

List of Annotations

According to Art. 76. from PRASPU

Associate Professor Sc.D. Nina Dimitrova Gerdzhikova

(Participant in a competition for a professor)

SECTION A: DISSERTATION FOR PHD:

GERDZHIKOVA, N. (1992). DIDACTIC STRATEGY FOR LESSON ANALYSIS IN PRIMARY SCHOOL. SOFIA.

SECTION C:

P.3 HABILITATION MONOGRAPH:

GERDZHIKOVA, N. (2014). SCHOOL AS A PEDAGOGICAL SPACE OF RESTLESSNESS. THE EMOTIONAL EXPERIENCE AND EFFECTIVENESS OF MANAGEMENT AND ORGANIZATION. SOFIA: AVANGARD PRIMA, P.309. ISBN 978-619-160-293-3

The monograph examines the overall relationship between emotional experience and the effectiveness of management and organization of the school institution. It analyzes the pedagogical practices from the point of view of all social actors in the field of the school institution.

The emotional experience of students in school performs basic functions for organizing and conducting education, teaching, upbringing and pedagogical counseling. The monograph is based on the synthesis of theoretical and empirical facts. It supports the activity models in the school institution, which would increase its effectiveness. The network of scientific ideas is based on the active actions of principals, teachers and students. In this sense, the synthesis of scientifically based facts is the methodological approach used in the monograph, which allows to understand educational constructs, processes and results.

The first chapter discusses the relationship between technocracy and humanism in education. Data from empirical research are presented, which report on students' satisfaction with school life. The specifics of the Bulgarian mentality in the expression of emotions are described.

The second chapter analyzes the dominant emotional experience of students of different ages as a prerequisite for organizing the school environment. There are three arguments in support of this statement made by the famous American researcher Frijda (2009):

- the emotional experience reflects the overall "response" of the person to the influences coming from the external environment;
- emotional experience performs regulatory functions regarding the focus of attention and activity of students;
- the emotional experience reflects the students' value judgments about the pedagogical influences.

The third chapter discusses the tasks and functions of the school institution. In the monograph the emphasis is placed on the meso-level study of the internal structures of the school. The functions of education, teaching, upbringing and pedagogical counseling are analyzed in detail.

The fourth chapter presents the relationship between theory and practice in determining the effectiveness of in-school activities. The different views for evaluating the effectiveness of the school are traced: the theory of the

quality of school life, the provision of equal rights for education, the involvement of students in decision-making, the economic approach, the capital theory of school efficiency and improvement.

The fifth chapter traces the conceptual models related to improving the practice of organization and management of the school. The school curriculum is defined as a tool to mobilize the efforts of the principal, teachers and students. The main question is: How can a single school improve its performance?

Chapter sixth analyzes some contemporary challenges to the Bulgarian school and proposes strategies for overcoming them. The first strategy is related to the differentiation of teaching in routine pedagogical practice; the second - by improving teaching practices in small, high-altitude schools; the third concerns the development of special programs for emotional and social learning; the fourth - with the creation of real conditions for teaching in a multicultural environment.

Chapter seventh discusses the professional functions of principals, teachers and students as subjects of positive changes in school activities. The transformative model of governance comes to the fore. It can be realized when teachers change their attitude towards defining the vision and goals of the school. They are also leaders in the application of innovative teaching practices.

In the eighth chapter a theoretical synthesis is made about the essence of the pedagogy of restlessness. In it, the effectiveness of the school is considered in close connection with the question "What kind of person do we want to create in our school system?".

The monograph emphasizes the constructivist thesis about the existence of the reality independent of the perceiving subject, which, however, is analyzed it discursively. What is new in the monograph is the definition of age pedagogies through the category of "education", instead of "development", as is the tradition.

SECTION D:

P. 4: OTHER MONOGRAPHS:

1. GERDZHIKOVA, N. (2007). CONDUCTING AND DIAGNOSING THE TEACHING IN THE CLASSROOM. SOFIA: ASCONI-IZDAT, 257P. ISBN 978-954-383-006-0

The monograph is an attempt at a comprehensive presentation of the learning process, focusing on innovative ways to modernize the classical frontal form of its organization. Theoretically, it presents the classic categories of didactics such as learning, teaching, learning objectives, knowledge, social forms of organization of learning and diagnosis of student achievement, but in the perspective of cognitivism and humanistic theory.

Understanding the humanistic values in connection with the conduct and diagnosing classroom teaching changes the internal logic of the main didactic categories. Their rethinking aims at "covering" the person as a whole - on the one hand, and diagnosing his/her individual profile - on the other. Adapting teaching to humanistic and cognitive theories requires a change in the definition of didactic categories.

The first chapter presents the results of an empirical study of students from different pedagogical specialties related to education in junior high school and high school. The sample consists of 82 students. The personal growth of the student, the teacher-student relationship, the student as a center of learning and self-esteem for a positive attitude towards others are measured.

The second chapter deals with the learning process in the context of individual and social knowledge. First, the significance of the "place" where the teaching is conducted is described, using the ideas of classical pedagogical anthropology (Bolnow). The cognitive-humanistic, pragmatic model and the model for the student's self-reflection are presented in a comparative plan.

The third chapter discusses the strengths and weaknesses of theories for learning purposes. For the time being, the behaviorist conception of cognitive, affective, and psychomotor goals described by Bloom and his collaborators dominates. An important point in achieving the goals is the analysis of the learning task.

In the fourth chapter an attempt is made to make sense of knowledge. Students' empirical knowledge is presented in the form of a comparison between explicit and implicit knowledge. A typology of learning knowledge is also proposed, which combines the two classical paradigms - behavioral and cognitive.

Chapter five describes the most important teaching procedures for everyday practice. Learning and teaching are defined in the context of cognitive theory. They are based on three basic processes: subordination of information units, their presentation in an appropriate way and their comparison in order to achieve lasting knowledge.

In the sixth chapter the attention is focused on the practical models for organizing the teaching. A "practical model" is understood as some typical practices for organizing the teacher-student interaction. In general, the organization of learning is considered within two paradigms: the process-product paradigm and the art of teaching.

Chapter seven is devoted to the diagnosis of students in the learning process by teachers. The emphasis is on the theoretical and applied problems in measuring student achievements and their assessments.

The multi-layered information presented in the monograph forms the idea of the fluctuations in didactic knowledge, which encourage reflection on the realities of learning, the explanation of its effects on students and the discovery of new ways to structure it.

2. GERDZHIKOVA, N. (2015). THEORY OF MULTICULTURAL EDUCATION. SOFIA: AVANGARD PRIMA, 175P. ISBN 978-619-160-455-5

The monograph attempts to systematize the various theories of multicultural education and to create a comprehensive pedagogical concept for it. It is no coincidence that the category of 'education' is key to presenting the various aspects of multiculturalism. Historically, it has been the basis of pedagogical knowledge and therefore serves as a distinction between it and other social sciences.

At the present stage of development, culturally homogeneous societies practically do not exist. That is why processes of cultural dynamics are observed in the Bulgarian society, which creates the need for convergence and connection of different forms of cultural diversity. In order to respond to these realities, pedagogy must explain the ongoing processes and present its point of view to them. In accordance with the trends in the English language literature and the UNESCO documents, the main thesis in this monograph is related to the idea of cultural diversity in the school institution. In it, the meaning of pedagogical influences is related to the individual, which means an attempt to find a minimum consensus between the "larger group" and the "smaller group" regarding the norms that determine the implementation of education, teaching and upbringing. When considering these main pedagogical categories, the emphasis is on the specific, resulting from the perception and implementation of multicultural policies.

The first chapter discusses the importance of multiculturalism for increasing prosperity in the modern state. It directs social energy towards civic integration of minority groups. Attempts are being made within the European Union to form a European identity so that Europeans can unite around the idea of sharing the 'universal common good'.

The second chapter traces the emergence and development of the concept of multicultural education in Bulgaria, the United States, the European Union and UNESCO. From the analysis of the different interpretations it follows that the anthropological approach guarantees the realization of equality and equal opportunities in education, which are the quintessence of political efforts within multiculturalism. People from marginalized

groups must realize that, in addition to 'right' education, education is also an effort to achieve their labor market integration.

In the third chapter an attempt is made to outline in details the specifics of goal setting, curriculum, conduct and evaluation of education in the context of multiculturalism. Contemporary notions of the nature of multicultural education are strongly influenced by feminism and Afrocentrism. The formation of the view of culturally specific knowledge is strongly influenced by the personal and group experience of students. According to it, our identity is formed under the influence of race, gender, ethnicity, class and age.

