

8.2. АНОТАЦИИ НА НАУЧНИТЕ ТРУДОВЕ НА АНГЛИЙСКИ ЕЗИК

Annotations of Scientific Works

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for participation in a competition for the academic position of "Associate Professor" in the field of higher education 1. Pedagogical Sciences, professional direction 1.3. Pedagogy of Teaching ... (**Methods of orientation in the surrounding world**).

For participation in the competition, 11 scientific works have been submitted, divided into sections as follows: 1 monograph; 1 book based on a defended dissertation for awarding the educational and scientific degree "doctor"; 5 publications in scientific journals, refereed and indexed in world-renowned databases of scientific information, 4 publications non-indexed peer-reviewed journals or published in edited collective volumes.

All of them have been developed and published after acquiring the academic position of "chief assistant professor" and after being awarded the educational and scientific degree 'doctor' / PhD.

I. MONOGRAPH

1. HABILITATION WORK

Scientific work 1. **Kaloferova, B. (2024). A project oriented model for health education based on integrative relationships and key competencies, Plovdiv University Press, ISBN 978-619-7768-08-4**

In the world of knowledge, education is becoming a place for acquiring competences for achieving a sustainable life (personal, communal, global), as well as for its constant creation and re-creation. These competencies are described in terms of the degree of *assuming responsibility, independence and freedom of choice* by the preschool-age child regarding their own health, safety and well-being (Ministry of Education, Science and Technology, 2019a).

From this perspective, as R. Valchev points out (2006: 6), the idea of *"sustainability of education, summarized in the famous four principles: I study in order to know; I study in order to do; I study in order to live together; I study in order to be"* requires social and personal changes in thinking and behaviour. Changes that define the essence of the new education in a dynamic world. In terms of content and organization, change means a shift in the focus of education from teaching knowledge to mastering key competences and developing problem-solving abilities, encouraging learning through experience, taking into account the individuality of the person and their revealed or hidden talents.

The Ministry of Education of the Republic of Bulgaria in booklet two *"On the transition from knowledge to skills"* (2019 b) highlights the main characteristics of the competence paradigm. *The first one* is related to the integration of knowledge, skills and attitudes from one area of competence into another. As a result, the integration of health education into preschool-age programs is identified as a key priority for investment in the future of education policy. *The second characteristic* emphasizes the activity-oriented approach of subject - subject level, which sets requirements for the process of pedagogical interaction. A project-oriented process, learning by doing and by experiencing, creative application of knowledge, skills (Neminska, R., 2016) and children's discovery (Gyurov, D., 2011). Creativity and innovation are *the third characteristic* of the competence approach (MES, 2019b).

According to K. Robinson and L. Aronica (2017) creativity is a dynamic process related to the application of new interactions, person-oriented approach, reflexive, interdisciplinary, etc. And as for innovativeness, it is associated with the application of new ideas in practice (ibid.).

Educational innovations which the Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021 – 2030) defines in the following trajectories:

- changing the teaching culture;
- creating a more attractive environment for interaction;
- increasing the effectiveness of the educational process which is attractive, practically oriented and builds learning attitudes;
- creating and developing partnerships with other educational institutions and parents to share innovative practices.

Trajectories that determine **the purpose** of this monographic work:

To develop a project-based model for orienting the 6-7-year-old child in areas of competence from health education, including integrative links and key competencies.

The object of the research is the project as a method of pedagogical interaction for orienting the preschool-age child in health education.

The subject of the research is the process of pedagogical interaction in the project-oriented model, including the integration of art, sports, digital technologies and the development of key competencies in the field of health education.

The monograph consists of **an introduction, 4 chapters, a conclusion and deductions.**

In the first chapter of the monographic work, children's active cognitive position is traced, reflected in in the normative and strategic documents.

The second part analyzes the methodological literature on project-based learning. In theoretical terms, the key concepts and dimensions of "project-based", "project-oriented" and "problem-based" learning are clarified. Project types are studied and analyzed.

