

**Annotations of the materials on
art. 65 of RDASPU, self-assessment of the contributions of
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*for participating in a competition for the academic position “Associate Professor”,
announced in*

State newspaper, № 57 dating from 26.06.2020

Field of higher education Pedagogical sciences;

*Professional field 1.3. Pedagogy of teaching... (Methodology of mastering Bulgarian
in the kindergarten)*

In order to participate in the competition 26 scientific papers have been presented: 1 monograph; 1 published book based on a defended dissertation for the award of an educational and scientific degree „Doctor”; 1 article in a refereed journal; 3 articles in a textbook for master’s degree students and 20 scientific articles – all of them peer-reviewed.

The following three scientific publications are related to a dissertation for the award of the educational and scientific degree „Doctor” and do not participate in the publications for the competition:

1. Cherneva E. Research on the value orientation of third grade students, In: „Primary education“, 1998, № 6-7, p. 59-67, ISSN 0204-4951.

2. Cherneva E. How third grade students perceive each other, In: „Primary education“, 1997, № 3, p. 36-43, ISSN 0204-4951.

3. Cherneva E. Display of the honesty quality in the behavior of students, In: „Primary education“, 1995, № 8, p. 55-59, ISSN 0204-4951.

1. Annotation of a monograph entitled: Educational model for the formation of fine motor skills of the child. UP „Paisii Hilendarski“, Plovdiv, 2020, ISBN 978-619-202-539-7.

In the methodical literature of our country the development of fine motor culture is rather associated with the readiness of the child to enter the first grade. There is no system of exercises, which form fine motor skills from an early age and support the acquisition of a basic literacy process, such as writing.

Therefore, the aim of the present study is not only to establish the degree of formation of fine motor skills of the child, but also to offer alternatives for its formation in kindergarten and in the preparatory stage of first grade.

Chapter One provides a theoretical overview of the problem of fine motor skills and their importance for mastering writing. The way the child discovers writing is analyzed and it is explained why it is important to develop fine motor skills. The development of fine motor skills during the ontogenesis of the child is traced and the main functions of the fine movements are determined. The question that excites many teachers and parents is answered: when can a child be literate at the earliest? Some alternatives for getting acquainted with the letters at preschool age are pointed out.

Chapter Two analyzes the results of a study on the degree of fine motor skills formed in the preparatory group. Different variants of school readiness tests, developed and tested in Bulgaria, are considered. After the general description of the independently created test for research of fine motor skills, a qualitative and quantitative analysis of the obtained results for each of the included tasks is made.

These results are a starting point for the development of an educational model for the preparation of the child's hand for writing, both for kindergarten (Chapter Three) and primary school (Chapter Four). The methodical techniques for the preparation of the child's hand for writing, which are mainly in the form of a game, are united for each age group and are graded by difficulty. Possible ways of getting acquainted with the elements of the handwritten letters before the child enters first grade are considered.

In the fourth chapter attention is paid to the problems of fine motor skills in the pre-letter stage of first grade. The competencies, which must be formed from the seven-year-old child in order to master the written activity, are indicated, paying attention to the psychophysiological peculiarities in the formation of the writing habit in the first grade. An analysis of a study on fine motor skills in the pre-letter period is made and, on this basis,

various methodical options, which support fine motor skills and can be used both in the writing lesson and in the self-preparation classes, are pointed out.

The last chapter of the book is devoted to the handwriting-keyboard dilemma.

2. Annotation of a published book based on a defended dissertation for the award of an educational and scientific degree „Doctor”: Pedagogical aspects of the value orientation of the child at primary school age. 1. Fast Print Books, 2020, ISBN 978-619-236-204-1.

The value orientation is an important characteristic of a child's personality and an indicator of its formation. The importance of the study on value orientation is determined by the fact that it is the main channel of assimilation of the spiritual culture of society, turning cultural values into stimuli and motives for the practical behavior of people.

The value orientation nowadays has a dynamic character. It is determined by the current socio-economic conditions and the national traditions of universal human values. This imposes the need for education to help the individuals in creating their own values, but open enough to the constant changes in life and their manifestation in new conditions.

This raises the question of the essence of the modern student's value system at primary school age, its flexibility, dynamism, sensibility towards the new and the changes, quick reactions, personal position, etc.

Chapter One provides a theoretical analysis of the problem of educating value orientation of children at a primary school age in modern conditions. For this purpose, the value orientation of the child in sync with the rapidly changing socio-economic realities is analyzed. The influence of interpersonal perception on the formation of value orientation at primary school age is also pointed out.

Chapter Two analyzes the results of the following methods:

- An interview „Who is what?” – revealing the qualities of characters from Bulgarian folk tales;
- A game „Guess who is in the hat!”;
- The choice of the director;
- Ranking of favorite characters from children's fairy tales and TV shows for children;
- A mathematics test;
- A pedagogical situation;

- A sociometric method;
- Celly's test;
- Celly's „Repertoire grids” test.

Chapter Three discusses methodical options related to the formation of value orientation of primary school students in terms of interpersonal interaction. It is determined that the teamwork and the performed tasks raise a new type of communication between the students themselves. An open and mutual trust between the students arises and a system of relations is built, which gives the opportunity for full disclosure of the personal abilities of each child.

