

# АНОТАЦИИ НА НАУЧНИТЕ ТРУДОВЕ НА АНГЛИЙСКИ ЕЗИК

на гл. ас. д-р Диана Минкова Димитрова

## ANNOTATIONS OF SCIENTIFIC WORKS

of Ch. Assist. PhD **Diana Minkova Dimitrova**  
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for participation in a competition for the academic position “associate professor”  
in area of higher education 1. Educational Sciences,  
of professional field 1.2. Pedagogy (*Theory of Education and Didactics – Innovative  
Educational Models*)

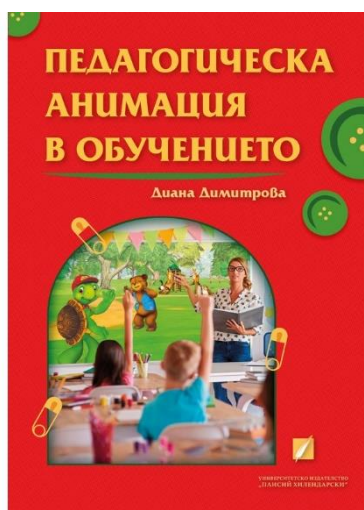
All of them were developed and published after acquiring the academic position  
“Chief Assistant”  
and academic degree “doctor (Ph.D.)”.

15 Scientific Papers (SPn) were submitted for participation in the competition: 2  
monographs; 13 scientific articles, 5 of which are in English, 2 of which are in  
Russian, 2 of which are in Ukrainian and 4 of them are in Bulgarian.

## I. MONOGRAPHS

### 1. HABILITATION WORK

**SW1 Dimitrova, D., (2023)** Pedagogical animation in learning. Paisii Hilendarski University Publishing House, Plovdiv, 2023, 139 pages. ISBN 978-619-202-880-0



In the modern world, significant changes inevitably occur in the educational system, which are provoked by the changing educational paradigms in the direction of the search for flexible approaches for educational interactions, in the implementation of which it is necessary for the pedagogues to achieve success in the educational process.

The idea of full development of the younger generation, its formation in the spirit of modern ideals is one of the most important and significant tasks of education these days. The subsequent enrichment, modernization and updating of the school education system, as well as ensuring its leading role in the formation and development of the student's overall personality, are of great importance for solving this task. In the last few years, more and more emphasis has been placed on improving and perfecting the content of education and introducing innovations to help increase its quality, thereby increasing the developmental effect of education as a whole.

Thus, the novelties for the organization of learning activities will bring changes to the old educational model, and the efforts of educators will be aimed at building new models that will prepare children for the coming changes and develop their creativity to deal with new, unusual tasks. In this plan, the current prospects for developing competences in young students and enriching pedagogical interactions with them based on active creative activity and accumulation of positive experience in an interactive educational environment, one whose essence is based on the idea of a personal approach.

It is in the educational institution, school, that the most responsible period for the development and formation of the personality, its spiritual, moral, social, emotional, physical and intellectual qualities takes place. In this context, we discover the role and application of pedagogical animation for learning purposes as an effective approach to form an educational environment tailored to the needs, opportunities and interests of primary school students.

By mastering knowledge in an interesting and fun way, children/students not only learn their scientific content and practical application, but also develop

their individual cognitive abilities, interests and preferences - they learn to study, think, search, and create.

Structurally, the monograph consists of an introduction three sections, conclusions and references.

In the introduction, the actuality of the issue under consideration is presented and the **scientific question** in the monograph is presented:

**Is it possible to include pedagogical animation in the education of primary school students and will its inclusion lead to an increase in the effectiveness of pedagogical interactions and the results of mastering the learning content?**

The search for an answer to the scientific question is connected with the conduct of the present study, which **goal** to: Reveal and substantiate in a theoretical and applied aspect the possibilities and effectiveness of the application of animation in education to enrich pedagogical interactions in the primary school classroom.

The realization of the **goal** is associated with work on the following main **tasks**:

1. Revealing the essence and main characteristics of pedagogical animation, reflected in the specialized literature;
2. Development of variable models for the inclusion of pedagogical animation in the primary school classroom;
3. Revealing the role of the primary teacher, who applying animation to interpret and present the learning content to the children/students;
4. Highlighting the educational effectiveness of including animation in training and enriching pedagogical interactions in primary school.

