS FOR CONFERRING  
THE EDUCATIONAL AND SCIENTIFIC DEGREE OF DOCTOR



**RW<sub>2</sub> Yankova, Zh. (2006).** *Remedial-development education in Biology for students with intellectual disability.* (original title: **Korektsionno-razvivashtoto obuchenie po biologia na uchenitsi s umstvena izostanalost**) Stara Zagora: Iskra-MI, 94 pp. ISBN: 10:954-9383-12-1, ISBN: 13:978-954-9383-12-6

This book was provoked by the social need for change in the societal attitude to children and students with special educational needs in the context of inclusive education with respect to children and students with intellectual disability. It complies with the relevance and importance of the adoption by our society of

values such as respect for human rights, democratic development and governance, which incorporates new concepts for developing special education. In line with this sociocultural, and therefore humane task to provide *education for all*, special education has been intensified in the search for new theoretical and methodical aspects in the teaching and upbringing of students with intellectual disabilities.

The content of this book is structured into **two parts**: *Remedial-development education* and *Biology education*.

The **first part** (*Remedial-development education*) outlines the nature, functions, aims and didactic transformation of the tools for remedial-developmental education. Special attention is paid to the scientific, theoretical and practical possibilities for overcoming or reducing the disorders in the cognitive activity of students with intellectual disability.

In the **second part** (*Biology education*) the reader is introduced to the components which characterize the education in Biology: the aims, content and organization of learning; the possibility for integrated learning and upbringing of students with intellectual disability; the assessment and design of an individual educational programme for students with intellectual disabilities.

The book is a result of a long-term research work in the field of methodology of education in Biology, as well as special education with respect to students with intellectual disability.

A BOOK BASED ON THE DEFENDED THESIS FOR CONFERRING  
THE SCIENTIFIC DEGREE OF DOCTOR OF SCIENCES

**RW<sub>3</sub> Yankova, Zh. (2020).** *Assistive tools and technologies for children and students with special educational needs.* (original title: **Pomoshtni sredstva i tehnologii za detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti v priobshtavashtoto obrazovanie**). Plovdiv: University press “Paisii Hilendarski”. 136 pp. ISBN: 978-619-202-568-7



In recent years Bulgarian pre-schools and schools have faced a new vision that involves the main constructs of inclusive education with a focus on providing accessible and quality teaching to all.

This research work has been provoked by the ambitions of the author to supply the pedagogical experts from educational institutions with information on the diversity and introduction of assistive tools and technologies in the learning process of SEN children and students. It has been found that technologies change the way children and students learn, play and communicate, whereas with SEN children assistive tools and technologies can reveal the skills and individual abilities in the learning process. Assistive

tools and technologies have been viewed as instruments that can be recommended to the child or student to meet their individual needs. The publication emphasizes the provision of assistive tools and technologies for SEN children and students by the educational institutions in order to facilitate their access to information and learning content along with other children and students. The book comprises *two chapters*.

*Chapter one* follows the historical development of assistive tools and technologies designed for SEN children and students, the terminology related to them, and the ensuing definitions. The policies and legislation in the respective area have been specified. The chapter presents the classification of assistive tools and technologies in education by addressing the target group – children and students with special educational needs.

*Chapter two* reviews inclusive education for SEN children and students, the assessment of their individual needs for the provision of assistive tools and technologies, as well as using the latter by pedagogical specialists in the kindergarten or school. The publication also focuses on the pedagogical methods in inclusive education in view of individual needs of assistive tools and technologies.

## STUDIES

**RW<sub>4</sub> Yankova, Zh. (2012).** Multicultural education – including others. (original title: **Multikulturno obrazovanie – priobshtavane na razlichnite**) In: **Lavrentsova, E., Zh. Yankova, M. Delchev (2012).** *Multiculturalism and education*. Stara Zagora: Trakia University – DIITT, chapter IV, pp. 85-108. ISBN: 978-954-691-073-8

The book presents multiculturalism as one of the most debated topics in research, political and public media in recent years. The work is dedicated to multiculturalism in its substantial-empirical, ideological, political and educational dimensions. *Chapters one, two and three* address the general theoretical foundations of the problem. *Chapter four* of the publication – *Multicultural education – including others* – has been developed by Assoc. Prof. Zhana Atanasova Yankova, PhD, DEdSc. In it the role of the teacher in implementing the multicultural model in the educational environment has been emphasized, as well as issues regarding the qualification of pedagogical specialists.

## RESEARCH ARTICLES

### RESEARCH ARTICLES IN BULGARIAN

**RW<sub>5</sub> Yankova, Zh. (2020).** Access to quality inclusive education of children and students with special educational needs. (original title: **Dostap do kachestveno priobshtavashto obrazovanie na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) *Pedagogy*, National Press for Education and Science “Az-buki” (in print – see Appendix 3 item 14.1.) ISSN: 0861 – 3982 (print), ISSN: 1314 – 8540 (online)

The article discusses the access of SEN children and students to inclusive education such as the provision of equal access and prerequisites for including all children and students in the learning process. We have outlined the components which secure accessible architectural and physical environment, accessibility of information and communication, access to study programmes and learning content, assistive tools and technologies in education. The article announces the results from a survey with participating directors of schools and kindergartens in five regions: Stara Zagora, Pazardzhik, Haskovo, Kardzhali and Smolyan.