The fourth chapter examines the emergence, development and projections in civil society of multicultural upbringing. The formation of the concepts of multicultural upbringing goes through three main stages: intercultural (in the early 90s); multicultural and transcultural.

In chapter five, an attempt is made to describe specialized pedagogical education that would help teachers overcome the challenges of multiculturalism in school. Ideas for the applying strategies for multicultural education are making their way very hard, even in developed democracies.

Chapter six presents reflections on the future prospects for the development of the theory of multicultural education. A key point is to consider it as a transdisciplinary field, because multicultural education is a complex social phenomenon. The appendix to the monograph proposes a standard for acquiring the additional qualification "teacher of multicultural education".

The main conclusion of the monograph is related to the creation of institutional norms that accelerate the multifaceted and conflict-free socialization of all social actors. This implies the application of discursive practices in school, which requires special teacher training.

P. 6 ARTICLES IN WORLD-RENOWNED DATABASES (WEB OF SCIENCE):

1. GERDZHIKOVA, N.(2016). STUDENT'S EMOTIONS ENJOYMENT, ANXIETY AND BOREDOM IN THE LEARNING PROCESS DURING THE CLASS. PEDAGOGY, VOLUME 88, NUMBER 3, P.338-348. ISSN 0861-3982

The article presents data from the survey of 12-15 years-old students. The data show that students do not experience strong emotions during class. 79,1% of students would be absent from class if they are feeling tension. At the same time, 69,7% of students never or very seldom would be left demonstratively the classes. These data clearly show the attitude of students to control their negative emotions in accordance to the requirements of the teacher to them. The educational status of the mother doesn't influence the type of emotional behavior.

2. GERDZHIKOVA, N.(2016). THE PROBLEM WITH ABSORPTION OF PEDAGOGICAL COMPETENCES THROUGH LEARNING IN DIGITAL ENVIRONMENT. *STRATEGIES FOR POLICY IN SCIENCE AND EDUCATION*, VOLUME 24, NUMBER 4, PP.421-429. ISSN 1310-0270

The article develops the idea of absorption of pedagogical competences in the process of e-learning. It discusses the ability to form international pedagogical competence for that e-learning provides great opportunities. At the same time the difficulties in the theory of education in defining the category of "competence" are highlighted.

3. GERDZHIKOVA, N. (2017). THE PHENOMENON “MULTILINGUALISM” – LEARNING POLICIES AND PRACTICES. STRATEGIES FOR POLICY IN SCIENCE AND EDUCATION, VOLUME 25, NUMBER 3, PP.308-312. ISSN 1310-0270

The article analyses the problem of multilingualism and its impact on the practices of learning and teaching at school. An attempt was made to theorize multilingualism as a didactic phenomenon. The categories “chronotop”, “heteroglossia” and “social competence” are defined as key. Based on these categories, specific research is needed in the multicultural classroom in Bulgarian reality, with the aim of creating a new type of mastering methodology, both in native language and in several foreign languages.

4. GERDZHIKOVA, N.(2017). SELF-CONTROL OF NUTRITION BEHAVIOR IN ADOLESCENTS IN THE PERIOD OF EARLY ADOLESCENCE (12 – 14 YEARS). PEDAGOGY, VOLUME 89, NUMBER 6,PP. 752-758 ISSN 0861-3982

The article draws on an empirical data from a study of 12 – 14-years old pupils. It focuses upon the nutrition behavior and its self-control in the context of Bulgarian compulsory secondary education. The study draws upon extensive data from a questionnaire survey (N = 343) with pupils which was conducted in three schools in the region of Smolyan. Drawing on the quantitative data, the article describes restrained eating behavior and its correlations with the weight of the pupils.

5. GERDZHIKOVA, N. (2017). IMMANUEL KANT – BETWEEN PHILOSOPHICAL AND PEDAGOGICAL ANTHROPOLOGY. *PHILOSOPHY*, VOLUME 26, NUMBER 3, PP. 277-283. ISSN 0861-6302

After the emergence of Kant’s book in 1798 about anthropology from a pragmatic point of view, the field of pedagogical anthropology appeared and developed continuously. Therefore, it is of a great importance to know Kant’s ideas exposed in his “Anthropology”. He argues that anthropology is a discipline influenced by philosophy, culture and history. The pedagogical anthropology is no exception to this pattern. The aim of this review is to identify the major issues in Kant’s work which are fruitful in relation to education.

6. GERDZHIKOVA, N. (2019). INSPECTION AS A REALIZATION OF SCHOOL QUALITY POLICY. STRATEGIES FOR POLICY IN SCIENCE AND EDUCATION, VOLUME 27, NUMBER 1, PP.51-57. ISSN 1310-0270

Bulgarian schools are national in character but nonetheless they are part of European Schools System. This positioning raises the issues of changing the standards for school inspection. This article presents some studies in Germany and England related to the definition of the quality of educational institutions. At the same time, some suggestions for improvement of the Bulgarian standard for inspection of kindergartens and schools are made.

7. GERDZHIKOVA, N.(2019). DESIGN – AN INNOVATIVE PROJECTION OF THE UNDERSTANDING OF COMMUNICATION IN THE LEARNING PROCESS. PEDAGOGY, VOLUME 91, NUMBER 9,PP.1282-1287. ISSN 0861-3982

The article examines the essence of the term „design“, which is increasingly used in scientific publications on didactics. The position to be defended here is related to the transformations in the theory of learning and the expanding influence on the role of situativity in the realization of the teacher-student interaction. The communication between them is related to the expertise in which the complex relationships between strategic thinking and action lead to the emergence of the „learning“ reality. Particularly important features of the design are creativity and perfectionality. Thanks to them, the teacher designs the training course in full and provides various scenarios for the course. In this respect, the knowledge and use of learning theories is an important prerequisite for the realization of the design approach to teaching.

8. GERDZHIKOVA, N. (2019). ATTITUDES TOWARDS MULTILINGVISM OF BULGARIAN TEACHERS WORKING IN A MULTICULTURAL SOCIAL ENVIRONMENT. PSYCHOLOGICAL RESEARCH, VOL. 22, NO 1, JUNE, PP.133-144. ISSN 1311-4700

The report will present some of the data related to work in an international comparative study on attitudes of teachers to multilingualism and language literacy. The Bulgarian survey is anonymous and covers about 255 teachers from all levels of the education system - kindergarten, elementary school, junior high school and vocational high schools. A six-tier scale is used to evaluate the claims. The data were processed by frequency analysis and one-factor dispersion analysis (ANOVA). Also, it was calculated the Cronbach's Alpha for the scale.

The data are from regions where there is a compact Roma population - Northwest, Northeast Bulgaria and Sliven region. The questions relate to a common understanding of the essence of multilingualism, how many languages should be taught at school, is it important to learn several foreign languages, whether positive language learning is encouraged, etc. The data give a wealth of information about the multilingualism of teachers working directly with children and young bilinguals. Data would be interesting to develop specific teaching strategies in multicultural classes by teachers and to consider some innovations in evaluating learning outcomes with bilingual students. A variety of information has been collected about the attitudes of teachers working in a multicultural environment that have not so far been of scientific interest in pedagogy or pedagogical psychology. This provides an opportunity to define some innovative learning strategies.

9. GERDZHIKOVA, N.(2020). PROFESSIONAL SOCIALIZATION OF BULGARIAN TEACHERS IN MULTICULTURAL CLASSES. 12TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES. 06-07.07.2020, VALENCIA, SPAIN (*PROCEEDINGS*), PP.763-767. ISSN 2340-1117

Professional socialization is a complex process that is connected on the one hand with adapting to the organization of school activities, and on the other – with the assimilation of values, skills and the development of a sense of belonging to a certain group of people who play a similar role. The purpose of the article is to consider some important social dimensions of the teaching profession, which is practiced in the context of the multicultural classroom. The indicators of professional socialization that will be discussed in the article are related to the following: professional qualification for training students of a specific age, years of work experience as teachers, additional training for working with students in the comprehensive school, strategies to improve the education of students, courses of teaching in multicultural classes, means to improve the educational environment for such students. The article aims to present the data obtained for Bulgaria in the framework of an international comparative study – COST Action IS1401 "Strengthening Europeans ' Capabilities by Establishing the European Literacy Network".

10. GERDZHIKOVA, N., MICHAYLOVA, E.(2020). PERCEIVED NEW PROFESSIONALISM OF BULGARIAN TEACHERS WORKING IN PRIMARY AND MULTICULTURAL SETTINGS. 12TH INTERNATIONAL CONFERENCE ON EDUCATION AND NEW LEARNING TECHNOLOGIES. 06-07.07.2020, VALENCIA, SPAIN (*PROCEEDINGS*), PP.778-783.