3. Annotation of an article in a refereed edition:

Cherneva, E. Innovative Approaches for Developing Speech Hearing at Preschool Age, In: „Pedagogy“, Sofia, 2018, № 5, p. 657-664. ISSN 0861 – 3982.

The article focuses on the development of speech hearing at preschool age.

Hearing sensations at the age of 3 to 6 increase twice on average. Unfortunately, there are individual differences in terms of perception of pitch, timbre, intonation, tempo of speech. Through various exercises, the child's hearing can be improved in the following areas: sound recognition, formation of auditory attention, development of auditory memory. The advantage of the proposed model is the placement of the game in the basis of mastering the sound culture. The game is a favorite activity of the child during the whole preschool period and is at the foundation of the child's development.

Therefore, game variants are indicated, which support auditory perception, auditory attention and auditory memory.

It is determined that the correct development of the child's speech hearing ensures adequate perception of information from the surrounding world. And this exact information is the basis for the formation of the ability to communicate, to master the Bulgarian literary language and to develop connected oral and written speech.

The proposed model does not claim to be detailed but is regarded as an attempt to systematize game options that support the development of the child's hearing ability in a fun way and is applicable both in kindergartens and at home.

4. Annotations of materials in textbooks for students:

4.1. Cherneva, E. Primary school language learning system. In: Textbook for state exam on the methodology of education in kindergarten and the initial stage of secondary school. UP „Paisii Hilendarski“, 2015, p. 67-78. ISBN 978-619-202-101-6.

The language learning system is represented by goal setting and tasks related on the one hand to the child's linguistic competence and on the other to pragmatic competence.

The aim of the language training is that the students at the end of fourth grade have in-depth knowledge of the language structure, of the language and speech units, of some orthographic, spelling, punctuation and grammar norms.

The curriculum is monitored by grades, with an emphasis on the new rules and norms that students must master.

The work on the formation of spelling rules begins in the first grade. Orthography studies the correct spelling of words and the main feature of the orthogram is a mismatch of sound and letter.

The language education in second grade is a natural sequel and upgrade of what has been learnt about the language and speech units in first grade. Emphasis is placed on the spelling features of the words related to the differences between sound and letter, both in sound and in quantity - ш, ю, я. The second-graders study the sounds in the Bulgarian phonemic system considering their oppositions and spelling peculiarities.

The emphasis in the methodical work in third grade is related to the spelling skills of the students – to find related words for checking the spelling of vowels and consonants in the middle of the word; to memorize the spelling of prefixes and write them down correctly, regardless of pronunciation.

In fourth grade the knowledge of the different types of sentences for the purpose of utterance is consolidated and the terms „subject” and „predicate” are introduced. Thus, the fourth-graders get acquainted with the types of sentences by composition.

In general, the teaching of Bulgarian in primary school contributes to the development of students' oral and written speech, their communication skills, cognitive interests and creative abilities, their thinking, memory and imagination.

4.2. Cherneva, E. Primary school literary education system. In: Textbook for state exam on the methodology of education in kindergarten and the initial stage of secondary school. UP „Paisii Hilendarski“, 2015, p. 55-67. ISBN 978-619-202-101-6.

The analyzed problems of literary education are related to the completeness and depth of perception of the literary text at primary school age. The formation of the child's personality largely depends on the literary competencies and the perception itself is directly related to the successful mastering of reading as an aesthetic activity.

The goals and tasks are decomposed through the prism of two approaches: communicative-speaking and literary-aesthetic.

Their stages are traced, and it is proved that no matter which approach is used in the literary education, the process itself is important, i.e. the path that the young reader takes from the literary work as an art to its incorporation into children's literature.

The content of literature teaching by grades is considered:

The literature teaching in first grade is organized as an independent one after the literacy period and two relatively independent sections are differentiated – teaching perception and comprehension of an artistic text as well as extracurricular reading teaching.

In second grade the child gets acquainted with the folk song and the fable as a literary genre. Short texts with accessible content prevail in order to maintain the reader's interest.

The literature session gives the third-graders the opportunity to read and comment on excerpts from short stories and classic children's novels. The students relate the proverb to the specific content of the studied literary or folklore work in order to prove that they have comprehended it and have discovered the author's message, the author's attitude to the depicted.

In fourth grade the teacher systematizes on an empirical level the students' genre specific knowledge regarding the most widely used literary types in the curriculum: fairy tale, poem, story, fable. But not by using abstract terminology and making broad generalizations, but by comparing literary works of a given genre and looking for commonalities and differences between them in practical terms.

The material also indicates specific methodical steps in the perception of different literary genres: fairy tale, poem, story, fable.

4.3. Cherneva, E. Education system in connected oral and written speech. In: Textbook for state exam on the methodology of education in kindergarten and the initial stage of secondary school. UP „Paisii Hilendarski“, 2015, p. 78-90. ISBN 978-619-202-101-6.