In connection with the purpose and tasks, the following **hypothesis** was formulated: If pedagogical animation is actively included in the educational process in the primary school, this will lead to an increase in the effectiveness of the educational activity, easier assimilation of the educational content and enrichment of pedagogical interactions with children of primary school age.

The hypothesis thus formulated is based on the idea that, by its very nature, animation has a direct impact on the personality and can be adequately applied in the learning process. Bearing this in mind, we can talk about the development perspective of comprehensive education, namely its goal, which in fact in our time is the full development and formation of a person not only in school, but also throughout his life.

**Section I.** Considers pedagogical animation as a scientific problem

The essence and main characteristics of pedagogical animation are discussed and presented. The concept of "animation" in scientific literature and its historical development, the essence of animation in the context of learning through entertainment are examined. The types of animation and animation activity are presented and discussed in detail. The issue related to the purposeful

and constructive application of animation in education, placing students in the position of actively acting and thinking people, is discussed.

**Section II.** Presents an empirical study to establish the effectiveness of the application of pedagogical animation in primary school education.

Evaluation of the effectiveness of animation in learning is considered in terms of two aspects. **The first** is aimed at tracking the professional opinion of pedagogical specialists - elementary teachers, regarding their awareness and applicability of animation in the educational environment of the elementary school and its influence on the success rate of students in the learning process.

**The second aspect** of the research work is aimed at tracking the formation and development of significant social skills in primary school age students with the help of animation.

In this section, an author's model for implementing animation in training is also presented. The model includes combinations of teaching methods, the methods include animation elements and they can be applied and used purposefully in pedagogical everyday life. Options for working with the presentation of learning content through animation are presented.

In accordance with the purpose of the problem under consideration, this section also presents an author's system of criteria and indicators for tracking the formation of socially significant behavioural manifestations among students.

In **Section III.** (Analysis of the results of the empirical research) the results of the conducted research on all questions from the questionnaires created for the purpose from **Block A** and **Block B** are presented.

An analysis was made of the system of criteria and indicators, enabling the correct evaluation of the acquired social skills as a result of the application of the animation, based on a developed author's scale for evaluating the set criteria and indicators.

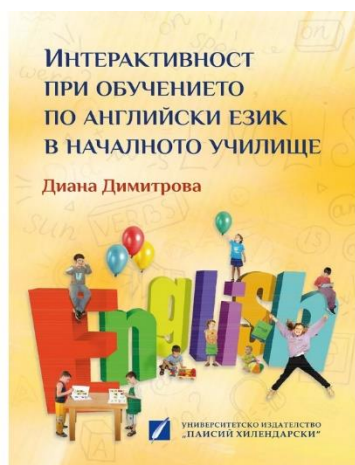
In the appendices, author's questionnaires Block A - Application of animation in education and Block B - The influence of animation on the educational and cognitive activity of primary school students, used in the study, are presented.

In **conclusion**, the actuality of the problem in the field of education and the application of pedagogical animation in order to increase the effectiveness of the educational process are brought out in a structured and summarized form.

**The monograph** can serve all students from the pedagogical fields studying the modern educational trends of the educational process for stimulating the individual activity of the trainees. As well as to all current teachers who want to make learning an interesting experience, consumed by students and provided by a subject or event that enables them to feel pleasant emotions seamlessly combined with learning.

## 2. PUBLISHED MONOGRAPHS NOT PRESENTED AS A MAJORE HABILITATION WORK

**SW2 Dimitrova, D., (2023)** Interactivity in English language learning in primary school. Paisii Hilendarski University Publishing House, Plovdiv, 2023, 205 pages. ISBN 978-619-202-862-6



In modern education, emphasis is increasingly placed on the application of innovative techniques and methods of training to prepare adolescents for life in the new realities. The current modern learning paradigm in schools is oriented towards "learning in or through action" (learning by doing). All this aims at forming in the students a complex of knowledge, skills and attitudes that will serve them both in studies and in life, i.e. personality development not only as the accumulation of knowledge, but also as the development of its individual sides. The issue of activating the educational and cognitive activity of primary school-aged students, and not only, is one of the most significant and relevant in modern theory and practice of education. The technological renewal of education is an extremely relevant, complex and long-lasting process. This is expressed in the need to consider and realize ways of communication that carry with them the "measure" that will contribute to the development of knowledge.