The third chapter introduces the reader to the project-oriented model for health education. The essence of the project activity as a strategy for integrativeness in the pedagogical interaction, which combines education for health, art, sports and digital technologies in an intensive correlation, is followed step by step. A special place is devoted to the integration in the project of the so-called transferable (soft) skills of critical thinking and creativity, collaboration and communication.

Chapter four orients the reader to the innovative characteristics of the project-based model for health education. Those that build on and complement the process

of pedagogical interaction, creating conditions for the preschool-age child to orientate themselves in areas of competence from health education.

The design of pedagogical interaction in health education projects is expanded.

The results of the survey of pedagogical specialists are analyzed, which give grounds for developing projects that integrate health education, art, sports, digital technologies and competencies in a single framework - a contributing point in the monograph.

2. A BOOK BASED ON A DEFENDED DISSERTATION FOR THE AWARDING OF THE EDUCATIONAL AND SCIENTIFIC DEGREE OF DOCTOR

Scientific work₂. Kaloferova, B. (2024). An educational model for orientation in a healthy and social environment, based on key competencies, Plovdiv University Publishing House, ISBN 978-619-202-983-8

The preschool period is extremely important for a child's development. According to the World Health Organization (WHO), the main indicator of children's physical, social-emotional, cognitive and language development is *health*. It is the extent to which individual children or groups of children are able or have the opportunity *to develop and realize their potential*, talents and abilities and to have full, satisfying lives in society, *to develop a capacity that enables them to interact successfully with their biological, physical and social environments*.

Laying the foundations for long-term child development, well-being and health is normatively accounted for by the Preschool and School Education Act (MES, 2016), where in Art. 55 it is stated that "preschool education lays the foundations for lifelong learning by ensuring the physical, cognitive, linguistic, spiritual, moral, social, emotional and creative development of children, taking into account the importance of play in the process of pedagogical interaction".

As for its achievement, health extends far beyond formal education and encompasses a wide range of life experience, learning processes that the National Strategy for the Child (2008-2018:19) highlights in the context of:

- increasing the health culture among the population through health education for children and their parents;
- introduction of systematic health education aimed at acquiring knowledge, building skills and attitudes for a healthy lifestyle;

- increasing the physical activity of children with a special emphasis on children of preschool and school age;
- promotion of healthy eating among preschool-age children and students.

An experience that determines the holistic healthy development of the preschool-age child and allows the **objectives** of the present monographic work to be derived:

To examine knowledge, skills and attitudes towards health as a unity of physical, emotional and social well-being of the 6 - 7-year-old child;

To investigate the 6-7-year-old child's manifestations of key competencies in their orientation in a healthy and social environment in the context of the "Environmental World" educational direction.

Structurally, the monograph consists of **an introduction, 6 chapters**, a conclusion and references.

In the first chapter of the monographic work, modern, holistic concepts and definitions of the concept of "health" adequate to social conditions are traced.

In the second chapter, the existing normative base is analyzed regarding the 6-7-year-old child's orientation in a healthy and social environment.

Chapter three introduces the reader to the essence and objectives of health education in preschool age. Ideas and implementation of health education in preschool age are tracked.

Chapter four states the conceptual and organizational parameters of the research. Objectives, tasks and methods of pedagogical research are presented. The methodology of the pedagogical research is compiled.

Chapter five traces the parameters of the educational model for orientation in a healthy and social environment. Its *modernity* is outlined, with an emphasis on the competence approach and the new organization of time, environment and space. By means of the content complexity and the structure of the cognitive content in the model, its *optimality* is unfolded. And *the adequacy*, as a third parameter, is tracked when interpreting the educational content, by means of eight additional pedagogical forms of pedagogical interaction – *ateliers*.

In the analysis of the results in *chapter six*, the relationship between the thematic areas with a health focus, structured in the formative model and the 6-7-year-old child's key competencies is brought out.