**RW<sub>6</sub> Yankova, Zh. (2019).** Additional support for children and students with special educational needs in the learning process through assistive technologies. (original title: **Dopalnitelna podkrepa na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti v protsesa na obuchenie chrez pomoshtni tehnologii**) *Pedagogy*, XCI(5), 702-709. National Press for Education and Science “Az-buki”. ISSN: 0861 – 3982 (print), ISSN: 1314 – 8540 (online)

The publication focuses on one of the current problems of inclusive education, namely the provision of additional support to SEN children and students in their learning process. One of its components with respect to the personal development of SEN children and students is assistive technologies. They facilitate the acquisition of academic knowledge and skills formation. They also encourage independence by giving SEN children and students the opportunity to perform tasks on an equal basis with their peers during learning. A study conducted with pedagogical specialists has been presented. The results show that the share of those pedagogues who know and use assistive technologies in teaching SEN children and students is small (12%). The work also presents such assistive technologies which may be used in education with respect to the individual functional difficulties of children and students.

**RW<sub>7</sub> Yankova, Zh. (2019).** Information technologies supporting children and students with special educational needs. (original title: **Informatsionnite tehnologii v podkrepa na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**). In: *Man and Global Society*. Plovdiv: UP “Paisii Hilendarski”, 184-191. ISBN: 978-619-202-503-8

The publication views information technologies as a new teaching model based on interaction between teachers, students and the advantages of ICT. They are closely related to supporting SEN children and students. The article discusses possibilities for using IT in the teaching process. They enhance the motivation of SEN students for learning and involvement in class, which leads to better quality of education and equal participation.

**RW<sub>8</sub> Yankova, Zh. (2019).** Qualification for professional development of the resource teacher. (original title: **Kvalifikatsiya na profesionalno razvitie na resursniya uchitel**) In: *Resource teachers and cooperative teaching in inclusive education*. Sofia: Book Factory, imprint of “BG kniga”, 54-63 pp., ISBN: 978-619-7534-12-2

The qualification of pedagogical specialists is a current problem in our educational system. The publication discusses the need for efficient basic qualification, as well as for life-long continuing training of resource teachers because they are a key factor for supporting personal development in SEN children and students. The article announces data from a survey distributed in the regional centres supporting the process of inclusive education (Plovdiv, Stara Zagora, Pazardzhik, Kardzhali). The results reveal the professional and personal improvement of the resource teacher as a continuous process realized through periodical updating and upgrading of their knowledge, skills and competences.

**RW<sub>9</sub> Yankova, Zh. (2019).** Teaching students with severe intellectual and multiple disorders in educational institutions. (original title: **Obuchenie na uchenitsi s tezhki intelektualni i mnozhestvo uvrezhdaniya v**

**obrazovatelnite institutsii**) In: *Creating a better quality of life for children and adults with severe intellectual and multiple disorders*. Plovdiv: UP “Paisii Hilendarski”, in print – see Appendix 3, item 14.1.

The work discusses the problem of inclusion of students with severe intellectual and multiple impairments in the educational process in schools and the change in attitudes towards otherness. The right to education has been regulated as intrinsic to all children and students, including students with severe intellectual and multiple disorders. It is realized through enabling support for personal development.

The article analyzes the theoretical basis for teaching students with severe intellectual and multiple disorders during their educational inclusion in the context of supporting their personal development. One of the major constructs in teaching is to support learners’ personal development which guarantees access to quality education and activates inclusion of resources directed towards elimination of obstacles to learning and acquisition.

**RW<sub>10</sub> Yankova, Zh. (2019)**. Preparation of students for work with children and students with special educational needs. (original title: **Podgotovka na studentite za rabota s detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Interaction between student and lecturer within university education: theories, technologies, management*. Book three, Kiten. Gabrovo: Ex-Press, 206-210. ISBN: 978-954-490-643-6

Education at higher schools is oriented towards entry and exit parameters, while the results from university training are presented through the ability of the learner to demonstrate his knowledge publicly with the acquired competences. The focus of this work is on training students from the specialty of Special Education (educational and qualification degree of Bachelor) at PU “Paisii Hilendarski” who reveal the acquired competence to work with SEN children and students included in educational institutions such as schools or kindergartens.

**RW<sub>11</sub> Yankova, Zh. (2018)**. Professional preparation of the teacher for training children and students with special educational needs included in the learning environment. (original title: **Profesionalna podgotovka na uchitelya za obuchenieto na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti, vklyucheni v obrazovatelната среда**) In: *Interaction between student and lecturer within university education: theories, technologies, management*. Book two, Kiten. Gabrovo: Ex-Press, 206-210. ISBN: 978-954-490-606-1.

In contemporary globalized society, university education has experienced big challenges in the preparation of students who acquire relevant competences as teachers. In this work we have presented the professional training of Bachelor and Master’s degree students for working with SEN children and students who are included in the learning environment of the kindergarten and school. The relation to

applied skills in the educational process is sought in view of providing quality education by directly linking learning, job placement and life-long learning.

**RW<sub>12</sub> Yankova, Zh. (2018).** The role of personal development support teams in the assessment of children and students with special educational needs in the kindergarten and school. (original title: **Rolyata na ekipite za podkrepa na lichnostnoto razvitiie v otsenyavane na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti v detskata gradina i uchlishteto**) In: *Scientific and practical aspects of inclusive education*. Sofia: UP “St. Kliment Ohridski”, 69-75, ISBN: 978-954-07-4542-1

Assessment is a complicated and multifaceted process which facilitates optimal solutions, related to teaching and support of SEN children and students in pre-school and school. This publication presents an assessment of the individual needs of the child or student by the personal development support team in the kindergarten or school in order to provide additional support in the learning environment.