For more than three decades, debates have been underway in Bulgaria to reform the education system. Although, robust evidence of the efficacy and attitudes of teachers about the changing environment in the reforming school is limited. The present paper deploys a quantitative approach in exploring the strategies of professional thinking of teachers. In the article are compared two studies. In the first about 260 teachers in the schools which are located in the outskirts of the cities are questioned; in the second one – about 90 in the Bulgarian villages. In both studies, the subjects of the study are small schools in which the learning conditions are similar. This makes it possible to objectively compare respondents' judgments. The two studies were conducted with scales developed by international scientific groups.

11. J. E. DOCKRELL¹ & T. C. PAPADOPOULOS² & C. L. MIFSUD³ & L. BOURKE⁴ & O. VILAGELIU⁵ & E. BEŠIĆ⁶ & S. SEIFERT⁶ & B. GASTEIGER-KLICPERA⁶ & A. RALLI⁷ & I. DIMAKOS⁸ & S. KARPAVA⁹ & M. MARTINS¹⁰ & O. SOUSA¹¹ & S. CASTRO¹² & H. KNUDSEN¹³ & P. DONAU¹³ & B. HAZNEDAR¹⁴ & M. MIKULAJOVÁ¹⁵ & N. GERDZHIKOVA¹⁶ (2021). TEACHING AND LEARNING IN A MULTILINGUAL EUROPE: FINDINGS FROM A CROSS-EUROPEAN STUDY. EUROPEAN JOURNAL OF PSYCHOLOGY OF EDUCATION. [<https://doi.org/10.1007/s10212-020-00523-z> – 09.07.2021]

This article is the result of the work of Working Group 1 in COST Action IS1401: Strengthening Europeans' Capabilities by Establishing the European Literacy Network".

P. 7 Articles and reports in journals with scientific review or published in edited collective volumes:

1. GERDZHIKOVA, N. (2007). THEORETICAL PARADIGMS IN DIDACTICS AND THEIR PROJECTIONS IN PRACTICE. EDUCATION, ISS. 1, PP.1 - 19. ISSN 0861-475X

The subject of the article is the activity of the teacher and his/her ability to choose alternatives for its implementation. The views of some German and English authors are presented, after which the factors of situationality in the learning process are described. There are also six examples for conducting a lesson based on the same topic, which illustrates the didactic paradigms.

2. GERDZHIKOVA, N. (2008). THE DEVELOPMENT OF THE SCHOOL INSTITUTION IN BULGARIA IN THE PERSPECTIVE OF A UNITED EUROPE. PEDAGOGY, №3, P.26-39. ISSN 0861-3982

The Lisbon Strategy in 2000 is a turning point in understanding the role of knowledge and education in the European Union. The article cites data from representative Bulgarian studies, which prove a change in the nature of pedagogical interaction. Despite the changes, the school institution is still not fully autonomous from the state.

3. GERDZHIKOVA, N. (2010). THE PROBLEM OF THE ESSENCE AND MEASUREMENT OF INSTRUCTION IN THE CLASSROOM IN THE CONTEXT OF MODERN THEORY OF EDUCATION. EDUCATION, ISS. 6, P. 34-42. ISSN 0861-475X

The measurement and diagnosis of this complex activity - instruction - has been the subject of lively discussion in contemporary research practice. The article presents some interesting American research on the subject, which describes in detail the sources of differences in the actual instruction process. Among them are the quality of language communication, the age characteristics of the class and the adopted cultural practices. Videography is considered the "gold standard" in instruction diagnostics.

4. GERDZHIKOVA, N. (2010). CONCEPTUALITY AND ECLECTICISM IN THE FRAMEWORK DOCUMENTS FOR THE TRAINING OF TEACHERS WITH HIGHER EDUCATION. EDUCATION AND TECHNOLOGY, NO. 1, PP.56-60. ISSN 1314-1791

The development of pedagogical education in the last two decades is permanently connected with the pedagogical faculties in the universities. This transformation of the organizational preconditions has led to a change in the structure and content of teacher training for all educational levels. In accordance with the Bologna Agreement (since 1999), concrete steps have been taken to reform pedagogical education in Bulgaria, as well. Assessing the quality of pedagogical education is still a challenge in Bulgarian practice.

5. GERDZHIKOVA, N. (2012). THE ROLE OF THE EMPIRICAL EDUCATIONAL RESEARCH FOR THE IMPLEMENTATION OF EDUCATIONAL POLICIES IN THE COMPULSORY SCHOOL STRATEGIES FOR POLICY IN SCIENCE AND EDUCATION, VOLUME 20, NUMBER 5, PP.397-412. ISSN 1310-0270

If Bulgarian's schools are to meet the needs of the modern society, they must be reinvented and restructured. Since passage of the 1990 Education Act, the issue of adequate market orientation and autonomy of the school has dominated the education policy debate. The application of the research results in the school context should help us understand and support the improvement of the quality of schooling nationally. That means that we need to look at all of the challenges involved and tackle them directly.

6. GERDZHIKOVA, N.(2013). PRACTICAL MODELS OF SCHOOL ORGANIZATION IN THE CONTEXT OF EUROPEAN TRENDS FOR REFORM IN PRIMARY AND GENERAL SECONDARY EDUCATION. PEDAGOGY, VOLUME 85, NUMBER 4, PP. 506-517. ISSN 0861-3982

New types of knowledge about the schools and their organization may emerge as respond to the innovation studies in the field of the education. This paper seeks to identify the core examples of the innovation practice in some leading European countries. In order to ascertain which school characteristics can explain the different outcomes, were presented some methodological criteria. In this review I will examine what the implications of the different criteria are for the innovative school practice. The examples can stimulate us to transform educational practice and educational institutions to meet the needs of young people and teachers in Bulgarian society today.

7. GERDZHIKOVA, N. (2015). EATING STYLES DURING MIDDLE ADOLESCENCE (12-15 YEARS). I-CONTINUING EDUCATION, BD.10. [<https://diuu.bg/emag/5528/2/> - 09.07.2021] ISSN 1312-899X

The article presents part of a broader scientific study within a project related to the health status and quality of life of students and young people. Empirical data from the study show the attitudes of the age group indicated in the title. The study was conducted with a questionnaire (Strien at al.) containing three scales, reflecting the emotional attitude towards eating, abstinence from food and the influence of external stimuli on eating.

8. GERDZHIKOVA, N.(2015). GENDER DIFFERENCES IN OUT-OF-SCHOOL EXPERIENCE AND INTERESTS IN THE SCHOOL SCIENCE CURRICULUM AMONG 13-YEAR-OLD BULGARIAN PUPILS. SCHOOL PEDAGOGY, № 1, PP.49-53. ISSN 2410-7344

In this paper I has examined the impact of gender on the out-of-school experience and learning preferences of 13-year-old pupils in Bulgarian comprehensive schools. The sample of 205 pupils in the 6-th grade has helped in demonstrating various patterns of gender differences. Using inferential statistics of a sample — Chi square test — the study has confirmed the cultural origins of the attitudes to the science curriculum.

In view of the above issues, I have carried out research work, which is part of the comparative international survey guided by Prof. S. Sjoberg from the University of Oslo, The theories, which underline that the learning outcomes result from the environment, find gender differences in extrinsic and intrinsic motivation.

9. GERDZHIKOVA, N. (2016). PEDAGOGICAL KNOWLEDGE OF THE TEACHER IN APPLICATION OF MULTIMEDIA PRODUCTS IN TEACHING.VOCATIONAL EDUCATION, VOLUME 18, NUMBER 1, PP. 44-47. ISSN 1314-555X

In this article, attention is focused on the category of "pedagogical knowledge of multimedia products". Clarification of this category is important for the training of future teachers. The multimedia environment allows for much more flexible use of learning tools. Pedagogical multimedia knowledge is a complex type of

knowledge that cannot be divided into separate parts. It is especially important for the teacher to know both the peculiarities of the multimedia means and the forms of activity in which the student can participate.

10. GERDZHIKOVA, N.(2016). STRUCTURING THE COURSE IN AN ELECTRONIC ENVIRONMENT DEPENDING ON THE LEARNING STYLES.VOCATIONAL EDUCATION, VOLUME 18, NUMBER 4, PP.327-332. ISSN 1314-555X

This report describes a general algorithm for content development in e-course. The main criterion for its structuring are learning styles. Insofar there are different classifications of learning styles, then how to build up courses in electronic environment depend on the approach of the authors. But the advantages of e-learning courses are indisputable, if the participants in e-learning are well motivated.