In the context of the curricula in Bulgarian and literature for grades 1-4 the communicative-speech orientation of teaching Bulgarian suggests the study of the language in school as a unity of language and speech, i.e. acquisition of language knowledge and of language as a means of communication. The main communicative unit is the text. The students must have knowledge of the text, in order to create and recreate it. Therefore, the goal setting in the educational system in connected speech has the following three main directions: text science, text perception and text creation.

The main phases of the speech activity are considered: orientation, planning, realization and control, as well as the types of speech: oral and written; dialogic and monologue.

By following the educational content by grades, the types of retellings and compositions, which are studied at primary school age, are developed in a methodical sequence.

The methodical techniques for speech development on three levels are also considered in detail: lexical, syntactic and level of connected speech.

In the initial stage, when students' skills in text creating begin to form, it is appropriate to start working on retelling. Speech exercises in detailed retelling should support the perception of an unfamiliar text.

The methodical steps in the different genres of compositions are developed: narration, description, reasoning.

5. Annotations of articles in unrefereed editions:

5.1. Cherneva E. Alternatives for the formation of sound culture at preschool age. In: „Education“, 2015, № 4, p. 102-112. ISSN: 0861-475.

The article examines the problem of developing the phonemic hearing of a preschool child.

The idea that the development of phonemic hearing is the basis of both types of speech activity, productive and receptive, is analyzed. Productive speech includes speaking and writing and receptive speech reading and listening respectively. Without the ability to

perceive and differentiate phonemes, hearing is impaired. As a result, the dialogic communication /speaker-listener/ is hindered. Phonemic hearing is also a requirement for mastering reading. At the heart of this process is the ability to juxtapose sound and letter, i.e. the idea of what the sound does look like on paper.

Of utmost importance is the fact that some sounds are pronounced differently than they are written. This implies a well-developed phonemic hearing as the ability to recognize sound and visual images, especially those that are part of the letters.

The results of a diagnostic experiment, which monitors the achieved level of sound analysis skill of children from first preparatory group /five-year-olds/ and second preparatory group /six-year-olds/, are analyzed.

Game methodical variants are indicated, which would be useful for kindergarten teachers on the way of literacy preparation. The games can also be used by first grade teachers working with children, whose native language is not Bulgarian, as well as children with SEN.

5.2. Cherneva A. Literacy readiness, In: „Pedagogy“, 2015, № 6, p. 857-867. ISSN 1314-8540. EBSCO, ERIH PLUS.

The article examines the literacy readiness of children from the preparatory kindergarten group. Attention is focused on diagnosing the skill of sound analysis, knowledge of printed letters and the degree of formation of fine motor skills. The level reached in each of the three components of the readiness for learning Bulgarian is monitored. It is determined that the curriculum in Bulgarian in the preparatory group of the kindergarten falls behind in comparison to the pace, at which the child develops in modern reality, and that a rapid change is necessary.

To support this statement, a pedagogical study is conducted. The results of the research indicate that the child in the preparatory group of the kindergarten has reached a good level of sound culture: the child can determine the number of sounds in a given word, find out if a specific sound is in the word and determine its position correctly. Although the child recognizes the printed letters and finds them in the word, the six-year-old has difficulties writing them down. This uncertainty is partly due to some omissions in the formation of fine motor skills in the preparatory group of the kindergarten. Quantitative results prove the hypothesis that literacy can be established in the kindergarten. This process could be accelerated if the State educational requirements of the kindergarten and the primary school are brought as close as possible.

The article indicates alternative methodical options, which would be able to support native language learning in the kindergarten and the child's preparation to master reading and writing as basic literacy processes.

5.3. Cherneva E. Main components of school readiness in Bulgarian, In: Bulgarian language and modern language learning – a collection in honor of the 65th anniversary of Assoc. Prof. Dr. Maria Petrova, Smolyan, 2015, p.30-38. ISBN 978-954-8767-59-0.

The article examines the smooth continuity between kindergarten and primary school in mastering reading and writing. Attention is focused on defining the main components of the methodical readiness for Bulgarian language teaching.

The components of school readiness at the time of the child's entry into first grade are the following:

- phonemic hearing, including correct pronunciation of sounds, ability to distinguish sounds in the flow of speech, ability to sound analysis and synthesis;
- grammatical structure of speech, combining syntax, morphology and word formation
- oral speech, which includes the child's vocabulary and his ability to engage in dialogic and monologue speech
- fine motor skills.

A brief general description of each of these components is made, and in addition to the brief analysis, specific methodical recommendations for their mastering are indicated.

For each one of the components, alternative game options are developed that would help children's teachers on the difficult path of native language learning in kindergarten.

5.4. Cherneva E. Alternative options for early reading on pre-primary level. In: The second International conference on education development and psychological science in Eurasia, Vienna, September 28, 2015, p. 17-22. ISBN -13 987-3-903063-70-9.

The article examines the possibilities for early reading learning in the preparatory group of the kindergarten. Possible alternatives are indicated, which can be used by both parents and teachers.

Acquaintance with the letters can begin at the age of two, but this should be done gradually and only in the form of games in order to maintain children's interest. At the beginning of this process it is appropriate that the child has a good level of development of oral speech: correct pronunciation of all sounds, correct construction of simple sentences, adequate answer to a question. It is extremely important to arouse the children's interest and not just tell them that they need to learn the letters. Otherwise they would not understand us.