**RW<sub>13</sub> Yankova, Zh. (2017).** Preparation of the future educator for work in inclusive environment. (original title: **Podgotovkata na badeshtiia uchitel za rabota v priobshtavashta sreda**) In: *Interaction between student and lecturer within university education: problems and perspectives*. Gabrovo: Ex-Press, 734-738. ISBN: 978-954-490-555-2.

In today’s globalizing and competitive world knowledge is a key instrument for human development, whereas the necessary competences for it are being acquired namely at university. This article presents the theoretical base of the professional training of future educators for working in inclusive environment, such as inclusive education, supporting the personal development of children and students in the system of pre-school and school, personal development support teams in the kindergarten or school, early needs assessment for personal development support in the kindergarten, provision of general and additional support for personal development in the kindergarten and school, resource assistance of SEN children and students; assistive tools and technologies in the teaching of children and students, as well as cooperation between the school and families in inclusive education.

**RW<sub>14</sub> Yankova, Zh. (2017).** Additional support – prerequisite for the personal development of children and students in pre-school and school. (original title: **Dopalnitelna podkrepa – uslovie za lichnostno razvitiie na detsa i uchenitsi v preduchilishtnoto i uchilishtnoto obrazovanie**) In: *Social-pedagogical aspects of child development*. Plovdiv: UP “Paisii Hilendarski”, 105-116. ISBN: 978-619-202-279-2

A key factor in the educational process remains the provision and facilitation of additional support to children and students as a new component in educational inclusion in the kindergarten and schools. The aim of the publication is to present the



delivery of additional support as a prerequisite for the personal development of children and students who are part of the educational inclusion in the kindergarten and schools. The exposition reveals the opportunities for realizing additional support for SEN children and students, those at risk, gifted children and chronically ill ones after an individual needs assessment has been carried out by the personal development support team in the kindergarten and school. We have included the results from a survey with pedagogical specialists from Sofia city, Stara Zagora region and Haskovo region regarding the provision of additional support for personal development of children and students in educational inclusion.

**RW<sub>15</sub> Yankova, Zh. (2017).** Assistive tools and technologies in teaching children and students with specific learning disabilities. (original title: **Pomoshtni sredstva i tehnologii v obuchenieto na detsa i uchenitsi sas spetsifichni narusheniya na sposobnostta za uchene**) In: *Perspectives in creating an innovative educational environment*. Plovdiv: UP “Paisii Hilendarski”, 165-170. ISBN: 978-619-202-279-6

The article presents and analyses the need for introducing assistive tools and technologies in the educational process of students with specific learning disabilities. These devices allow students to participate fully in the educational process in order to tackle school and home assignments independently. The article reports the results obtained from a survey regarding the use of low-technology assistive tools in the learning process of students with specific learning disabilities.

**RW<sub>16</sub> Yankova, Zh. (2016).** The resource teacher under the conditions of an inclusive environment for children and students with special educational needs. (original title: **Resursniyat uchitel v usloviyata na obuchenieto na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti v priobshtavashtata sreda**) In: *United in diversity*. Plovdiv: UP “Paisii Hilendarski”, 4-7. ISBN: 978-619-202-193-1

The present article directs the attention of the reader to the realization of the aims of resource support in the context of the expressed tendency for cooperation between *teacher - resource teacher – psychologist – speech/language therapist – hearing and speech/language rehabilitator – parent* from the point of view of the leading factor in education (the subject) – the child or student with special educational needs who is being taught in the inclusive environment of the kindergarten or school.

**RW<sub>17</sub> Yankova, Zh. (2016).** Professional training of future educators for work in inclusive educational environment. (original title: **Profesionalnata podgotovka na badeshtiya pedagog za rabota v priobshtavashta obrazovatelna sreda**) In: *Theory and practice of the psychological and pedagogical training of the specialist at university*. Kiten, vol. 2. Gabrovo: Ex-Press, 590-595, ISBN: 978-954-490-477-8

University education is responsible for the quality of the fundamental training of pedagogical specialists taking place within its walls mostly at the initial stage of preparation of future teachers. The article analyzes the processes which are under way in higher education oriented towards delivering a broad profile of theoretical knowledge, practical skills, personal and professional qualities of future educators. The need to be aware of the parameters of inclusive educational environment in order to shape it fully at an educational institution has been emphasized.

**RW<sub>18</sub> Yankova, Zh. (2015).** Professional training of resource teachers for the introduction of assistive tools and technologies in teaching students with special educational needs. (original title: **Profesionalnata podgotovka na resursnite uchiteli za vavezhdane na pomoshтни sredstva i tehnologii v obuchenieto na uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Challenges of inclusive education*. Plovdiv: UP “Paisii Hilendarski”, 136-143, ISBN: 978-954-423-994-7

In order to meet the current requirements of education, as well as the individual specifics of SEN children and students, resource teachers must upgrade their qualification. An important component of these activities is the training of resource teachers in the implementation and use of assistive tools and technologies in the teaching of SEN children and students. The publication presents the curriculum “Assistive tools and technologies for children and students with special educational needs”. Its goal is to acquaint resource teachers with assistive tools and technical solutions which facilitate the inclusion of SEN children and students in the learning environment of the school or kindergarten.