11. GERDZHIKOVA, N. (2016). MORE IMPORTANT THEORIES OF HEALTH BEHAVIOR AND THEIR SIGNIFICANCE FOR EDUCATIONAL PRACTICE. YEARBOOK OF BURGAS FREE UNIVERSITY, VOLUME XXXIV, BURGAS, PP. 77-81. ISSN 1311-221X

The main goal of this article is to review and summarize the current categories and theories on the prevention of health behavior, which are important for the educational practice. In doing so, this article identifies critical issues in psychological research with adults, which could be useful for the work with school-age children and young people. Further, the article provides some suggestions for developing of the educational programs for health prevention.

12. GERDZHIKOVA, N.(2016). "OPEN EDUCATION" – BASIC CHARACTERISTICS AND PROBLEMS OF ITS THEORETICAL JUSTIFICATION. BULGARIAN JOURNAL OF EDUCATION, VOLUME 1, NO. 1, PP.20-25. ISSN 1314-9059

The opening up the classroom education is one of the important theoretical and practical issues for the current didactics. So far, however, not made enough steps in Bulgarian theory of learning and instruction to define its core categories. This article is an attempt to address two of the most significant concepts for open education – the open learning situations and the individual learning styles.

In the development of "open learning" its main features are manifested: one is related to the efforts of the teacher to "Give up" its leading position and enable the student to be much more active than in organizing frontal teaching; the other refers to the creation of prerequisites for self-regulation of learning processes by the student.

13. GERDZHIKOVA, N. (2016). THE MULTICULTURAL PEDAGOGICAL COMPETENCE OF THE PRIMARY SCHOOL TEACHER. I-CONTINUING EDUCATION, VOL. 11. [[HTTPS://DIUU.BG/EMAG/5528/2/](https://diuu.bg/emag/5528/2/) - 09.07.2021] ISSN 1312-899X

The article traces the peculiarities of the primary teacher's competence for planning and conducting teaching in a multicultural environment. Special attention is paid to his readiness to evaluate the achievements of young students. In the changing social environment, appropriate measures are needed to deepen the professionalism of primary school teachers in the field of multiculturalism.

Multiculturalism should become the "connecting theme" in all subject matters and functions as an integrative core, which forms the overall learning and life experience of the student from primary school age. It is this feature of the curriculum that gives rise to the specifics of the pedagogical competencies of the primary school teacher.

14. GERDZHIKOVA, N. (2016). DIMENSIONS OF CLASS-RELATED ANXIETY AMONG THE STUDENTS IN THE BULGARIAN'S JUNIOR HIGH SCHOOL. YOUNG SCIENTIST, № 7(111), PP. 603-606. ISSN 2072-0297

Many authors define the anxiety as negative emotion, which refuse the prospective activities of pupils. The control-value theory of Pekrun(2006) links activity emotions with different appraisal antecedents. The purpose of this study was to estimate the reliability of a scale anxiety, developed by Pekrun and his colleagues (2005). The scale is reliable instrument for measuring anxiety of 12–15-aged pupils. It is of great significance to know more, how pupils perceive the characteristics of classroom environment for diagnosing their motivation and engagement. The expectancies for failure reduce the willingness of pupils to make an effort during the lessons. Knowing more about antecedents of the anxiety in the adolescence, teachers can support their pupils and contribute to its beneficial transformation into positive activity emotions.

15. GERDZHIKOVA, N.(2016). BOREDOM OF STUDENTS IN THE LEARNING ENVIRONMENT OF BULGARIAN’S JUNIOR HIGH SCHOOL. EDUCATION AND UPBRINGING, № 2, PP. 34-36. ISSN 2410-4515

During the last 25 years, Bulgarian school is under unceasing political and social pressure to change. The current emphasis on school reform makes many demands on the outcomes of students in each age level of junior high school, which includes grades from fifth to eighth. In accordance with the above circumstance, further, I addressed the following research tasks:

— to measure developmental dimensions of negative unpleasant feelings and deactivation displayed through class-related boredom and secondly, to measure differences between students depending on their grade. Participants were 343 students from four junior high schools in district Smolyan. Although there are statistically significant differences, assessments of students across all three age groups tend to denial of boredom during the class.

16. GERDZHIKOVA, N. (2016). DEVELOPMENTAL ASPECTS OF ENJOYMENT IN THE CONTEXT OF THE MIDDLE SCHOOL.SCHOOL PEDAGOGY, №2, PP.16-18. ISSN 2410-7344

From the context of Frijda’s (1986) description of emotional experience is clear that class-related enjoyment refers to a particular form of intellectual, physiological, and motivational tendencies of activity. The enjoyment keeps the eyes of the students most widely open to the type of knowledge and to the learning tasks. The purpose of this study was to estimate of the reliability of a scale enjoyment. Furthermore I conducted a one-way analysis of variance (ANOVA) to examine whether enjoyment scale’s scores were related to the grade of the students. The evidence for the excitement, motivation, participation, listening and energization supported the hypothesis that as students grow older, they appear to perceive the enjoyment in a more different way.

17. GERDZHIKOVA, N. (2016).). CLASS-RELATED CHARACTERISTICS OF ENJOYMENT, ANXIETY AND BOREDOM IN EARLY ADOLESCENTS IN THE CONTEXT OF BULGARIAN JUNIOR HIGH SCHOOL. YOUNG SCIENTIST, №9 (113) MAY-1, PP. 1082-1085. ISSN 2072-0297

The present article addresses the investigation of the appraisal’s processes among the early adolescents. Specifically, there are used three from the nine scales in the questionnaire, developed by Pekrun, Goetz, Frenzel and Perry(2005), namely enjoyment, anxiety and boredom. With respect to the differences between the appraisals of enjoyment, anxiety and boredom, I have assumed that there are underling factors, which determine their characteristics for the sample. Empirical evidence for my hypothesis rests upon the factor analysis, using SPSS 10. for Windows. In sum, the principal component analysis on the scores within the sample of 12–15-aged Bulgarian pupils, contributed to better understanding of enjoyment, boredom and anxiety. Shortening the scales would facilitate their use in teaching.

18. GERDZHIKOVA, N.(2017). THE ENJOYMENT – A FACTOR OF WELLBEING IN BIOLOGY EDUCATION. CHEMISTRY: BULGARIAN JOURNAL OF SCIENCE EDUCATION. VOLUME 26, NUMBER 5,PP. 672-679. ISSN 0861-9255

The communication in the classroom could be analyzed from different points of view – effectiveness of learning and instruction, emotional and social development of pupils, social inequality and so on. The present research was designed to investigate the relationships of the mother’s education to the general patterns of pupil enjoyment regarding their classroom experience. It was concluded that there aren’t significant differences between pupils based on the social marker mother’s education. Understanding the family background and its influence upon the education is the very consequential task for the policy makers. Along with this, the experience of pleasure from pupils can be defined as an influential dimension of the effectiveness of learning and instruction in the school. Although there are not found consistently significant differences between the assessments of the statements on the scale “enjoyment“, developed by the group of German researchers, it is obvious that the organizing strategies of teaching determine pupil’s feelings during the classroom interaction.

19. GERDZHIKOVA, N. (2017). THE VALIDATION OF PROFESSIONAL COMPETENCIES AS A PEDAGOGICAL PROBLEM. VOCATIONAL EDUCATION, VOL.19, № 4, PP. 379-383. ISSN 1314-555X

Validation of non-formal and informal learning is very important task for all European countries. This article presents an overview of the situation regarding validation in Bulgaria. After describing the validation regulations in Bulgaria it explains the main differences between validation steps in Bulgaria and Germany and presents some selected statistics on the structure of unemployment. Finally, the question of the quality of counselling by specially trained specialists with higher education is raised.

20. GERDZHIKOVA, N. (2017). *THE PROBLEM OF THE ESSENCE OF INCLUSIVE DIDACTICS*. BULGARIAN JOURNAL OF EDUCATION, VOLUME 1, NO.1, PP.6-12. ISSN 1314-9059

This review sits within the field of theory of education, particularly inclusive didactics. The line taken in the present article suggests that the inclusive didactics changes the theory of learning and instruction. Furthermore, the article addresses the interplay of traditional and “open” didactic’s theory in the new conceptual framework. New knowledge gives rise to personality changes, a sense of emotional comfort, generate stronger motivation for achievement, elevate her/his spiritually. Learning in a narrow sense is important to expand specific knowledge and competence, and therefore facilitate the inclusion of the learner in social life.