A self-made test is used, which contains tasks grouped as follows:

- alphabet letters recognition;
- letter detection in a printed word;
- letter detection in a depicted word;
- letter completion on a given element.

The test results show that the preschool age is a privileged period, because the child has unsuspected abilities, which should be used to the maximum. It is extremely important that the teaching methods are in accordance with the psychology of the child without transferring the basic reading and writing teaching methods from first grade into the kindergarten. Therefore, several author's didactic games are listed in the article, which are useful for literacy preparation.

5.5. Cherneva E. Options for development of coherent speech in kindergarten. In: The second International conference on education development and psychological science in Eurasia, Vienna, November 27, 2015, p. 33-40. ISBN -13 987-3-903063-70-9.

The most difficult methodical activity in teaching a native language is to teach the children to independently and correctly express their thoughts orally and written. For this purpose, there are specially organized lessons on connected speech. They are realized on two levels: reproductive and productive. When creating a reproductive text, the child retells another's text in own words. The main difficulty for children is productive texts. These are all kinds of compositions that they create themselves. To cope, the child must have the skills to work with a text, namely: a consistent description of the action; determining the main thought; drawing up a plan; finding supporting words and expressions.

The aim of the article is to indicate how short genres can be used for early connected oral speech learning in the kindergarten.

It is appropriate for the methodical activity in the kindergarten to be developed in accordance to the following main genres:

- The note is a short-written form that is related to a fact. The language must be precise and clear so that the reader can quickly understand the problem.
- The invitation is a short business form that indicates when, where and what event will take place. It begins with an address and ends with the name of the person sending the invitation. Kids love to write birthday invitations; for a children's party; for a family holiday.
- A greeting card is a short text that is sent on a given occasion /birthday, name day, Christmas, New Year, Easter/. Writing a greeting card is associated with many positive emotions for the children. The activity is even more interesting if the children create the greeting cards themselves.
- The letter is a longer conversational text, which is used by the sender to recount events from his/her life and show interest in the recipient. Therefore, the letter contains many questions. For that reason, the young child writes a letter with the help of an adult.

5.6. Cherneva E. Opportunities for syntactic development of preschool children, In: „Home, child, kindergarten“, 2016, № 1, p. 12-26, ISBN 1310-0580.

The article examines the problem of syntactic development of the preschool age child as part of the formation of grammatical structure of speech.

The aim is to demonstrate the importance of the syntactic development of the child, as this is one insufficiently studied area of the ontogenesis of the grammatical component of language abilities at preschool age.

The difficulties in mastering the grammatical side of the language are traced: the peculiarities of the preschool age; the regularities in mastering the morphological and syntactic side of speech; the complexity of the grammatical side of a language, especially the morphology.

The development stages of children's syntax are analyzed and exemplary methodical variants for mastering the sentence are offered, which would be useful not only for the kindergarten teachers, but also for the parents who want to facilitate the literacy preparation.

Specific activities, with which the parents can positively influence the development of their child's language skills, are tagged.

It is proved that any competent methodical activity aimed at syntactic development at an early age will contribute to the general speech development of the children, will easily prepare them to master the difficult spelling and punctuation norms in Bulgarian and make them sensitive to their own speech.

5.7. Cherneva E. Alternatives in the morphological development of preschool children, In: „Home, child, kindergarten“, 2016, № 2, p. 11-25, ISBN 1310-0580.

The article examines the problem of morphological development of the preschool age child as part of the formation of the grammatical structure of speech. The part of the morphology is considered, which studies the grammatical categories of words: gender and number of nouns and adjectives; person, number and tense of the verb, etc.

Attention is also paid to the word formation at preschool age: formation of a word from another one with the help of a prefix and suffix; formation of complex words.

The main task of teaching the child to speak grammatically correct with the help of live speech is noted. This is achieved with proper organization of the subject activity; daily communication in Bulgarian with a teacher and peers in the group; specially organized pedagogical situations aimed at mastering difficult grammatical forms.

The stages in the development of morphology and word formation in children's speech are analyzed and exemplary methodical variants for mastering the parts of speech are suggested, namely 12 games, every one of them introducing the child to morphology and word formation in a fun way.

5.8. Cherneva, E. The use of MIND MAPPING in teaching native language in nursery school. - The sixth International conference on education development and psychological science in Eurasia, September 19, 2016. p. 17-23. ISBN -13 987-3-903063-70-9.

In the methodical literature, mind mapping is widely used in mastering connected speech, in learning a foreign language, in consolidating historical and geographical knowledge. Unfortunately, there are isolated studies on its role in preschool education. The

fact that the young child cannot write, draws more slowly and determines causal connections harder is one probable reason.

Methodical steps that would help the child in mastering one of the most difficult parts of speech, the adjective, are suggested in the article. The mind map can be developed in two variants: to indicate adjectives to a given noun or to add a noun to a given adjective.

Methodists who deal with the native language education of a 4-7-year-old child recommend the first option: the child is given a noun that names a subject, the question *What is he? / What is she? / What is it?* is asked and then a selection of appropriate adjectives to the noun is expected.