Interactivity is a term often used to describe the characteristics of modern education. As an innovation in the educational process, interactive learning is a form of cognitive activity that implies the setting of specific goals and the creation of comfortable conditions for the training participants. During this training, the participants can feel their success in carrying out productive actions in the learning process itself and create a base of competences for solving various pedagogical problems.

Interactive learning implies the application of interactive methods, which create conditions for active interaction between participants in the educational process, provide opportunities for students to actively participate in the process and cooperate with other participants in it.

Recently gaining great popularity, interactive learning methods appear as an innovation in education and above all as an expression of the need for innovations in the learning process. Considering interactive methods as intended mainly for educational purposes in school, it is considered that through them they provide renewal of the learning process, increase its attractiveness and formation of motivation in students, which, in turn, contributes to the construction of a modern student personality. In this regard, the application of interactive methods in early foreign language learning through a variety of learning activities helps to

achieve a comprehensive and complex development of the common language culture and build models of social behaviour in situations of intercultural communication of students of primary school age.

Interactive methods are particularly suitable for learning a foreign language because they enable active communication between participants and predispose to free interaction and cooperation. Therefore, recently the idea of systematic, purposeful and active use of interactive methods in educational work in teaching English at primary school age has been decisively raised. The use of various interactive methods in foreign language learning is of particular importance for the development of communication skills, thinking and communication of students of this age group, because with their help concrete and figurative to abstract and theoretical knowledge is realized, in which the student becomes a full-fledged subject of his own cognitive activity.

The present **monograph** presents the design and results of a scientific study related to the application of interactive methods for teaching English in primary school.

**Structurally, the monograph consists of** an introduction, six sections, results and summary, conclusions and references.

**Section I.** "Innovation and interactivity in education" presents the essential characteristic of the term "innovation" in scientific literature and its historical development. It examines definitions of educational innovation, such as positive change in education to increase efficiency and improve its quality.

It thoroughly presents the ideas of innovation, interactivity in learning as an innovation, given the need to innovate traditional forms, methods and means of learning.

**Section II.** "Interactive methods as an educational innovation in learning" presents the essence and characteristics of learning methods with an emphasis on interactive methods, as a modern form of active methods.

**In Section III,** the specifics of the application of interactive methods in foreign language learning are considered; significant teaching technologies for language mastery are presented.

This section presents a pedagogical model of foreign language learning based on the application of interactive methods for teaching students of primary school age, implemented in several stages, namely: motivational, informational, analytical, updating, productive, creative, analytical- evaluative (detailed, complete, thorough).

**Section IV** "Research Methodology" deals with the research design – aim, objectives, object, subject and hypothesis. The purpose of the research provided in the monograph is to develop and approve a theoretical-applied model for learning a foreign language in an interactive educational environment (with intensive use of interactive methods). The section presents the conceptual-categorical basis of the study, the methodology, procedures and methods for implementing the experimental study.

**In Section V**, an author's system for measuring students' achievements is presented based on a built-up diagnostic system of criteria and indicators corresponding to the four cores of the learning content in a foreign language, namely: listening, speaking, reading and writing.

In the diagnostic methodology, the individual cognitive tasks are distinguished as a structure of various skills, reflecting the cognitive competence of the studied students, and the language tasks play the role of indicators. All this makes it possible to correctly check and evaluate the students' language skills as a result of the application of interactive methods.

**Section VI** substantiates the conceptual basis of a pedagogical theoretical-applied model for teaching English in primary school.

**Section VII** presents the results and summaries of the research. A comparative analysis of the results obtained from the two groups participating in the study - *control and experimental class*.

In **the conclusions**, the actuality of the issue in the field of education and the application of interactive methods for learning a foreign language in primary school are brought out in a structured and summarized form.

Learning English in primary school aims at achieving a certain level of communicative competence by mastering knowledge, skills and attitudes that form foreign language competence, namely mastering the use of elementary language tools in various communicative situations, mastering skills for constructing and perceiving texts functioning in communicative practice.

The formation of these foreign language competences is a complex process that is influenced by English language learning activities. That is why the English lesson must contain enough opportunities for students to express themselves and their active involvement in the learning process, as well as the need to provide conditions for the practical application of the learned theoretical knowledge.