21. GERDZHIKOVA, N. (2018). THE ATTITUDES OF THE BULGARIAN TEACHERS TO THE LITERACY OF THE STUDENTS IN THE MULTICULTURAL CLASSROOM. INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH, VOL.2, NO.7, PP.1-7. ISSN 2208-2204

This article presents the results of a study among 255 teachers from all educational levels in Bulgaria. The literacy is defined as a linguistic and cultural phenomenon. The results of the frequency and dispersion test reveal contradictions in the assessments of the teachers. The adoption of the ideas of multiculturalism overturns the traditional „Western” notions about the cultural identity. It brings to the fore the value of each culture, regardless of the ethnicity, while at the same time tries to maintain a balance between the interests of the groups that have to communicate with each other. The survey was conducted with a questionnaire containing a separate literacy scale for identifying the teachers' attitude to the literacy in the multicultural classroom.

22. GERDZHIKOVA, N. (2018). ATTITUDES OF BULGARIAN TEACHERS TO MULTILINGUALISM DEPENDING ON THE LEVEL OF EDUCATION. *INTERNATIONAL JOURNAL OF EDUCATIONAL RESEARCH*, VOL.2, NO.2, PP. 1-8. ISSN 2208-2204

The article presents the survey results about the attitudes of Bulgarian teachers to multilingualism. The sample covers 249 teachers from schools with a concentration of pupils from socially disadvantaged Roma families. Responses are analyzed using percentage frequencies and a multilevel General linear model. Expectations of differences in the attitudes of teachers with different degrees of education - namely, bachelor's and master's degree - were not justified.

The established results clearly show the general trend in teachers' judgment about the role and place of multilingualism in the Bulgarian educational system. The degree of higher education – bachelor's or master's degree, has no influence on their understanding of the necessity of teaching one language - the target, in the multicultural classroom.

23. GERDZHIKOVA, N. (2019). AGE CHANGES IN PERSONAL APPRAISALS AMONG 12-15-YEAR OLD PUPILS CONCERNING EMOTIONS SUCH AS ENJOYMENT, ANXIETY AND BOREDOM. INTERNATIONAL JOURNAL OF PSYCHOLOGY AND COGNITIVE SCIENCE, 5(2), 45-48. ISSN 2472-9450.

The article presents the most valuable results of a research effort conducted involving schoolchildren ages 12–15. The sample comprises 343 pupils. The GLM Multivariate analysis reveals some statistically relevant differences in the judgements concerning the emotions of pupils in twenty out of a total of 33 statements included in the questionnaire. The data confirm the significant changes in pupils' judgment between the 12th and 15th years. The research is based on the controlvalue theory of achievement emotions, developed by R. Pekrun. In the presented research the theory is implemented for measuring the effects of age on the experienced emotions during the classes. In the first section of the article, a short introduction is presented and some basic transformations in the personality sphere in the early adolescence are described. In the second section, I discuss the essence of Pekrun's control-value theory about emotions and their importance in the field of the school settings. Next, I give a detailed account of instrument and measurements which were used in the research. The questionnaire deals with three scales – enjoyment, anxiety and boredom. The study aimed to determine the content of the emotional judgments of the fifth to eighth grade pupils in the Bulgarian comprehensive school. It covered a total of 343 pupils. The zero hypothesis of this research says there is no difference in the subjective judgements of the pupils concerning the experiencing of enjoyment, anxiety or boredom generated by the age. The zero hypothesis turns out to be partially correct.

24. GERDZHIKOVA, N.(2013). THE CURRICULUM OF HISTORY IN THE SECONDARY SCHOOL THROUGH THE PRISM OF COGNITIVISM. EDUCATION AND TECHNOLOGY, Vol.4, № 4, 244-247. ISSN 1314-1791

We are still at an early stage in our understanding of the brain and it's importance for education. As our understanding improves and learning techniques are further developed, it may be possible to identify the best way to structure the curriculum. The present paper discusses some studies related to the history curriculum in the Bulgarian secondary school. Many cognitive ideas about the knowledge may be at odds with the present scientific understanding of history and should be helpful for accelerating learning of the pupils. Defining understanding within the framework of constantly evolving cognitivism raises the question of structuring learning knowledge in general and hence for methods of teaching.

25. GERDZHIKOVA, N. (2016). HEALTH AND PERSONAL APPRAISAL FOR LIFESTYLE OF NINETEEN YEARS OLD PEOPLE. EDUCATION AND TECHNOLOGY, VOL.7, № 7, PP.49-52. ISSN 1314-1791

In preparing 19 years old people to deal with life in a complex society, it is important schools to organize good programmes for preventing the mental health. The ecological approach is one of these possibilities. Some results connected with beliefs of 19-years old young people about their health are reported here. Social, physical and economic environments are the most important factors which influence the health of young people. Among them

the health education is uniquely positioned. Data from the research conducted support this statement. Young people need to be better informed about the specifics of health and diseases.

26. GERDZHIKOVA, N. (2019). INTEREST IN SUBJECT MATTER AND SELF-ASSESSMENT OF THE EMOTIONS: ENJOYMENT, ANXIETY AND BOREDOM BY STUDENTS IN THE LOWER SECONDARY EDUCATION. PEDAGOGICAL FORUM, Vol.7, № 2, pp.46-52. ISSN 1314-7986

Having an interest in the matter of the subject meter is a prerequisite for experiencing positive or negative emotions. Thanks to their interest, students develop their emotional experience. On the other hand, experiencing pleasure or boredom, anxiety, they learn to distinguish the differences between the emotions in the real learning situations. Therefore, this article examines the impact of interest in a particular group of subject meters on the experience of emotions with positive or negative valence. Three scales of the questionnaire created by Pekrun (2005) and collaborators were used. The results do not support the initially raised zero hypothesis.

27. GERDZHIKOVA, N. (2019). LEARNING OF READING IN PRIMARY CLASSES AS A LINGUISTIC PROBLEM. BULGARIAN JOURNAL OF EDUCATION, VOL. 6, №1, PP.16-25. ISSN 1314-9059

The article deals with the problem of learning to read in the context of contemporary linguistic theories. The development of views on reading from the 1960s to the present is presented. Communication competence comes to the fore. Interpretations of communicative competence are linked to both, structural linguistics and multimodal language analysis. The learning objectives of the current stage of primary education are tracked. Some theoretical and applied aspects of reading training are discussed below. It is necessary to conclude on the change in modern reading practices.

28. GERDZHIKOVA, N. (2001). LEARNING STYLES AND COMMUNICATION STYLES IN PRIMARY SCHOOL - IN: TEACHING MATHEMATICS, INFORMATICS AND INFORMATION TECHNOLOGY. TECHNOLOGICAL ASPECTS OF SECONDARY EDUCATION. DIDACTICS AND THEORY OF EDUCATION. MUSIC PEDAGOGY. VOL.5. ED. BY OF B. VASILEVA, ANT.KOLEVA, G.IVANOV, ST.GEORGIEVA, ANG.KARAGYOZAV, STARA ZAGORA: USB - ST.ZAGORA, PP.187-190. ISBN 954-8180-85-5

The present paper is focused on the didactic and behavioral characteristics of learning and communicative styles in primary school classes. There are two levels of thinking which define the different learning and communicative styles: concrete sequential and abstract random – on the one hand and on the other – abstract sequential and concrete random. Its conclusion is that different learning styles need different organization of teaching sequences.

29. GERDZHIKOVA, N. (2002). THE THEORETICAL PROJECTIONS OF THE CONSTRUCT "SOCIOEMOTIONAL COMPETENCE" OF THE TEACHER. - IN: APPLIED PSYCHOLOGY AND SOCIAL PRACTICE. EDITED BY P. IVANOV, VARNA: VFU "CHERNORIZETS HRABAR", PP. 112-118. ISBN 954-715-159-2

The article makes a consistent analysis of the emergence and development of scientific ideas about the nature of socio-emotional competence. First of all, the essence of the category "pedagogical attitude" of H. Nool is clarified. Then follows the definition of the authoritarian, democratic and liberal style of K. Levin and collaborators. They are followed by the division of teachers into logotrope and peidotrope in Kasselman's theory. After analyzing the theories of verbal activity (Flanders) and social interaction in the 1970s, empirical data from

German and international studies are interpreted, using the category of "emotional attitude and atmosphere in learning."