The second type of tasks, to add a noun to an adjective, is more suitable for enriching, clarifying and activating the vocabulary of a 5-7-year-old child. It is good to use a mind map for this purpose. In the center of the mind map is the object and the key words will be its features: color, size, shape, taste, material. In this way, the mind map is suitable for work both in kindergarten and at home, because the young child would not experience difficulties.

5.9. Cherneva, E. Methodical options for an enrichment of children's vocabulary. Interdisciplinary scientific conference „Innovations and competencies in education“. Plovdiv, 2016, p. 176-184, ISBN 978-619-202-178-8.

The main points in vocabulary work with children at preschool age as an element of the development of connected oral speech are examined in the report. Methodical variants are indicated that would support the pedagogical process in native language in the kindergarten. Game techniques for a more complete work on the active side of the children's vocabulary are presented.

The main principles that the kindergarten teacher should consider in his work on activating, enriching or clarifying the children's vocabulary are presented: connection of the content of the vocabulary work with the gradually developing abilities to familiarize with the surrounding world and the mental activity of the child; use of visual aids as a basis for the cognitive and speech activity of the child; solving all the tasks of the vocabulary work by connecting them with the grammatical and phonetic side of the speech, in the context of the development of the child's connected oral speech; enrichment of children's vocabulary - learning the meaning of new words, clarifying and expanding the meaning of familiar words in a particular context by selecting synonyms, explaining the meaning of words and contrasting new words with their antonyms.

5.10. Cherneva, E. G. The Use of Mind Maps in the Associated Speech Training in Kindergarten. International conference on modern researches in science and technology (Germany, Berlin). Conference Proceedings , January 31, 2017, Scientific public organization Professional Science BERLIN, GERMANY. 2017, p. 440-446, ISBN-978-1-370-66338-5.

The problem of connected oral speech formation in the kindergarten is discussed in the article. The advantages of the mind map method when working on creating a narrative text by a small child are pointed out.

Created by Tony Buzan decades ago, the mind map unlocks the power of the human brain and expands its creative potential. In his book *The Mind Map Book*, the author demonstrates the wide range of applications: problem solving, family learning and storytelling, teaching.

The high efficiency of the method in all areas of application raised the following question to me: Is it possible for the mind map to support the development of the connected speech of the child at preschool age?

The main ideas in any mind map are those words or images that are the simplest and most logical tools for arranging. They can be found with the help of the following questions:

- For the introduction of the child's composition: Where? When? Who are the characters?
- For the main part /exposition/: What is happening? And why?
- For the conclusion: What is my vision regarding the narrated story?

These are the questions that often do a remarkably good job in a mind map when young children compose a narrative text.

5.11. Cherneva, E. Opportunities for mastering children's rights via the educational field Bulgarian language. In: Socio-pedagogical aspects of child development. Plovdiv, University press «Paisii Hilendarski», 2017, ISBN 978-619-202-279-2.

The report analyzes the children's ability to make reasoned statements by their competences regarding their rights.

A diagnostic tool for establishing the knowledge and attitude of seven- to eight-year-old children towards their rights is being tested, which includes a picture test containing three subtests. The first subtest diagnoses the knowledge of children's rights. The second one examines the attitude towards children's rights as an element of the behavior. The children must choose between two statements: right or wrong and form a dialogue between a boy and a girl who are arguing. The third subtest is a series of pictures that contain the following incident: big boys harass a younger child by taking his hat. The little boy tries to reach for his hat but fails. When he pulls the hat out of the abuser's hands, it tears. A policeman passes by and sees the little boy crying. The children participating in the test were asked the following question:

Will the boy tell the policeman the truth?

I think the boy

The child builds a statement based on the argumentation and the given verbal constructs.

The main criterion for the statement's success is to bring as much evidence related to children's rights for and against the thesis as possible.

The advantage of using this diagnostic technique is that asking questions is an integral part of any interactive method. It largely determines the attitude of the students towards the topic, gives them the opportunity to build their own opinion, to actively participate in a situation and to develop their thinking.

The proposed games have an integrative character, because on the one hand they form a skill for creating an argumentative speech and on the other hand they strengthen the competencies on the rights of the child.

5.12. Cherneva, E. Innovative options for speech development of the preschool child. In: Prospects at creating an innovative educational environment. Plovdiv, University press „P. Hilendarski“, 2017, p. 110-119, ISBN 978-619-202-297-6.

The material discusses the main points in vocabulary work with preschool children as an element of the development of connected oral speech. Methodical variants, which would support the pedagogical process in native language in the kindergarten, are indicated. Techniques for enrichment and activation of children's vocabulary are offered.

It is commented that, unlike the traditional methodical techniques, a large amount of ready, strictly selected and adequately organized knowledge for the child is developed via information and communication technologies. They develop intellectual and creative abilities, which are very important in preschool, namely: the ability to independently acquire new knowledge.

The hypothesis is proved that emoticons are an interesting and fun element of multimedia products, which allows to make the process of learning and development in kindergarten easy and effective enough as well as to eliminate the preparation of didactic materials in order to discover new opportunities for development of language vocabulary, grammatically correct speech (morphology, syntax and word formation) and connected oral speech from the teacher's activities.