All this leads to the need to apply modern and innovative methods in foreign language education of children of primary school age. The use of interactive methods in the foreign language (English) classroom for young students contributes to the achievement of the following goals;

- Development of communication skills in a foreign language by using interactive learning methods;
- Development of skills for choosing and applying cognitive strategies depending on the specific solution of the problem related to the educational task;
- Development of the ability to use educational resources and means of presentation in accordance with the features related to the problem of the educational task in the process of communication;
- Development and formation of the ability of the trainees in basic skills, to be further upgraded according to specific needs, etc.

In this sense, the **monograph** would be useful for teachers working in primary school and teaching a foreign language, teachers who work in the direction of modernizing educational activities in the learning process, it will also

be useful for students, for authors of aids, methods and others specialists in the field of foreign language learning, and not only.

## **II. ARTICLES, PUBLISHED IN SCIENTIFIC PUBLICATION REFERENCED AND INDEXED IN A WORLD-FAMOUS DATABASE OF SCIENTIFIC INFORMATION**

**SW3 Dimitrova, D., (2018)** „INNOVATIVE EDUCATIONAL ENVIRONMENT AS A FACTOR FOR THE PREVENTION OF DROPPING OF ROMA CHILDREN OUT OF SCHOOL“, 10th INTERNATIONAL CONFERENCE ON EDUCATION AND NEWLEARNING TEHNOLOGIES, Palma, Mallorca, Spain, 2018. ISBN: 978-84-09-02709-5, ISSN: 2340-1117, p. 2008-2014, published by IATED Academy, <file:///F:/EDULEARN18 Proceedings.html>

This paper examines the potential of the innovative educational environment used as a factor for the prevention of dropping of Roma children out of school. The article aims to reveal the problem related to keeping Roma children in the educational system and the opportunities for its solution through a change in the traditional educational environment focusing on full communication between the participants, cooperation and joint problem solving in the educational process. The specifics of the environment formed by the application of modern and innovative methods are discussed.

The idea is presented that the formation of a new learning environment in which students change their position, supported and being helped by the teacher, as an alternative to traditional training. This can be a good prerequisite to prevent dropping out of school, as students are motivated to learn when they participate in what is happening around them, and thus feel secure and more confident in their actions.

**SW 4. Dimitrova, D., (2019)** „INTERACTIVE METHODS FOR TRAINING CHILDREN FROM PRIMARY SCHOOL.“ EDULEARN19 Proceeding 11th International Conference on Education and New Learning Technologies 1st-3rd of July, p. 2034-2039, ISBN 978-84-09-12031-4, ISSN 2340-1117. Palma-Mallorca, Spain. <file:///F:/EDULEARN19 Proceedings.html>

The article discusses the problem of using up-to-date and new methods in primary school to present the learning content in an accessible and interesting way for small students. The challenges and opportunities for more effective primary



school-age education using interactive methods are analysed and highlighted. In order to achieve the goal of the research, a survey was carried out, which goes through and analyses the opinion of primary school teachers on the positive aspects of interactive methods designed primarily for educational purposes in primary school.

Because of the research carried out and the analysis of the results obtained. We concluded that the application of interactive methods in primary school reveals opportunities for teachers to present the learning content in an attractive and interesting way, which improves the motivation for learning among young pupils and increases their willingness to participate in learning activities.

**SW 5. Dimitrova, D., (2020) INTERACTIVE METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE FOR CHILDREN IN BULGARIAN SCHOOLS.- ICERI2020 Proceeding 13th annual International Conference on Education, Research and Innovation 9th – 10th of November, 2020, Spain. p. 5155-5162, ISBN 978-84-09-24232-0 [https://library.iated.org/authors/Diana\\_Dimitrova](https://library.iated.org/authors/Diana_Dimitrova)**

This work is based on a study that reveals the opportunities of the interactive methods used as a means of teaching a foreign language to second grade pupils in the Bulgarian general education school. The article discusses a didactic model combining interactive methods related to exercises and games that are used to place learners in situations of interesting and easy learning of a certain amount of English language skills as a foreign language, which are gradually and purposefully upgraded.

Because of the conducted research and analysis of the obtained results, it is concluded that the application of interactive methods in primary school is particularly appropriate, as they provide for enrichment and renewal of the learning process, increase its attractiveness, and generate motivation for students to learn a foreign language.