30. GERDZHIKOVA, N. (2006). THE CANON AND THE SYSTEM IN THE ORGANIZATION OF THE EDUCATIONAL CONTENT. - IN: THE TRAINING OF TEACHERS AND SOCIAL PEDAGOGUES ON THE EVE OF EUROPEAN INTEGRATION. ED. BY ZDR. LALCHEV, ST. ZDRAVKOVA, N. BOYADZHIEVA, IL. MIRCHEVA, M. ATANASOVA AND OTHERS, SOFIA: VEDA SLOVENA - JG, PP.478-484. ISBN 10-954-8510-97-9

The article discusses the relationship between the categories of education and system. Rethinking both makes it possible to establish traditions in the selection of educational content and to find rational practices for its forthcoming enrichment. In the curricula of the last twenty years there are stable lines of development of the curriculum in the compulsory school. Efforts are being made to regulate it centrally. But the question of the relationship between the school and the modern state is very difficult. Therefore, finding the balance between the autonomous structuring of the curriculum in the separate school and the general guidelines from the top-down is an upcoming task for pedagogical science.

31. GERDZHIKOVA, N. (2007). DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN THE PROCESS OF STUDYING IN THE SPECIALTY "SOCIAL PEDAGOGY". - IN: SOCIAL PEDAGOGY - HISTORY, THEORY AND PRACTICE. ED. BY N. BOYADZHIEVA, M. PIRONKOVA, SOFIA: FARAGO, PP. 320-327. ISBN 978-954-8641-15-9

Recent research into teaching in higher education has established some problems in the practice. Moving from teacher-focused to student-focused categories represents some new directions in the theory and practice in teaching social pedagogy, too. The implicit knowledge of students should be connected with their strategic and theoretical knowledge. The analysis of academic practice in Bulgaria and Germany provides some ideas about conceptual change social pedagogy's education.

32. GERDZHIKOVA, N.(2013). INTERCULTURAL COMPETENCE IN BULGARIAN TEACHER TRAINING - A THEORETICAL CONCEPTUALIZATION OF MODELS. MULTICULTURAL EDUCATIONAL SPACE OF THE VOLGA REGION: WAYS AND FORMS OF INTEGRATION. ED.BY G.ZH. FAKHRUTDINOVA, KAZAN: IPP KFU, PP. 162-165. ISBN 978-5-9222-0742-3

The article examines the problem of intercultural competence of students in the pedagogical faculties of universities. The need to improve the quality of pedagogical education in a globalizing society is one of the main tasks of Bulgarian universities. The graduate of the higher school should be a broadly erudite person who is able to take into account the cultural differences in his/her pedagogical activity. In the article, three main content components of pedagogical education are proposed, the aim of which is the formation of intercultural competence: establishing the characteristics of ethnic minorities; tracking data from empirical research on them; organization of specialized trainings; acquaintance with good practices.

33. GERDZHIKOVA, N. (2013). REVIEW OF A LIST OF WORDS FOR THE PROCEDURAL DIAGNOSIS OF THE EMOTIONAL STATE OF 13-YEAR-OLDS IN TEACHING. IN: PSYCHOLOGY: PROBLEMS OF PRACTICAL APPLICATION. ED. BY M.N. AKHMETOVA, YU.V. IVANOVA, K.S.LAKTIONOV, M.G. KOMOGORTSEV ET AL., II, CHITA, ED. YOUNG SCIENTIST, PP.72-81. ISBN 978-5- 905483-12-7

This article presents the first results of testing a questionnaire to determine the emotional sensitivity of adolescents. The study covers 74 students from a compulsory school in Bulgaria in three subjects: native language, history and biology. Seven scales with two items each, describe students' self-assessment of what they experienced during class. The scales are: activation, concentration, tiredness, introversion, extroversion, fear and self-confidence. The students had to note how they felt three times an hour. Reliability analysis and operational factor analysis revealed some structural problems in the questionnaire. By regrouping the items, the reliability of the questionnaire can be increased.

34. GERDZHIKOVA, N. (2013). TEACHER'S COMPETENCE – GUIDANCE FOR THE REFORM OF THE HIGER PEDAGOGICAL EDUCATION. - IN: TRADITIONS, DIRECTIONS, CHALLENGES. ED. BY P. RADEV, N. GERDZHIKOVA, M. PETROVA, N. KEHAYOVA, M. SEMERDZHIEVA, SMOLYAN: PAISII HILENDARSKI UNIVERSITY OF PLOVDIV - SMOLYAN BRANCH, PP. 210-218. ISBN 978-954-8767-41-5

This report describes the curriculum of the general pedagogical competence in university teacher education. The pedagogical and psychological content about the preparation of teachers can be divided into several domains: induction into tasks of teaching, developmental and educational psychology, developmental pedagogies and comparative pedagogy. The report was created in an attempt to address deficiencies in the pedagogical and psychological curriculum in order to raise awareness of the levels of professional knowledge required in the primary school.

35. GERDZHIKOVA, N.(2014).THE GRAMMAR CONTENT IN THE CONTEXT OF LINGUISTICS AND THE THEORY OF LANGUAGE ACQUISITION. IN: CROSS-LINGUISTIC INTERACTION: TRANSLATION, CONTRASTIVE AND COGNITIVE STUDIES. ED.BY AM. MAREVA, B. NAIMUSHIN, P. ZLATEVA, VL. FILIPOV, D. JANKOVA, SOFIA: UI "ST. KL. OHRIDSKI", PP. 624-636. ISBN 978-954-07-3689-1

In a traditional way, debates about grammar teaching have revolved around curricular content. This article tries to discover the cause and origins of contemporary school grammar by examining the way in which linguistics has influenced its development. We can deal with grammatical analysis in many different ways, but I tend to focus only two approaches to grammar teaching – traditional and rhetorical. The comparison of the different "scientific grammars" and the development of linguistics give rise to the need for change in the curriculum and its teaching. Linguistics provides new opportunities for understanding grammar rules. Thanks to it, like learning Latin back in the past, students get acquainted with the details in the sentence structure. Analysing them from the point of view of appropriate communication would lead to overcoming the mechanical learning and application of grammar rules.

36. GERDZHIKOVA, N. (2013). EMOTIONAL FEELINGS OF STUDENTS IN THE TEACHING PROCESS - FIRST REVIEW OF A QUESTIONNAIRE FOR SELF-ASSESSMENT. PEDAGOGICAL MASTERY. ED. BY M. N. AKHMETOVA, YU. V. IVANOVA, K.S. LAKTIONOV, M. G. KOMOGORTSEV, V. V. AKHMETOVA, V. S. BREZGIN, A. V. KOTLYAROV AND OTHERS. MOSCOW: BUKI-VEDI, PP.57-62. ISBN 978-5-4465-0165-6

The questionnaire was completed by 163 13-year-old students from secondary schools in Bulgaria. This article discusses the psychometric qualities of the questionnaire. The instrument consists of 84 items, divided into seven scales: activation, concentration, tiredness, introversion, extroversion, fear and self-confidence. The scales cover 12 items selected from the Janke & Debus (1978) questionnaire. The reliability of the separate scales is very good (Cronbach's alpha is about .70 for all scales). Exploratory factor analysis suggests opportunities to shorten the list of words describing the relevant emotional judgment, which would facilitate the application of the questionnaire in practice.

37. GERDZHIKOVA, N. (2013). INTEREST AS A REGULATORY MECHANISM OF STUDENT BEHAVIOUR IN TEACHING. ACTUAL TASKS OF PEDAGOGY. ED. BY M.K.AKHMETOVA, YU.V. IVANOVA, K.S.LAKTIONOV, M.G. KOMOGORTSEV, V.V. AKHMETOVA ET AL., CHITA: YOUNG SCIENTIST, PP. 69-71. ISBN 978-5-905483-14-1

The article traces how the two main approaches to learning - environmental and cognitive-information affect the understanding of the nature of interest. Interest is defined as an emotional construct (Heidi, 1992), which regulates the student's behaviour depending on the importance he/she attaches to the perceived information of his/her own choice. Next, the interest is related to the needs and motivation of students. Orientation of students to a particular learning goal also affects their motivation (Heckhausen, Rheinberg, 2006). In theory, Krapp (1992) refine his understanding of interest in learning and create the so-called theory of the relationship between a person and an object, which combines the evaluative expectations of the person with the content of information that supports motivation. Specific theoretical conceptions of interest could improve practice in the selection of curriculum and teaching methods.