The indicated methodical approach is non-standard but contributes to the thinking and speech development of the child in a fun way. Whether the educator is working on the activation, enrichment or refinement of the child's vocabulary or on the formation of the grammatical structure of speech, it is important to take into account the gradually developing abilities to explore the surrounding world and to use visual aids as a basis for the cognitive and speech activity of the child.

5.13. Atanasova, N. E. Cherneva, Models of innovative learning technologies with mind maps. In: Prospects at creating an innovative educational environment. Plovdiv, University press „P. Hilendarski“, 2017, p .57-68, ISBN 978-619-202-297-6.

On a global scale, mind maps are widely used not only in education but also in economics, insurance, information technology and more. The reason is that mind maps contribute to more effective planning and solving various types of problems and challenges.

In Bulgaria, mind maps are still not prevalent. For this reason, the purpose of the current publication is to present innovative technological options for learning with mind maps in kindergarten, school and university.

Based on the overall topic presentation, the following summaries can be formulated:

- mind map learning technologies are applicable to students without age restrictions;
- in the educational process mind maps are useful for the students to clearly distinguish primary from secondary, known from unknown, new from old knowledge as well as creativity from reproduction;
- with their uniqueness, mind maps are a strong stimulus for active participation of children, pupils and students in solving learning tasks and problems of different origins.

5.14. Cherneva, E. G. Innovative approaches to develop the ability to ask questions at preelementary and elementary school level. International Conference on Globalization, Enterprises, Management and Economic Development, October, 31th2017, United States, Los Gatos, Scientific public organization Professional Science| LOS GATOS, UNITED STATES. 2017, 440-446, ISBN – 978-1-370-11144-2.

The article emphasizes the need for a specially organized process of question asking forming skills by the child in the preparatory kindergarten group and in the first grades of primary school. Five game situations, which stimulate the speech activity to create a question sentence, are suggested.

It is well known that children constantly ask questions. In fact, their questions are not so many, but they are usually asked in a certain sequence. This is an accurate guide to the level of mental development of the child.

The conditions that must be met when teaching children to ask questions are the following:

- the presence of an interlocutor to whom the question is addressed;
- speech efficiency, i.e. the question not only to be understood but also to receive an adequate answer.

The indicated game variants „Question box“, „Six letters K“ etc. are a good start for the successful questioning training. They are suitable for use with children in the last group of kindergarten, as well as in the first and second grade of primary school.

5.15. Cherneva, E. Stimulating the speech development of the preschool child via information technologies. In: Information technologies in education - challenges and opportunities. Collection of scientific reports from the Scientific-Practical Conference „Mathematics, Informatics, Information Technology, Application in Education“. Plovdiv, UP “Paisii Hilendarski“, 2019, 333-343, ISBN 978-619-202-437-6.

The report examines the main points in vocabulary work with preschool children by integrating information technology.

The need to illustrate the learning content with the help of multimedia products in order to engage the children's attention, to provoke their thinking and to form computer competencies at an elementary level, is emphasized.

Methodical variants for enrichment and activation of the children's vocabulary are indicated, which would support and diversify the pedagogical process in Bulgarian in the kindergarten by creating an interest in the child and increasing the motivation for learning.

A suitable option for the implementation of these activities is the game approach, allowing children to determine their own, individual manipulations, as they must be consistent with the level of their computer literacy. This approach allows on one hand the skill development for working with computer systems and software in an environment of active team collaboration and on the other hand expanding opportunities for social interaction. This will lead to the much-needed dynamics and diversity of education. And the young children in kindergarten and primary school need frequent changes of activities, fun and non-standard game options that would be useful not only for the formation of their language competencies alone.

It is recommended to consider the integration of information technologies not as an alternative to modern education, but as the next level of its development.

5.16. Cherneva, E. Didactometry and readiness in the preparatory group of the kindergarten. In: Classics and innovations in the pedagogical practice. IV international pedagogical forum, Asenovgrad, 2019, ISBN 978-619-7014-35-8.

The report examines the problem of continuity between kindergarten and primary school in the educational field „Bulgarian language and literature“.

The attention is focused on defining the main elements of the diagnostic procedure in Bulgarian, which will aid the teachers in the fourth group.

An alternative option is indicated, which includes the main task groups for outgoing diagnostics, giving comprehensive information about the achieved level in the language development of the seven-year-old child.

The applied set of tasks gives the children's teacher a guide to the important competencies that will help the seven-year-old child in the next most important stage of the language development: mastering reading and writing.

It is recommended to establish a sustainable cooperation between kindergarten and primary school, because the basic terms and concepts in the everyday life of the two institutions seem more or less identical.

5.17. Cherneva, E. и P. Atanasova Study on connected oral reproductive speech of five- to six-year-old children. In: Kindergarten School, 2019, № 5, ISSN 2603-2864.

The problem of connected oral speech in preschool education is analyzed in the article. The aim is to test children's ability to create a reproductive text.