**SW6 Dimitrova, D. (2021). Pedagogical animation in mastering English in the first grade of primary school. Pedagogika-Pedagogy, 93(2), 238-250. ISSN 1314–8540 (Online), ISSN 0861–3982 (Print), Sofia**

The dynamics of social development also affect modern education. This necessitates the application of new models and approaches for the organization of learning activities, which imply a change in the old educational model and direct the efforts of educators to the construction of a new one, in the essence of which lies the idea of a personal approach.

The article deals with the issue related to the application of pedagogical animation in English language teaching in the first grade. Emphasis is placed on

enriching the pedagogical interaction with animated elements to stimulate the interest of young students in learning a foreign language. We lean on the fact that the animation approach involves the use of methods and forms based on learning through fun and experience, which have a strong motivating effect on learners.

We are guided by the idea that animation as an approach forms an innovative learning environment in which effective training and upbringing takes place. Because of the research, we come to the summary that the use of pedagogical animation in learning English in the initial stage of education opens opportunities for developing communication skills in a foreign language and is a prerequisite for provoking the interest and curiosity of pupils to other languages. (Other than native), peoples and cultures.

### **III. ARTICLES PUBLISHED IN NON-REFERRED-PEERED JOURNALS OR PUBLISHED IN EDITED COLLECTIVE VOLUMES**

**SW7 Dimitrova, D. (2021).** “Possibilities for Visualizing the Learning Content of English in Primary School. “In: Socio-pedagogical aspects of innovations in the educational environment. Plovdiv. Paisii Hilendarski University Publishing House, pp. 37-47, ISBN 978-619-202-389-8

The article examines a topic related to interactive learning, which is particularly relevant in modern schools. The idea is presented that the quality use of information technologies creates an educational environment for increasing the effectiveness of learning, diversifying and enriching the learning content and introducing innovations in the learning process.

The possibilities of visualizing the educational content through the application of interactive methods in the teaching of English in primary school are discussed, since visualization increases the degree of perception of the cognitive content.

**SW8. Dimitrova, D., (2019) ,, APPLYING THE BASIS OF AESTHETI CULTURE IN PRE-SCHOOL AGE THROUGH THE MUSIC GAME. “ In: SPIRITUALITY OF A PERSONALITY: METOTHOLOGY, THEORY AND PRACTICE, Issue 2, p. 65-73, ISSN No. 2220-6310, Severodonetsk 2019, Kyiv, UKRAINE. Google Scholar, ULRICHSWEB [http://nbuv.gov.ua/UJRN/domtp\\_2019\\_2\\_9](http://nbuv.gov.ua/UJRN/domtp_2019_2_9)**

The article examines a problem related to the use of musical play as a means of laying the foundations of aesthetic culture in the formation of the personality of preschool children. Emphasis is placed on aesthetic perception and aesthetic attitude to the world, as components of aesthetic culture, which are set through a cycle of musical and artistic-aesthetic activities.

With its rich emotional saturation and aesthetics, which comes not only from the plot, but also from the impact of the music, the musical game appears attractive to children of preschool age. Bearing in mind that the art of music has an aesthetic function, the musical game is extremely suitable for aesthetic education, because, on the one hand, it is associated with pleasant emotions and easily arouses interest in children, and on the other hand, it promotes aesthetic receptivity to the world and gives rise to aesthetic activity.

The present development is based on research that revealed the possibilities of musical play to stimulate positive experiences in children and the emotional-aesthetic attitude towards reality, which in turn gives the opportunity to activate musical-creative activity and expands children's contact with musical art, which supports their overall development. It takes into account the fact that musical games applied at various times of children's daily life create prerequisites for enriching the aesthetic culture, children's impressions and aesthetic experiences, which contributes to laying the foundations for the development of the aesthetic culture of preschool children.

**SW9. Dimitrova, D., (2019)** The positive messages of children's cartoon movies and their influence on the development of the child's personality. In: Man and the Global Society, "Paisii Hilendarski" University Publishing House, Plovdiv, p. 161-170, ISBN 978-619-202-503-8

Information technology and media are an essential part of global society. Their continuous impact carries various emotional and social messages. The meaningfully provided information visually presents the main activities with their specific essences and motives, which creates objective conditions for the formation of the adolescent's personality.

The article deals with the problem related to the positive influence of children's cartoon movies on the development of children's personality. Opinions related to the issue under consideration are presented. In order to achieve the purpose of the development, a survey was conducted, through a questionnaire, to track and analyse the opinion and attitudes of children to animation movies, intended mainly to influence their cognitive development and their upbringing potential.