**RW<sub>19</sub> Yankova, Zh. (2015).** Educational environment – a prerequisite for implementing assistive tools and technologies for students with special educational needs. (original title: **Obrazovatelната среда – uslovie za vavezhdane na pomoshтни sredstva i tehnologii za uchenitsi sa spetsialni obrazovatelni potrebnosti**) In: *Education, development, art*. Plovdiv: UP “Paisii Hilendarski”, 94-104, ISBN: 978-619-202-076-7

An important factor for including SEN children is the educational environment created when applying assistive tools and technologies to work at schools and kindergartens. The study presents the results from a survey among pedagogical professionals regarding the use of assistive tools and technologies for SEN children and students in the learning process. The work also presents some low technology assistive tools employed in the learning process during the acquisition of graphical skills for writing, reading and Maths.

**RW<sub>20</sub> Yankova, Zh. (2015).** Preparation of future teachers for the introduction of assistive tools and technologies into the inclusive educational environment. (original title: **Podgotovka na badeshtite**

**uchiteli za vavezhdane na pomoshтни sredstva i tehnologii v priobshtavashtata obrazovatelna sreda)** In: *Theory and practice of psychological and pedagogical training of the specialist at university*. Kiten, vol. 2. Gabrovo: Ex-Press, 285-290. ISBN: 978-954-490-477-7

The publication emphasizes the training of students in the educational qualification degrees of Bachelor and Master in mandatory and elective courses for the acquisition of knowledge on contemporary assistive tools and technologies in teaching SEN children and students who are included in the mainstream environment of schools or kindergartens. The publication presents a resource or a possibility to introduce a course on *Assistive tools and technologies for children and students with special educational needs* and its application to the learning process realized at the pedagogical faculties in Bulgaria.

**RW<sub>21</sub> Yankova, Zh., M. Georgieva (2014).** Resource assistance of students with special educational needs – advantages and disadvantages. (original title: **Resursno podpomagane na uchenitsi sas spetsialni obrazovatelni potrebnosti – predimstva i nedostatatsi**) In: *Psychological and pedagogical problems in the development of the personality of the professional under the conditions of university education*. Kiten, vol. 2. Gabrovo: Ex-Press, 241-245. ISBN: 978-954-490-449-4

The article is dedicated to the resource assistance of students with special educational needs who are involved in integrated learning. The results and conclusions from a survey conducted with directors, resource teachers, teachers, parents and students on the advantages and disadvantages of resource assistance have been presented. The need for improving the organization of providing resource assistance to SEN students involved in integrated learning has been shown.

**RW<sub>22</sub> Yankova, Zh. (2014).** Continuing education for the resource teacher. (original title: **Prodalzhavashtata kvalifikatsia na resursniya uchitel**). *Special education and speech therapy*, 1, 52-60. Sofia: DioMira. ISSN: 2367-7821

The development of professional competences of resource teachers is realized through continuing education on the acquisition of new fundamental knowledge and skills for working with SEN children and students. The aim of the study is to reveal the needs of resource teachers for continuing education as a prerequisite for their personal and professional development. On the basis of the theoretical and legislative research on the addressed problems a survey was conducted within the resource centres for assisting integrated training and upbringing of SEN children and students in Stara Zagora and Veliko Tarnovo. The analyzed results show that resource teachers are an important factor for teaching SEN children and students. Therefore, they need to upgrade their qualification through short and long-term trainings, because professional development is an on-going process of self-projection of the personality.

**RW<sub>23</sub> Yankova, Zh. (2013).** Inclusive education – prerequisite for introducing high technology assistive tools for students with special educational needs. (original title: **Priobshtavashtoto obrazovanie – uslovie za vavezhdane na visokotehnologichni pomoshtni sredstva za uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Formation of the citizen and professional within university education*. Kiten, vol. 2. Gabrovo: Ex-Press, 436-440. ISBN: 978-954-490-336-7

Because of their socially determined nature high technology assistive tools underlie the purposeful development and self-development of the personality, which relates directly to the relevant problem of including SEN children and students in the learning environment. The aim of the publication is to present high technology assistive tools which can be used in teaching SEN children and students who are included in schools. The article reviews high technology assistive tools which facilitate writing and reading, as well as technologies assisting the operation of a computer (hardware components, standard settings for accessibility of the working environment of Microsoft products, peripheral devices, specialized educational software).

**RW<sub>24</sub> Yankova, Zh., E. Yovcheva (2013).** Information technologies in teaching students with special educational needs. (original title: **Informatsionnite tehnologii v obuchenieto na uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Seven years of centres – a guarantee for equal access to education*. Stara Zagora: Litera Print, pp. 92-99. ISBN: 978-954-487-123-9

Information devices are an important factor which has a direct influence on the quality of education of SEN students. Through them the educational institutions create a new atmosphere, which is an important element for the accumulation of knowledge, the development of critical thinking, and for the creation of equal opportunities for subjects in their desire for quality educational services in spite of the location or the type of training they receive. A key factor in the educational environment for SEN students is information technology. It helps overcome the barriers of time and space and assist students in their learning process. The publication presents a theoretically justified clarification of the specifics of e-learning, as well as e-textbooks.