The analysis of the obtained results is made according to the following criteria: ability to recreate a foreign text; observance of the plot line of the author's text; use of appropriate verb tense in retelling; use of grammatically correct simple and complex sentences; turning direct speech into indirect speech.

The methods used for the realization of the research are story - sample, illustration of folk tales with appropriate illustrations, conversation, questions. The analysis results are summarized regarding the two tales „Plums for garbage“ and „Misfortune“.

It is concluded that connected speech reflects the intellectual and mental development of the child. Connected speech is the basis of the thorough communication. Therefore, the child's school readiness is largely determined by the level of development of connected oral speech.

5.18. Cherneva, E. The early reading instruction in the global community and the opportunities for the Bulgarian preschool education. In: Collection The man and

the global society, Plovdiv, UP “Paisii Hilendarski“, 2019, 119-129, ISBN 978-619-202-503-8.

The report examines the trends in the early preschool reading in several countries, which are part of the global society.

The location of the mentioned problem in the Bulgarian preschool education is traced.

The results of a study conducted in two consecutive years /2017 and 2018/ in four preparatory groups /92 children/ in two kindergartens in Plovdiv are discussed, which indicate that a significant part of the children /91%/ know the Bulgarian alphabet and 49% of them can read before becoming first graders. Only 4% of the children fail to recognize a single capital letter. Almost all the children write their name and that of their relatives and in some of the names there are spelling features /mother Lyubka, father Zdravko/. It becomes clear that in Bulgaria, as well as in a number of countries, early reading education should not remain outside the curriculum in the educational field Bulgarian language and literature. It should not be mandatory, but it can start gradually and only in the form of a game, in order to preserve the children's interest.

Game options for the formation of an interest in reading are indicated, which will support and diversify the pedagogical process in Bulgarian in the kindergarten and will increase the motivation for learning of the five- to six-year-old child.

5.19. Cherneva, E. Methodical options for the formation of dialogic speech at preschool age. In: Balkans' scientific vector, 2020, Band 4, № 1(7), p .67-71, ISSN 2603 – 4840.

The article deals with the problem of connected oral dialogic speech formation of the three- to seven-year-old child. Its main characteristics for each group in the kindergarten are considered.

The expected results in the core Related speech in the educational field Bulgarian language at preschool age are commented. Alternatives are indicated, which can be applied in the pedagogical practice by both children's teachers and parents.

Methodical variants for each age group are developed, which are suitable for teaching children with limited knowledge in Bulgarian.

The indicated model complements the pedagogical practice in building connected oral speech and creates a habit of speech communication in literary Bulgarian.

5.20. Cherneva, E. Mastering the spelling rules in first grade in distance learning conditions. In: Management and education, University „Prof. Dr. Asen Zlatarov“, Burgas, Band 16 (3), 2020, p. 30-37, ISSN 1312 – 6121.

The report analyzes the results of a diagnostic study aimed at determining the degree of basic spelling rules mastering in Bulgarian in first grade in distance learning conditions.

The examined competences derive from the indicated expected results in the current curriculum, namely: correct transfer parts of words; spelling words that in the singular and in the plural end with “й” and “и” respectively; use of capital letters when writing forenames; correct graphical formation at the beginning and at the end of the sentence.

A brief theoretical overview of the issue of distance learning is made, which traces educational applications, platforms and resources that assist teachers, parents, schools and school administrators in facilitating the online education of the students. The advantages of distance learning are examined.

The results of the conducted study are summarized statistically.

Difficulties regarding the online education at the early stages of primary school are indicated.

SELF-ASSESSMENT OF CONTRIBUTIONS

The indicated contributions and their self-assessment are arranged according to the thematic connection of the individual publications, which is directly dependent on the expected results of the current state documents in pre-school education and the initial stage of secondary education:

1. REGULATION № 5 dating from 03.06.2016 regarding preschool education (published in state newspaper, № 46 dating from 17.06.2016 г., effective as of 01.08.2016) in the section of educational direction „Bulgarian language and literature“;
2. Curricula for I, II, III and IV grades (2016, 2017, 2018 and 2019) in Bulgarian language and literature.

The following main thematic areas are outlined:

A. Sound culture

A.1. The results of a diagnostic experiment, which monitors the achieved level of sound analysis skill of children from first preparatory group /five-year-olds/ and second preparatory group /six-year-olds/, are analyzed.

Game methodical variants are indicated, which would be useful for kindergarten teachers on the way of literacy preparation. The games can also be used by first grade teachers working with children, whose native language is not Bulgarian, as well as children with SEN. (5.2.)

A.2. Innovative options for the development of speech hearing at preschool age are elaborated. A game variants model is indicated, which supports auditory perception, auditory attention and auditory memory.