It is taken into account that according to the content and the plot, the drawing movies are interesting, fun and reflective life situations that can be valuable in all age groups.

**SW10. Dimitrova, D., (2020)** Interactive methods in the early foreign language education of Roma children as an opportunity for their positive attitude towards school life. In: ДУХОВНІСТЬ ОСОБИСТОСТІ: Методологія, теорія і практика, Issue 3, Severodonetsk 2020, Kyiv, p. 134-145, ISSN online 2707-7292, Index Copernicus International, ULRICHSWEB Periodicals Directory, Open Academic Journals Index, Google Scholar, V.I. Vernadsky Scientific Library of Ukraine, [http://repository.khpa.edu.ua:8080/jspui/bitstream/123456789/2224/1/Kolos\\_st2.pdf](http://repository.khpa.edu.ua:8080/jspui/bitstream/123456789/2224/1/Kolos_st2.pdf)

Recently, the cultural diversity in the Bulgarian school is increasing, which necessitates the discussion of some possibilities for revealing and solving the tasks and questions set before the teachers, which are related to the education of children of different ethnicities. The present study examines the possibilities of interactive methods used as a means of forming a positive attitude of Roma children towards school. The article aims to reveal the problem related to the detention of Roma children in the educational system, and the possibilities for solving it through a change in the traditional educational environment in the direction of full communication between the participants, cooperation and general solving of tasks in the educational process.

The application of interactive methods provides children with experiential learning and learning at different levels, learning in which all students are equal regardless of their social or ethnic background.

In view of this, the aim of this development is to present interactive learning methods, through which to stimulate the interest of Roma children in mastering English as a foreign language, as well as their positive attitude towards school life in general.

The proposed interactive methods are tested with students from the Roma ethnic group who study in Bulgarian schools. However, these methods are applicable to any educational system aimed at desegregating Roma children and providing pedagogical support for their English language learning, and not only.

This article describes the following combination of interactive methods:

- ✓ Visualization;
- ✓ Cooperative learning with a small group option;
- ✓ Mobile game;

Because of the conducted research and the analysis of the obtained results, we concluded that the application of interactive methods in primary school reveals opportunities in terms of increasing the interest of Roma students in learning English as a foreign language. As well as in terms of their motivation to learning, and increasing their readiness to participate in learning activities.

**SW11. Dimitrova, D., (2021) PEDAGOGICAL ANIMATION IN THE CLASSROOM OF PRIMARY SCHOOL.** In: Development of key competencies. Interdisciplinary Scientific Conference, Plovdiv, "Paisii Hilendarski" University Publishing House, p. 238-247, ISBN 978-619-7663-02-0

The educational system nowadays undergoes significant changes, provoked by the changing educational paradigm in the direction of searching for flexible approaches for educational interactions, in the implementation of which it is necessary for the teachers to achieve success in the educational process. The novelties for the organization of educational activities thus introduced will bring about a change in the traditional educational model, and the efforts of the educators will be aimed at building a new one, in the essence of which lies the idea of learning through experience.

The article deals the application pedagogical animation for education goals in primary school. To achieve the goal of the development a theoretical analysis of the importance of animation applied in the classroom and its role in organizing an interesting, intriguing and fun educational environment in which students perceive the learning content in an accessible and fascinating way. The teacher's work as an animator is presented.

Standpoints and comments related to the considered issues are presented. Account is taken of the fact that, depending on the different options for applying animation in a classroom, teaching becomes flexible and innovative, which turns animation into an appropriate pedagogical approach for teachers in the implementation of educational activities for the presentation of educational content in primary school.

**SW12. Dimitrova, D., (2022) PEDAGOGICAL ANIMATION FOR THE DEVELOPMENT OF SOCIAL SKILLS IN CHILDREN.** In: Wielowymiarowość edukacji XXI wieku tom I Edukacja przedszkolna i wczesnoszkolna, Monografia wieloautorska, [i] WN IKRiBL Siedlce, 2022, p. 169-180, ISBN 978-83-66597-50-1

The article poses a question related to the use of pedagogical animation for the formation of socially significant behavioural manifestations in children in the educational institution. The purpose of pedagogical animation is to create conditions for learning socially acceptable behaviour by children in specific social situations, through various animated forms.