**RW<sub>25</sub> Yankova, Zh. (2013).** Supportive environment in teaching students with special needs. (original title: **Podkrepyashtata sreda v obuchenieto na student sas spetsialni potrebnosti**) In: *Well-being in the context of social identity*. Plovdiv: UP “Paisii Hilendarski”, pp. 15-20. ISBN: 978-954-423-852-0

The article explores the inclusion of SEN students in the university educational environment. Their preparation and professional personal development is a notably pertinent problem, as the university needs to provide supportive environment in order to assist them. The importance of such environment has been underlined as a key factor for the full inclusion of the student into the learning process, and for the

extracurricular university activities, including seeing them as a valuable resource for the academic and social productivity.

**RW<sub>26</sub> Yankova, Zh., K. Damyanov (2013).** Resource assistance of the family and school inclusion. (original title: **Resursno podpomagane na semejstvoto i uchilishtnoto priobshtavane**) E-journal *Pedagogical Forum*, 2, 27-30. Stara Zagora: TrU, DIITT. ISSN: 1314-7986

The aim of this article is to reveal the intersubjective interaction between the resource teacher, students, teachers and parents in the process of full inclusion of SEN students into the school environment. A key moment in resource assistance is the cooperation between the family and the school. The article presents the approaches and functions which may be applied during cooperation between parents and teachers (as representatives of the educational institutions). The publication also offers recommendations for teaching practices.

**RW<sub>27</sub> Yankova, Zhana Atanasova (2013).** From integrated learning to inclusive education of children and students with special educational needs. (original title: **Ot integrirano obuchenie kam priobshtavashto obrazovanie na detsa I uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Inclusive education*. Plovdiv: UP "Paisii Hilendarski", pp. 5-12. ISBN: 978-954-423-896-4

The development of integrated learning leads to a change in the educational policy of each country. This change is followed by the next stage – inclusive education. The article analyzes the organization of integrated learning of SEN children and students included in the school or kindergarten. The publication also proposes the development of a standard for inclusive education prior to its implementation because thus it will facilitate the change in the organization, and the management of the educational institution to achieve inclusive education.

**RW<sub>28</sub> Yankova, Zh. (2012).** University environment – a prerequisite for the formation of the future educator for work under the conditions of inclusive education. (original title: **Universitetskata sreda-uslovie za formirane na badeshtiya pedagog v usloviyata na priobshtavashtoto obrazovanie**) In: *Formation of the citizen and professional under the conditions of university education*. Kiten, vol. 2. Gabrovo: Ex-Press, pp. 369-373. ISBN: 978-954-490-336-7

University educational environment is a key factor for the preparation of future educators to follow their scientific, pedagogical and practical orientation, so that they may respond to the innovative school education. In this context, the article analyzes inclusive education as a leading value in contemporary society. The preparation of students from pedagogical specialties has been emphasized for the realization of integrated learning and inclusive education of SEN children and students.

**RW<sub>29</sub> Yankova, Zh., A. Yanina (2012).** Easy scissors for children with special educational needs. (original title: **Lesni nozhitsi za detsa sas spetsialni obrazovatelni potrebnosti**) *Special education*, 3, 67-76. Sofia: Expressprint. ISSN: 1310-7003

The publication presents both adapted scissors, which assist cutting, and a system of fifteen steps for developing cutting skills by SEN children and students. Various models for adapted scissors have been described that help children and students who face difficulties when cutting with standard scissors due to problems with fine motor skills, balance and positioning when sitting, visual perception and coordination. The article shares the experience of resource teachers who use adapted scissors in their work with children with special educational needs.

**RW<sub>30</sub> Atanasova, Zh. (2011).** Socialization and integration of children and students with special educational needs. (original title: **Sotsializatsiya i integratsiya na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Socialization*. Plovdiv: UP "Paisii Hilendarski", pp. 70-74. ISBN: 978594-423-786-8

The article views integration and socialization as processes of adaptation of the child's personality to the conditions of the school and the kindergarten. Main definitions of socialization have been induced. The proposition that socialization of the personality begins in early childhood and continues through life has been defended because it implies the processes of learning, upbringing and social inclusion. For children and students with special educational needs inclusion into the social life of the kindergarten and school is a valuable resource because it gives them the opportunity to communicate, and develop a sense of sociability and individuality.

**RW<sub>31</sub> Yankova, Zh. (2011).** Supportive environment in teaching children and students with special educational needs. (original title: **Podkrepyashтата sreda v obuchenieto na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) *Special education*, 3, 14-20. Sofia: Express print. ISSN: 1310-700

The publication reveals the need to provide a supportive environment in the teaching and upbringing of SEN children and students included in mainstream schools and kindergartens. The necessary change of the status quo in the educational process of learners has been analyzed. On the basis of observations and discussions, and through a survey conducted with directors and teachers, we have inferred major positions supporting the child's personality in the learning process.

**RW<sub>32</sub> Yankova, Zh. (2010).** Resource assistance for children and students with special educational needs. (original title: **Resursno**

**podpomagane na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Science, education and art in the 21<sup>st</sup> century*. vol. IV. Blagoevgrad: Union of Scientists in Bulgaria, Blagoevgrad branch, pp. 311-316. ISSN: 1313-5236

The article presents the changes that have occurred in education directed towards SEN children and students for ensuring their equality in the learning process. In this sense, the main aim of the study is to establish to what extent SEN children and students are being provided with resource assistance in the educational and formational process. The obtained results have been analyzed and a few main positions for resource support in the school or kindergarten have been adopted.