II. PUBLICATIONS IN SCIENTIFIC JOURNALS, PEER-REVIEWED AND INDEXED IN WORLD-RENOWNED SCIENTIFIC DATABASES

Scientific work₃. **Kaloferova, B.(2022). Discovery science under the conditions of preschool age workshop, Pedagogy Volume 92, Number 3, pp. 342-357, ISSN 0861 – 3982 (Print) ISSN 1314 – 8540 (Online)**

The object of this study is the additional form of pedagogic interaction - workshop. The activity of the child at preschool age is analyzed under the condition of the workshop, when the child plays the role of an explorer and discoverer of the environmental diversity.

From an organizational point of view, this would mean teamwork, in small groups of “cooperative learning or learning through cooperation” with a focus on methods, such as: experimentation, elementary experiments and varieties of the Game phenomenon. The stages of technological developments of the workshop at preschool age are worked out.

The phases and stages of pedagogical interaction are outlined in an exemplary technological model for the development of the preschool age workshop. The theoretical presentation is added by projects of workshops for orientation of a preschooler in a healthy and social environment, which are devoted to the physical, mental and social health.

Scientific work₄. Kaloferova, B.(2020). The preschool child’s digital competence, 13th annual International Conference of Education, Research and Innovation, ISBN: 978-84-09-24232-0, ISSN: 2340-1095, V- 2372-2020, pp: 8972-8977, Seville (Spain), Web of Science

The present theoretical in its nature study aims at following the projection of the preschool child’s digital competence in the context of the educational direction "Surrounding World".

The tasks through which the goal is going to be achieved are: To explore the concept of digital competence as well as to analyze the range of technologies and media in the context of the educational direction "Surrounding World". Digital competence combines key components in five areas which can be summarized as follows: Information and media literacy, which is defined as the ability to access information affecting a child's physical, emotional, cognitive and social development, assessment and use in an appropriate way, managing the flow of information from different sources and its inclusion in the child's games. Communication and cooperation - includes the child’s interaction with peers and

adults (text, voice and video interaction so that communication is effective), sharing, civic activity, cooperation in a digital environment. Digital content - the child under school age uses technologies as tools for exploring the world, actively engaging in fun and challenging activities, exploring objects and things that provoke their interest. Safety and problem solving - when using technological tools in preschool age it is especially important to draw the differences between passive and active use in preschool age on the basis of shared responsibility and support of parents and teachers.

The preschool child's interaction with technologies and digital media focuses on their use for exploration, analysis, synthesis, discovery, research, communication and collaboration, improving the child's achievements in discovery. Active use is linked to the protection of the child's health and well-being, as well as safety in the multimedia interactive environment through provided resources. Game interaction through the media environment is a stimulus for acquaintance, for manifestations of behavior in highly social orientation and cordiality, a place for development of friendship and relationships.

Scientific work⁵. **Kaloferova, B.(2021). The shared responsibility between parents and teachers in the process of the preschool child's sustainable development, 13th annual International Conference on Education and New Learning Technologies, 5th and 6th of July, pp.3918-3924 ISBN:978-84-09-31267-2**

A global perspective of preschool education is to create motivation for lifelong learning. laying the foundations for the child's sustainable development, as well as to make efforts to build a positive attitude among parents towards education, too.

This theoretical study aims to examine the shared responsibility between parents and teachers in the process of the preschool child's sustainable development. The objective is specified by the following tasks: To follow the preschool child's sustainable development in the context of the Bulgarian educational policy and its projection in the educational direction "Surrounding World"; To analyze the content (normative and socio-pedagogical) of the term "shared responsibility"; To study traditional forms of communication and cooperation between parents and pedagogues, as well as non-traditional ones, aimed at the preschool child's sustainable development under the conditions of remote interaction. Sustainable development includes issues aimed at building civic awareness and civic virtues, closely related to the development of skills to create or maintain a healthy lifestyle and living conditions and to voluntarily adapt to health-promoting behavior; issues of environmental protection, the efficient use of natural resources, the maintenance

of the ecosystem as well as forming a positive attitude towards diversity in all areas of human life; issues that are specified in Ordinance № 13 of 21.09.2016, which determines the state educational standard for the Republic of Bulgaria for civic, health, environmental and intercultural education.