To evaluate the effectiveness of the use of pedagogical animation, a study was conducted in which appropriate animation elements were applied in the pedagogical interaction.

The results of the conducted research allow us to summarize that the use of pedagogical animation contributes to the mastery of social skills by children, as it opens up opportunities for positive communication with others, for enriching interactions and building good relationships.

**SW13. Dimitrova, D., (2022) CREATION OF PREREQUISITES FOR FORMATION OF AESTHETIC CULTURE IN CHILDREN THROUGH PEDAGOGICAL ANIMATION.** In: Yearbook of Plovdiv University "Paisii Hilendarski", Faculty of Pedagogy, Volume I, Plovdiv, 2022, Plovdiv University Publishing House, p. 162-173, ISSN 2815-4134 <https://pf-yearbook.uni-plovdiv.bg/създаване-на-предпоставки-за-формира/>

The article examines the application of pedagogical animation for the formation of aesthetic culture in building the personality of children in kindergarten and primary school. Emphasis is placed on aesthetic perception and aesthetic attitude to the world, as components of aesthetic culture, which are placed through a cycle of musical and artistic-aesthetic activities.

The present study is based on research that reveals the possibilities of educational animation realized through musical play to stimulate positive experiences in children and emotional and aesthetic attitude to reality, which in turn allows for activation of musical and creative activities and expands children's contact with the musical art that supports their overall development.

It takes into account the fact that musical games including animation elements applied in different moments of everyday life of children in kindergarten and primary school, create conditions for enriching aesthetic culture, children's impressions and aesthetic experiences, which contributes to laying the foundations of aesthetic culture to the children.

**HT 14. Dimitrova, D., (2022) Theoretical-applied model for early learning of a foreign language in preschool age through interactive methods,** B: Kontext a dimenzie predprimárnej edukácie, Prešov, 2022, стр. 94-101, ISBN 978-80-555-3039-0 <https://www.pulib.sk/web/kniznica/elpub/dokument/Minova3>

Getting to know and starting the study of a foreign language in our educational system starts from kindergarten, but as an additional activity helping the multifaceted development of the child. Language training in kindergarten practice is implemented on request, through the cooperation of language schools or as part of the mandatory program (usually in private kindergartens) by specially trained specialists.

There is the precisely the variety of pedagogical situations in the space of the kindergarten and the implementation of the language situation as an additional activity that appears as a challenge for the teacher.

Based on the idea of a person-oriented approach in the organization of the kindergarten, issues related to the development of children and the linguistic environment in which they grow up are significant for the formation of the child as a person.

The article discusses a possible theoretical-research model through the application of interactive methods for early foreign language learning in

kindergarten, with the aim of building, maintaining and rethinking the relationship between teacher and children in the context of modern ideas for better education. An immediate motive for the use of interactive methods for early learning a foreign language is the effectiveness of achievements and the creation of a learning environment in which children can meet and get to know the foreign language in an interesting and fun way.

**HT 15. Dimitrova, D., (2024) VISUALIZATION AS AN INTERACTIVE METHOD FOR TEACHING ENGLISH IN PRIMARY SCHOOL. B: XXI INTERNATIONAL SCIENTIFIC CONFERENCE, THE MULTIDIMENSIONALITY OF THE EDUCATION IN THE 21ST CENTURY. Siedlce, 2023 p. 91-101, ISBN 978-83-66597-91-4**

Recently, the active use of information and communication technologies in the educational process provides an opportunity for more effective and interesting learning in a foreign language. The gradual introduction of technology is changing traditional education. Multiple virtual environments are used to implement the educational process as a whole. Thus, the change in the traditional educational environment has changed in the direction of dialogue and cooperation, full communication between the participants and joint search and solving of the tasks in the educational process.

The article examines the topic related to visualization of educational content and application of interactive methods for teaching English to children in primary schools. Features of visualization as an innovation in teaching and alternative ways of presenting language content are discussed.

The idea is presented that the quality use of information technologies creates an educational environment for increasing the effectiveness of learning, diversifying and enriching the learning content and introducing innovations in the learning process.

The possibilities of visualizing the educational content through the application of interactive methods in the teaching of English in primary school are discussed, since visualization increases the degree of perception of the cognitive content. All this contributes to the emotional satisfaction of young students when learning a foreign language.

Дата:.....

Изготвил:.....  
/гл. ас. д-р Диана Минкова Димитрова/