**RW<sub>33</sub> Yankova, Zh. (2010)**. The role of teams for the complex pedagogical assessment of children and students with special educational needs. (original title: **Rolyata na ekipite za kompleksno pedagogicheskoto otsenyavane na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) In: *Theory and practice of special education and speech therapy*. Jubilee scientific conference “100 years since the birth of Prof. Decho Dechev, DEdSc, 25<sup>th</sup> anniversary of the Faculty of Primary and Pre-school Education”. Sofia. Phenomenon, pp. 59-63. ISBN: 978-954-549-094-1

This publication presents the activity of the team for complex pedagogical assessment with the Regional Inspectorates of Education when making an initial assessment on the general development of the SEN child or student, as well as the activity of the teams in kindergartens and schools where children and students with disabilities are being taught. The article views the assessment and development of individual educational programmes for children and students with special educational needs.

**RW<sub>34</sub> Yankova, Zh. (2007)**. Teaching children and students with special educational needs in the national educational system. (original title: **Obuchenie na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti v sistemata na narodnata prosveta**) In: *Continuity and perspectives in the development of pedagogical theory and practice. 125 years of pre-school education in Bulgaria*. Kiten. Sofia: Veda Slovena – ZhG, 886-891, ISBN: 978-954-8846-02-8

The article presents a study provoked by the newly introduced national plan for integrating children with special educational needs and/or chronic diseases in the national educational system as a possible focus or a foundation for teaching SEN children and students along with children in the kindergarten groups or students from the school classroom with the assistance of a resource teacher. The publication views the teaching of SEN children and students included in the school or kindergarten as a new component in the system of national education. On the basis of observations on teaching practices the advantages and problematic areas related to integrated learning have been determined and actions for its realization have been taken.

RESEARCH ARTICLES IN FOREIGN LANGUAGES

**RW<sub>35</sub> Yankova, Zh. (2018).** Development of special educational needs support for children and students with special educational needs. *Strategies of educational and scientific policy*, 26 (5), 548 – 554. ISSN: 1310–0270 (Print), ISSN: 1314–8575(Online)

Special education is considered as one of the main concepts of inclusive education because each participant in the educational process is unique and requires support to cultivate their abilities. The article follows the development of resource assistance provided in Bulgaria. The nature of special education, as well as the role of the resource teacher in helping SEN children and students in the learning process have been analyzed. On the basis of survey-obtained data, it has been found that resource assistance is perceived as part of the learning process in inclusive education.

**RW<sub>36</sub> Yankova, Zh. (2018).** Inclusive education of children and students at kindergarten and school level. *Annales Universitatis Paedagogicae Cracoviensis, Studia Paedagogica*, 11, 44 – 50. ISSN: 2299-2103, DOI: 10.24917/22992103.11.5, FOLIA 276

The focus of inclusive education is directed towards the child as a major value found at the center of learning. Inclusion is a flexible and continuous process and the right to choose is the base upon which rests inclusive education. This article describes the organization of providing personal development support in inclusive education in kindergartens and schools according to the individual needs of children and students. The survey-obtained data show that for the full implementation of inclusive education in kindergartens and schools and the realization of general and additional support, it is necessary to establish cooperation between the separate spheres - social, health, and educational because inclusion is a leading priority in today's society.

**RW<sub>37</sub> Yankova, Zh. (2017).** Support for personal development of children and students with special educational needs in the process of education. *Knowledge – International Journal*, Vol. 19.2, Skopje, 567 – 571. ISSN: 2545-4439; ISSN: 1857-923X, Global Impact & Quality Factor GIF 1.322

The changes which have occurred in the educational space in recent years have sketched the tangible projections to SEN children and students regarding the provision of the opportunity to learn and cultivate their potential alongside their peers in kindergartens and schools. The article presents activities aimed at supporting personal development as well as the organisation of teaching SEN children and students. This publication promotes data from a survey with 155 pedagogical specialists from



kindergartens and schools, who reveal the need for providing support for equal access to quality education.

**RW<sub>38</sub> Yankova, Zh. (2017).** The educational environment – a requirement for the implementation of assistive means and technologies in the training of children and students with special educational needs. *Knowledge – International Journal*, Vol. 20.3, Skopje, 1187 – 1191. ISSN: 2545-4439; ISSN: 1857-923X, Global Impact & Quality Factor GIF 1.32

The new vision in the education of SEN children and students is reflected in the educational policy through the implementation of support for personal development. The article analyzes the role of the kindergarten and schools in providing an educational environment that meets the needs of all children and students, including children and students with special educational needs. Emphasis is placed on the introduction and use of assistive tools and technologies in the learning process. The present study aims to provide more information to pedagogical professionals on the diversity and application of manuals and technologies in the learning process, as well as the need for personal development teams to assess children and students in kindergartens and schools with respect to their demand for assistive tools and technologies.

**RW<sub>39</sub> Yankova, Zh. (2013).** Supportive environment – condition for personal development and social well-being of schoolchildren with mental retardation. *Trakia Journal of Sciences*, 217 – 220. Stara Zagora: Trakia University. ISSN: 1313-7069

The focus of this paper is on the problem of supportive environment as a pre-requisite for the personal development of students with intellectual disabilities. In recent years, the relevance of the problem of the personal and social well-being of students with intellectual disabilities has been evoked in pedagogical science and practice. The article examines the issue of change in the school environment, which will affect the development of the student's personality. Emphasis is placed on the supportive environment, which is extremely important for the personal development of the student with intellectual disabilities not only for acquiring academic knowledge, but also for developing their individual abilities.