It is determined that the correct development of the child's speech hearing ensures adequate perception of information from the surrounding world. And this exact information is the basis for the formation of the ability to communicate, the behavior and the character in the early childhood. (3)

B. Vocabulary

B.1. Methodical techniques for the enrichment and activation of the children's vocabulary via information and communication technologies are presented, which reveal a large number of ready, strictly selected and adequately organized knowledge for the child. They develop intellectual and creative abilities, which is very important in preschool, namely: the ability to independently acquire new knowledge. (5.12)

B.2. Alternative vocabulary work variants with preschool children are developed via the integration of information technologies. (5.15)

B.3. The main principles that the kindergarten teacher should consider in his work on activating, enriching or clarifying the children's vocabulary are presented: connection of the content of the vocabulary work with the gradually developing abilities to familiarize with the surrounding world and the mental activity of the child; use of visual aids as a basis for the cognitive and speech activity of the child; solving all the tasks of the vocabulary work by connecting them with the grammatical and phonetic side of the speech, in the context of the development of the child's connected oral speech. (5.9)

B.4. Methodical steps that would help the child in mastering one of the most difficult parts of speech, the adjective, are suggested. This is done by using a mind map in two variants: to indicate adjectives to a given noun or to add a noun to a given adjective. (5.8)

C. Grammatically correct speech

C.1. The necessity of a specially organized process of forming a skill for asking questions by the child in the preparatory group of the kindergarten and in the first grades of the primary school is proved. Five game situations that stimulate speech activity to create a question sentence are suggested. (5.14, 5.11)

C.2. The problem of morphological development of the preschool age child as part of the formation of the grammatical structure of speech is examined. Attention is also paid to the word formation at preschool age: formation of a word from another one with the help of a prefix and suffix; formation of complex words. The stages in the development of morphology and word formation in children's speech are analyzed and exemplary games are presented, every one of them introducing the child to morphology and word formation in a fun way. (5.4)

C.3. The difficulties in mastering the grammatical side of the language are systematized: the peculiarities of the preschool age; the regularities in mastering the morphological and syntactic side of speech; the complexity of the grammatical side of a language, especially the morphology. Game variants to overcome the aforementioned challenges are developed. (5.3)

D. Connected oral and written speech

D.1. Methodical variants for the formation of connected oral dialogic speech of the three- to seven-years-old child are developed, which are suitable for teaching children with limited knowledge in Bulgarian. (5.18, 5.11)

D.2. The related oral reproductive speech in the preparatory kindergarten group is studied and the abilities to reproduce a foreign text, to precisely observe the plot line of the author's text, to use appropriate verb tense in retelling, to use grammatically correct simple and complex sentences and to turn direct speech into indirect are monitored. (5.17)

D.3. An innovative technological variant for training in creating a descriptive and a narrative story with mind maps in the kindergarten is presented. (5.11, 5.13)

D.4. An algorithm to create an argumentative statement based on certain verbal constructs is applied. In this way the child creates a short connected oral text suitable for proving a thesis. (5.11)

D.5. Methodical variants for working on the short business forms are developed: a note, an invitation, a greeting card, a letter, which are a good basis for the development of the connected oral speech and prepare the child for the complex activity of composing and retelling. (5.7)

E. Fine motor skills

With the help of the monographic work for the first time an attempt is made to unite the methodical techniques for the preparation of the child's hand for writing for a respective age group. Some of those techniques are still used by teachers and parents.

Systematized in this way, they can be ranked by difficulty and applied depending on the current psychophysical condition of the child.

Others, such as symmetry, are not studied in kindergarten and primary school, but are necessary for the children in order to prepare them for writing handwritten letters with symmetrical elements.

The monographic work would also contribute to:

- Enrichment of the methodical options for the fine motor skills formation for each age group in kindergarten.
- Realization of continuity between the kindergarten and the primary school in the child's preparation for mastering the handwritten letters.
- Complementing the competencies of kindergarten and primary teachers regarding the problems of literacy preparation.

F. Literacy preparation

F.1. The main components of school readiness when the child enters the first grade are determined: phonemic hearing, including correct pronunciation of sounds, the ability to distinguish sounds in the flow of speech, the ability to analyze and synthesize sound; grammatical structure of speech, combining syntax, morphology and word formation; oral

speech, which includes the child's vocabulary and the child's ability to engage in dialogic and monologue speech; fine motor skills. For each one of these components, alternative game options are developed that would help children's teachers on the difficult path of native language learning in kindergarten. (5.1, 5.5, 5.17)

F.2. A set of diagnostic tasks is proposed, which allow quick and accurate determination of the achieved language development level of the child before entering the first grade. (5.16)

F.3. Game options for the formation of an interest in reading are indicated, which will support and diversify the pedagogical process in Bulgarian in the kindergarten and will increase the motivation for learning of the five- to six-year-old child. (5.19)

F.4. The possibilities for early reading learning in the preparatory group of the kindergarten are examined via a self-made test, which contains tasks grouped as follows: alphabet letters recognition; letter detection in a printed word; letter detection in a depicted word; letter completion on a given element. (5.6)

G. Primary school

G.1. The level of mastering the following spelling competencies of first grade children in distance learning conditions is studied.: correct transfer parts of words; spelling words that in the singular and in the plural end with “й” and “и” respectively; use of capital letters when writing forenames; correct graphical formation at the beginning and at the end of the sentence. (5.20)

G.2. A system of teaching oral and written speech, literature (reading) and Bulgarian in a textbook for students is developed. The curriculum is compliant with the recent initial stage programs. (4.1, 4.2, 4.3)

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