38. GERDZHIKOVA, N. (2013). SCIENTISTS IN THE DRAWINGS OF THE 13-YEAR-OLDS IN THE BULGARIAN COMPULSORY SCHOOL. ACTUAL TASKS OF PEDAGOGY. ED. BY M.KH.AKHMETOVA, YU.V. IVANOVA, K.S.LAKTIONOV, M. GKOMOGORTSEV, V.V.AKHMETOVA AND OTHERS. CHITA: YOUNG SCIENTIST, PP. 1-4. ISBN 978-5-905483-14-1

Children's drawings are seen as an important diagnostic tool in the study of their interests. The article uses the methodology of Vass (2003) to establish the interests of sixth grade students according to the profession of physics and engineering on the one hand and the biologist and doctor on the other. Both the criteria from the mentioned methodology and questions formulated by me as a researcher were used for the analysis of the drawings: what is the emotional impact; which is the central figure and are there other figures around; what the figures do; what gender are they from; how the students titled their drawings. About 47.7% of the drawings have a playful, cheerful effect. Only 4.59% reflect dominant professional relationships. The work of scientists has been shown to be "important" to humans; 59.82% of the figures are male. The interpretation of the drawings of 218 students expands our knowledge of the role of science in the life of modern man.

39. GERDZHIKOVA, N. (2014). THE TEXTBOOK "MAN AND NATURE" IN THE BULGARIAN COMPULSORY SCHOOL (6.GRADE) FROM THE POINT OF VIEW OF THE CONSTRUCT "INTEREST". - IN: THEORY AND PRACTICE OF EDUCATION IN THE MODERN WORLD: MATERIALS OF THE V INTERNATIONAL SCIENTIFIC CONF. (ST. PETERSBURG, JULY 2014), PART 2, ED. BY G.D. AKHMETOVA, G.A. KOINOVA, E.I. OSYANINA, PP.127-131. ISBN 978-5-8000-0002-3

The formation of the interest of the students in the modern general education school is an important task. The functioning of interest is individual, but at the same time it is strongly influenced by the content of different subjects. This is evidenced by a number of empirical studies discussed in the article. A multimodal analysis of the text, pictures, colour and typography in the textbook is made. The analysis shows that it is necessary to rethink not only the cognitive content of learning tasks, but also the influence of internal subjective processes that affect students' attitudes.

40. GERDZHIKOVA, N. (2015). THEORETICAL AND PRACTICAL DIMENSIONS OF DIDACTIC COMPETENCE IN THE CONTEXT OF MULTICULTURAL EDUCATION WITHIN POSITIVE PEDAGOGY. - IN: CONTEMPORARY CHALLENGES TO

PEDAGOGICAL SCIENCE. SOFIA, UI "ST. KL. OHRIDSKI", ED. BY S. CHAVDAROVA, J. RASHEVA-MERDJANOVA, R. PEYCHEVA-FORSYTH, B. GOSPODINOV, PP.377-384. ISBN 978-954-07-3937-3

This paper explores the concept of "didactic competence" in the multicultural environment, a central theme within a student's project of the University of Plovdiv. The paper provides arguments in favour of the positive pedagogy from the fields of the psychology and from the reflections of the famous Italian philosopher G. Agamben. Explicit and implicit teacher's knowledge, adaptive teaching strategies in combination with the interests of the school-wide community foster the wellbeing of the pupils during the multicultural education. In general, however, it is important to emphasize that the application of positive pedagogy implies a change in the organization and conduct of school education. In the literal and figurative sense – the modern school must become an "exhibition hall" in which every student feels successful.

41. GERDZHIKOVA, N. (2016). HEALTHS RESEARCH OF STUDENTS AS A PEDAGOGICAL PROBLEM. - IN: PEDAGOGICAL SKILLS: MATERIALS OF THE 9TH INTERNATIONAL SCIENTIFIC. CONF. (NOVEMBER), PART 1, ED. BY I.G. AKHMETOV, M.N. AKHMETOVA, YU.V. IVANOVA, A.V. KALENSKY ET AL., MOSCOW: BUKI-VEDI, PP. 10-12.
ISBN 978-5-4465-0932-4

Health and a healthy lifestyle are a significant public problem. Increasingly, there is information about deviations from this lifestyle in the daily lives of adolescents. Further, data from Bulgarian studies for overweight students or drug use are presented. Establishing such facts through empirical research implies a deeper penetration into the topic by interdisciplinary teams. Questionnaires are created for this purpose internationally, through which many variables are tracked at the same time, in order to build a complete scientific picture not only of health problems, but also of the reasons for their occurrence. Qualitative methods such as non-standardized interview, videography and document analysis are also used in international practice. Unfortunately, they are still a rarity in Bulgarian research.

42. GERDZHIKOVA, N. (2016). HEALTH STATUS AND LIFESTYLE OF YOUNG PEOPLE OF REPRODUCTIVE AGE. - IN: SCIENTIFIC RESEARCHES, VOL.2. ED. BY EL. NIKOLOVA, N. TOMOV, S. MLADENOVA, D. KOLEV, V. KRASTANOVA, M. LAMBOVA, R. PENDZHEKOVA-HRISTEVA, N. GERDJIKOVA, TS. ODZHAKOVA, SL. LYUBOMIROV, SMOLYAN: UNION OF SCIENTISTS IN BULGARIA, PP. 113-116.
ISBN 1314-9490

This study analyzes health status and lifestyle of young people using questionnaires. Participants were students at the University of Plovdiv - Branch Smolyan. The results indicate that the students are in good health. A healthy lifestyle is associated with some sustainable features of everyday life of human behavior. Such are, for example, the regular performance of physical education exercise, nutrition according to certain rules, in accordance with the health status and individual predispositions, compliance with rules of personal hygiene. More research is needed in order to create special programs for health promotion. The key task for the future is to build institutional capacity in the schools, where young people will be realized professionally, because the health promotion is a long-life process.

43. GERDZHIKOVA, N.(2017). SOUL AND BODY AS A PROBLEM IN PEDAGOGICAL ANTHROPOLOGY. - IN: HUMANITIES AND SOCIAL SCIENCES. EDUCATION AND SCIENCE - FOR PERSONAL AND SOCIAL DEVELOPMENT, BOOK 3. ED. BY IL. IVANOV, EL. NIKOLOVA, N. GERDZHIKOVA, R. PENDZHEKOVA-HRISTEVA, IV. STARIBRATOV, M. LAMBOVA, S. MLADENOVA, G. YURUCHEV, SMOLYAN: P. HILENDARSKI UNIVERSITY OF PLOVDIV - SMOLYAN BRANCH, PP.162-169.

The report presents the historically significant concepts of body and soul in philosophy, psychology and psychoanalysis. They are important for the development of the school institution in the past and today. The soul is a category used to denote the "invisible" part of human being back in antiquity. It is an element of culture that reflects the evolution of notions of his inner nature. The body is the opposite of the soul. However, this is only at first glance. Human evolution is not just a biological change. It is also the adaptation of human being to his environment, in which the natural gradually gives way to the social. That is why the two categories - body and soul - influence the theory and practice of modern school. Therefore new interdisciplinary research is needed.

44. GERDZHIKOVA, N.(2018). ANTHROPOLOGICAL ASPECTS OF NUTRITION OF STUDENTS FROM PEDAGOGICAL SPECIALTIES. - IN: MEMORIA DE FUTURE: MULTIDISCIPLINARY ASPECTS OF HUMAN RESEARCH. ED. BY OF M. NIKOLOVA, ST. STATKOVA-ABEGHE, J. SAVOVA, G. RASHKOVA, AG. GARABEDYAN, PLOVDIV: UPH "PAISII HILENDARSKI", PP.71-77. ISBN 978-619-202-400-0

The article presents empirical data on the peculiarities of nutrition of students in pedagogical specialties. A four-tier scale developed by Renner & Schwarzer (2005) was used. The data reveals young people's attitudes towards the use of sweeteners, the consumption of fat and protein. They also provide information on the style of nutrition of future teachers. For the purpose of statistical analysis, the relative response frequencies and cluster analysis were applied. The sample in the study is not representative, but still illuminates the style of eating, typical of middle-class young people in Bulgaria. It is influenced by the ideas about healthy eating, spread in the mass media, aimed at the female audience.

45. GERDZHIKOVA, N. (2019). INTERCULTURAL COMPETENCE AS AN ELEMENT OF PEDAGOGICAL EDUCATION. - IN: INTERSECTION POINTS. ED. BY G. NIKOLOV, D. BOTEVA, EVG. KALINOVA, M. BARAMOVA, B. STOYANOV, V. KOTSEVA, EL. PENCHEVA, KR. KRASTEVA, SOFIA: IM "ST. KLIMENT OHRIDSKI ", PP. 30-36. ISBN 978-954-07-4873-3

In the article, intercultural competence is defined by several typical features, namely: as a relationship between different cultures, which can manifest itself in different ways - through understanding, judgment, type of learning, adaptation; as related to the personality of those who practice it, which covers its behavioural, cognitive and affective aspects; as manifesting situationally specific. These features of intercultural competence mark the content that must be mastered in higher education. Students need to be aware of human rights and the ways in which they can be transformed into in-school rules.