**RW<sub>40</sub> Yankova, Zh. (2012).** Qualification and social welfare of the special educator for working with assistive tools and technologies for SEN children and students. *Psychology and School*, 2, pp. 67-70. Moscow. ISSN: 1993-4483 [Янкова, Ж. (2012). Квалификация и социальное благополучие специального педагога, работающего с вспомогательными средствами и технологиями для детей с особыми

образовательными потребностями. *Психология и школа*, 2, 67 – 70. Москва. ISSN: 1993-4483]

The qualification of special educators is carried out through trainings for updating their knowledge in view of the needs arising in the educational practice. The publication aims to present an author's curriculum on assistive tools and technologies for SEN children and students. It has been prepared for special educators and offers practical training for the application of assistive tools and technology in the resource support of SEN children and students taught in an integrated environment.

**RW<sub>41</sub> Yankova, Zh., D. Branekova (2010).** Possibilities for application of the informational technologies with the training of children and students with special educational demands. *Trakia Journal of Sciences*, 8 (3), 283 – 285. Stara Zagora: Trakia University. ISSN: 1313-7069

In the contemporary knowledge-based society working with ICT technologies is a mandatory component in the intellectual capacity of the modern educated person, regardless of their professional orientation. This paper aims to present how technologies facilitate the teaching of SEN children and students. The focus is on the hardware and software systems. The article introduces the different types of high-tech tools that can be used both individually and in groups according to the individual needs of the SEN child or student in the learning process and life. In this regard, the problem fields of the actual application of information technologies to the education of SEN children and students have been inferred.

**RW<sub>42</sub> Yankova, Zh., A. Yanina (2010).** Assistive devices and technology in education of children and students with mental retardation. *Trakia Journal of Sciences*, 8 (3), 273 – 277. Stara Zagora: Trakia University. ISSN: 1313-7069

The article analyzes the issue of assistive tools and technologies in the education of students with intellectual disabilities. The exposition presents two stages. The first stage combines activities aimed at a survey of teachers from kindergartens and schools on the assessment and use of assistive tools by children and students with intellectual disabilities in the learning process. The second stage focuses on good practices from the international experience in using assistive tools and technologies by children and students with intellectual disabilities in education. The results of a survey with teachers from kindergartens and schools on the assessment and use of assistive tools by children and students with intellectual disabilities in the learning process have been presented. In this regard, current recommendations for the pedagogical practice have been made.

## TEXTBOOKS AND MANUALS FOR STUDENTS

**RW<sub>43</sub> Levterova, D., Zh. Atanasova, Iv. Trichkov, Zl. Kostova, V. Sivakova (2019).** *Strategies and models for working with children and students with special educational needs.* [manual]. (original title: **Strategii i modeli za rabota s detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) Plovdiv: UP “Paisii Hilendarski”. ISBN: 978-619-202-521-2

The manual is intended for students at the Faculty of Pedagogy of Plovdiv University “Paisii Hilendarski”. The present research have complied with the new concepts and regulations for children and students with special educational needs. The authors' attention has been focused on the accessible and quality education for SEN children and students at the school or kindergarten.

Assoc. Prof. Zhana Atanasova Yankova, PhD, DEdSc has developed the following topics: *Groups of children and students with special educational needs; Strategies and models for working with children and students with intellectual disabilities; Cooperation between the family and the educational institution in support of children and students with special educational needs; Assistive tools and technologies in the education of children and students with special educational needs* and *Rules for communication with children with disabilities*. The aim of these works is to present basic theoretical knowledge directed towards the formation of practical skills in students for working with children and students with special educational needs in the school environment. A selection of questions from the field of special education and inclusive education have been addressed.

**RW<sub>44</sub> Yankova, Zh. (2018).** *Additional support for children and students with special educational needs through assistive tools and technologies* [textbook]. (original title: **Dopalnitelna podkrepa za detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti chrez pomoshthni sredstva i tekhnologii**) Stara Zagora: Alpha Vision. ISBN: 978-954-9483-63-5

The writing of the textbook was provoked by the new vision in pre-school and school education on the main priorities for its development: quality, accessibility, the variability of educational services, innovation, support for personal development, taking into account the individual needs and interests of each participant in the learning process. The purpose of this publication was to present the additional support in kindergartens and schools for the personal development of children and students

through assistive tools and technologies according to their individual educational needs.

The textbook focuses on the theoretical and regulatory formulations of the problem of additional support for the personal development of children and students in educational institutions, the use of assistive tools and technologies in their learning, and the sharing of good teaching practices.

The content of the textbook has been organized into **three parts**. *Part one* presents theoretically and normatively the notions of inclusive education, and of support for personal development. Based on the above, the concepts of “support”, “support for personal development” as well as the classification of the latter in pre-school and school education have been defined. General and additional support have been emphasized. *Part two* presents in theoretical and practical terms the assistive tools and technologies that support children and students in the learning process. *Part three* refers to teaching practices by pedagogical specialists.

The textbook reflects the theoretical course in the following disciplines: *Additional support for children and students with special educational needs* and *Assistive tools and technologies for people with disabilities and special educational needs* at the Faculty of Pedagogy of Plovdiv University “Paisii Hilendarski”.

**RW<sub>45</sub> Levterova, D., Zh. Atanasova, Iv. Trichkov (2016).** *Strategies for working with children and students with special educational needs* [textbooks]. (original title: **Strategii za rabota s detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) Plovdiv: UP “Paisii Hilendarski”. ISBN: 978-619-202-201-3.

Inclusive education, as a current educational model, sets modern requirements for a new approach to SEN children and students. The textbook focuses on the educational model for inclusion, on the medical and social model, as well as on identity models in people with disabilities, specific strategies, and rules for working with different groups of children and students with special educational needs in the process of their education.

**RW<sub>46</sub> Levterova, D., Zh. Atanasova, Iv. Trichkov, Zl. Kostova, V. Sivakova (2018).** *Psychology of children and students with special educational needs*. [textbook]. (original title: **Psihologiya na detsa i uchenitsi sas spetsialni obrazovatelni potrebnosti**) Plovdiv: UP “Paisii Hilendarski”. ISBN: 978-619-202-310-2

The textbook is intended for students in higher education in the specialties of psychology, special pedagogy, pre-school and primary pedagogy, social pedagogy and

social work. The topic *Sensory Disabilities* has been developed by Assoc. Prof. Zhana Atanasova Yankova, PhD, DEdSc. The exposition aims to acquaint the reader with the types, causes and classification of hearing and visual impairment, as well as the psycho-pedagogical features of children with impaired hearing and vision. In this context, the education of children and students with sensory disabilities and the additional support for the personal development they receive in educational institutions have been considered.

**RW<sub>47</sub> Balti, D., Zh. Yankova (2015).** *Art techniques for developing individuality*. [manual]. (original title: **Arttehnikii za razvitie na individualnostta**) Stara Zagora: Trakia University, DIITT. ISBN: 978-954-691-076-9

In education, art therapy is used increasingly for the personal development of children and adults. The textbook offers ten exercises, especially selected to develop the skills of expression, communication, and individual talents of children and students. They can be used in different forms and stages of education: classroom, extracurricular and extramural activities. The included exercises can be applied with appropriate techniques and materials for mastering the line and the space of the sheet when working with black and colored pencils, pastels, paper, and clay. The educational tasks which are stimulated by the present exercises aim to develop the imagination and expression in children with various developmental deficits and problems in expression and communication.

**RW<sub>48</sub> Yankova, Zh., St. Dinchijska, N. Zhilkov, M. Ilieva, G. Iliev, St. Gavazova (2011).** *United in diversity*. (original title: **Edinni v mnogoobrazieto**) Stara Zagora: Trakia University, DIITT, Publishing House “Contrast” [manual]. ISBN: 978-954-691-070-7

The preparation of teachers for working in a multicultural educational environment is a prerequisite for a complex solution that integrates the efforts of the social and family environment in the educational system. This requires pedagogical specialists to master the knowledge and techniques for working in a multicultural environment. The leading accents in this manual are the legal framework for the target area; knowledge of the culture, folklore, ethno-cultural and ethno-social features of individual minorities; the acquisition of good practices and pedagogical techniques in the interaction between children and teachers, in the cooperation of the pedagogical team and the family; the psychology of the ethno-cultural competence of teachers when working in a multiethnic educational environment.

**RW<sub>49</sub>** Todorova, An., Zh. Yankova, Zl. Dimitrova, E. Zafirova, M. Gergovska, M. Milusheva, An. Georgieva, An. Vasileva (2007). *The world belongs to all. Manual for parents of children with intellectual disabilities*. [manual]. (original title: **Svetat e za vsichki. Narachnik za roditeli na detsa s umstvena izostanalost**) Stara Zagora: Contrast. ISBN: 978-954-91739-5-6

The manual aims to acquaint parents of children with intellectual disabilities with the opportunities for inclusion of children and students in the educational process; with the peculiarities of communication of children with intellectual disabilities; with the opportunities for inclusion in programs directed towards the development of children with intellectual disabilities in a family environment, with the types of social services in the community.

**RW<sub>50</sub>** Yankova, Zh., E. Yovcheva (2014). *Man and Nature in the world of Geometry*. [manual]. (original title: **Chovekat i prirodata v sveta na geometriyata**) Stara Zagora: Trakia University, DIITT. ISBN: 978-954-691-075-2

The e-manual *Man and Nature in the World of Geometry* (5<sup>th</sup> grade) is designed to help students with special educational needs in mastering knowledge and skills in the subjects of *Mathematics* and *Man and Nature* per their individual needs and potential. It is an innovative digital technology in supporting students with special educational needs, which has gone through a year of approbation. The integrated e-manual is structured into three parts: *Mathematics* (Geometry section), **Man and Nature** (sections: *Physical phenomena, Substances and their properties, Structure and life processes of organisms*), and an **integration model** between the two subjects.

The high degree of visual content which the manual boasts can have a strong influence on the motivation for learning. Pedagogical practice has shown that visual images of the lesson content such as pictures, diagrams, photos, and flash engage students' attention and increase their interest in the learning process. On the whole, it may be said that the manual by itself is a powerful motivation factor which stimulates students' interest and pleasure of learning. The use of the innovative teaching through this e-manual is that students absorb all new material with willingness and enthusiasm. They have better motivation to participate actively in the learning process which inevitably contributes to the efficiency of teaching.

The use of this manual in teaching *Mathematics* and *Man and Nature* facilitates the learning process, and at the same time assists resource teachers.

ASSOC. PROF. ZHANA YANKOVA, PhD, DEdSc