46. GERDZHIKOVA, N. (2020). READING WITH UNDERSTANDING IN A FOREIGN LANGUAGE - A PREREQUISITE FOR THE MODERNIZATION OF HIGHER EDUCATION. - IN: ANNUAL UNIVERSITY SCIENTIFIC CONFERENCE - VASIL LEVSKI NATIONAL UNIVERSITY - 28-29.05.2020, ED. BY ST. STEFANOV, V. BANABAKOVA, G. GEORGIEV, IL. ANGELOV, S. SABEV, VELIKO TARNOVO: V. LEVSKI NATIONAL UNIVERSITY, PP. 161-165. ISSN 2367-7481

Reading to extract scientific information is an important complex skill for every student. Mastering it would contribute to expanding the opportunities for access to quality scientific information. To this end, the student should master the strategies for working with text in general. A concrete example illustrates the steps for mastering the strategies: highlighting the key concepts; the subject to which they are related and defining the scope of concepts. Students must learn to be aware of their "internal" thought processes and to express them through "external" speech. Assessing the degree of mastery of this complex skill is projected in the mastery of

several other competencies such as personal, cognitive and social which develop the scientific interests of students.

47. GERDZHIKOVA, N. (2020). THE PERFORMATIVE IN PEDAGOGICAL KNOWLEDGE - A NEW IMPULSION FOR ITS DEVELOPMENT. - IN: CULTURE, SOCIETY, EDUCATION, ED. BY P. PETROV, AS. RAKHNEV, G. RASHKOVA, B. BELEGOV, Z. MITOVA, SMOLYAN: PU "PAISII HILENDARSKI" - SMOLYAN BRANCH, PP. 84-86. ISBN 978-954-8767-76-7

Postmodernism marks the development of the social sciences and the humanities on the border between the end of the twentieth and the beginning of the twenty-first century. During this period, views on man, on values, on culture changed. There was a transformation of the understanding of them as firmly established models of worldview, functions and structure. This change aroused also the interest according to the performative in the pedagogical sciences. The basis of education is mimesis as a fundamental process for the perception and internal processing of culturally conditioned models. The result is the creation of one's own existence, of the individual biography, which as a set of "played situations" creates the performativity of the pedagogical process.

P. 9 STUDIES:

IN: GERDZHIKOVA, N.(2019). EDUCATION AND TRAINING IN THE CONTEXT OF MULTICULTURALISM AND DIGITALIZATION, SOFIA: AVANGARD PRIMA, P.125

1. REFLECTIVE PRACTITIONER IN THE MULTICULTURAL CLASSROOM AND IN THE MULTICULTURAL SCHOOL

The study discusses the main ideas for preparing the teacher for work in a multicultural education environment. The first part clarifies the basic ideas for multicultural movement, which affects the teacher education. The second part looks at the content of multiculturally responsible pedagogy and in the third - pedagogical knowledge and professionalism of the teacher. A special place is given to the narrative approach as a way to form reflective practice in within the framework of pedagogical education.

2. MODERN THEORETICAL APPROACHES TO THE NATURE OF TEACHING IN SCHOOL ENVIRONMENT

The study examines the emergence and development of significant theories of teaching in the context of modern school education. The theory of management of time is defined as the original idea, by which later derive cognitive and social cognitive. The development of teaching theory is associated with the deepening of research on cognitive mechanisms for the transmission and reception of information, as well as with the definition of the mechanisms for social influence on the students.

3. APPROACHES TO DEFINITION OF THE LEARNING TASK IN THEORY OF TEACHING

The study clarifies the nature of the category "learning task". There are four types of learning tasks: simple, complex-abstract and interactive and tasks for self-development. The didactic parameters of the

learning tasks, which influence both, their formulation and use in training practice are described in detail. Learning tasks define the teacher's steps towards reaching the ultimate goals. They would help him/her with the analysis of the curricula, of the curriculum content, and in the elaboration of the strategy and the choice of techniques for teaching.

4. THE TEXTBOOK AS A SUBJECT OF MULTIMODAL ANALYSIS

The study presents the essence of multimodal analysis of the textbook. The traditional textbook has changed strongly influenced by digital technologies. The structuring and organization of the subject matter support the visual type of perception and transformation of information. The prospects in the development of the theory for the textbook are associated with a change in its traditional didactic functions.

5. APPROACHES TO LANGUAGE TEACHING THEORY AND PRACTICE

In the present study the essence of the communicative approach in language learning is considered. The connections of the communicative approach with generative grammar and cognitivism are traced. In the second part they are presented the didactical dimensions of the application of the communicative approach in the selection of curriculum and implementation of language teaching.

P.10 PUBLISHED CHAPTER OF A COLLECTIVE MONOGRAPH

MIKHOVA, M., GERDZHIKOVA, N. (2017). THE REFORM OF THE NETWORK OF SCHOOLS IN CONTEMPORARY SOCIETY, SOFIA: AVANGARD PRIMA, P. 143. ISBN 978-619-160-876-8

The reform of the educational systems in and outside the European space is developing in the direction of the diversification of the school institutions. It takes place in different ways at political and practical level, so the results and progress of individual countries must be analyzed according to the societal context.

Compulsory education is the most essential part of the overall process of raising the general level of public welfare. Modern countries, at the end of the XX and at the beginning of the XXI century, change the focus of their policies in the field of education. They are strongly influenced by liberal and neoliberal views on the role of the state. Prosperity comes to the fore, and the path to it passes through market relations.

The first chapter reveals the historical roots and current state of diversification of compulsory schools in England. Since 1944 to date, it is influenced by three main political concepts: the state social welfare system; neoliberalism and neo-conservatism.

The second chapter deals with the diversification of compulsory general education in Germany. Solutions are being sought in the transformation of existing types of schools.

The third chapter with author M. Mihova presents the current trends in the development of the educational system of the Russian Federation.

The fourth chapter traces the reform of compulsory general education in Bulgaria. Despite the long discussions for the creation of a new law on preschool and school education from 2015 no significant progress has been made in diversifying the school system. Practically, the types of schools in the Republic of Bulgaria are preserved in accordance with the historical tradition. The definition of innovative schools still "opens" the possibility for some change in the Bulgarian educational system. This chapter of the monograph proposes a model for reforming the most common type of compulsory schools. The innovative nature of the monograph is manifested through the attempt to establish the

complex links between social realities and the development of the educational system. The types of compulsory schools are considered in their connection with the "subtle" differences in their functions. Data from a number of empirical studies that use quantitative or qualitative methods to compare schools in different countries make it possible to identify modifications in the combination of characteristics and identify modifications in organization of modern compulsory school. The critical analysis of the normative documentation in comparative terms enriches the ideas for standardization of the teacher's profession and for ensuring his/her career development.

SECTION E:

P. 20 PUBLISHED UNIVERSITIES TEXTBOOK:

GERDZHIKOVA, N. (2019).*PEDAGOGY*.SOFIA: VEDA SLOVENA - JG, P.140.
ISBN 978-954-8846-49-3

The textbook is designed for students of all pedagogical specialties. The following issues have been developed as separate topics: pedagogy as a science; education process and system; process of upbringing; teaching process. In the interpretation of the separate categories an attempt is made to combine the traditions with the modernity. The same logic is used in the description of the individual components: short and clear definition, analytical enrichment of the category, followed by extended interpretation. This facilitates the perception of the "new" scientific categories for students.

The textbook also contains a list of fifteen sample topics for the development of term papers and a list of additional literature that contribute to the acquisition by students of competencies for working with a scientific text.

P.21 PUBLISHED UNIVERSITY WORKBOOK:

GERDZHIKOVA, N.(2015).*MULTICULTURAL EDUCATION*. SOFIA:VEDA SLOVENA - JG, 84C. ISBN 978-954-8846-29-5

Multicultural education is one of the challenges to the training of the modern teacher. He/she needs special knowledge and skills to work with students, which are defined as "different" on the grounds of ethnicity, religion, national origin and others. To meet this need in the training of future teachers, I prepared a workbook, which is characterized by the following:

- directs the interest of students to the issues of teaching, pedagogical counseling, education and interaction with parents, carried out in a multicultural environment;
- supports with concrete examples and questions the theoretical knowledge of the students;
- deepens the understanding of the specifics of the strategies and rules of teaching in the multicultural classroom;
- shows them how they can more easily master the strategies for assimilating the theoretical knowledge related to multiculturalism;
- prepares them for concrete practical actions in real conditions.

The examples used were selected specifically for the preparation of the workbook.