The shared responsibility between parents and pedagogues in building the "picture of the world" is an essential factor for the child's realization in society and their sustainable development. In the Law on Preschool and School Education of the Republic of Bulgaria, chapter ten "Parents", art. 208, para. (1) some traditional forms are traced: "the cooperation and interaction between the parents and the kindergarten or school is carried out through individual consultations, parent meetings, trainings, as well as whenever a specific situation or behavior of the child or student makes it necessary." Amending and supplementing the above mentioned Law in 2020, art. (68a) outlines the parents' participation in the forms of pedagogical interaction in kindergartens, as far as and if possible, in an electronic environment as well, through the use of information and communication technologies. Having in mind the symbiotic functioning of the subjects from the two closest social environments - family and kindergarten, the parents' rights derived in the indicated normative document, are of interest for the present research (art. 209), their obligations (art. 210), as well as the Ordinance on the state requirements for acquiring the professional qualification "teacher" of 2021. It identifies key competencies for acquiring the professional qualification of "children's teacher", one of which is "working with parents and the family community". The competencies are related to the professional and pedagogical preparation of the teacher for the application of knowledge, skills and attitudes for building partnerships with parents and the family community, aiming at the optimal support of each child.

Scientific work₆. **Kaloferova B.(2022). Organization of the educational environment in orienting the preschool child in the surrounding world, 16th annual International Technology, Education and Development Conference, Valencia, 7-9 March, pp: 54-60, ISBN:978-84-09-37758-9, ISBN:2340-1079**

J. Piaget's constructivist theory of development states that children act on their environment to build an understanding of how the world works. Therefore, the living space in the kindergarten is constructed in accordance with: the child's age characteristics; their main activities; the psycho - pedagogical and social requirements for raising and working with preschool children (art. 3)

The aim of the present theoretical research is to study strategies for the management and organization of the educational environment in orienting the preschool child in the surrounding world. The aim is specified by the following

tasks: To present the pedagogical projections of the educational environment as well as its transformation so that it is a safe, supportive and inclusive, empowering and interactive environment; To bring out the essence of discovery in orienting the child in the surrounding world; To outline the diversity of types of corners of interest in which the preschool-age child participates in a kind of research activity. Definitions are derived regarding the corners of interest. Their importance in orienting the preschool child in the surrounding world is pointed out. A sample classification is offered in terms of corners of interest: corners of interest organized in the indoor play-educational space of the age group and the adjacent lobby; Outdoor corners of interest; Corners of interest arising from the preschool children's needs and interests.

Scientific work⁷. **Kaloferoва B.(2023). *Development of the 6 – 7-year-old child's natural science competences through technologies*. In: Pedagogika Pedagogy, Volume 95, Number 4, Competency approach and innovation in the 21st century, pp.112-122, <https://doi.org/10.53656/ped2023-4s.11>**

The article examines natural science competencies according to normative documents and standards in Bulgaria, aimed at the preschool-age child's ecological transition and sustainable development. That is an ecological transition that supports the preschool-age child in acquiring the knowledge, skills and attitudes necessary for a more sustainable life, the so-called "sustainability competences" described in the European sustainability competence framework GreenComp2).

It creates a condition for changing consumption patterns. It directs the public's attention to adopting a healthier lifestyle in harmony with the environment. The content parameters of the preschool-age children's natural science competences in orientation in the surrounding world have been outlined. Special attention has been paid to their manifestation in the 6 – 7-year-old child by means of digital photography, guided by the idea that photography is regarded not only as a visualization technique, but also as a subjectively significant activity for the child in their orientation in nature.

III. ARTICLES PUBLISHED IN NON-INDEXED PEER-REVIEWED JOURNALS OR PUBLISHED IN EDITED COLLECTIVE VOLUMES

Scientific work⁸. **Kaloferoва B.(2023). *THE PRESCHOOL-AGE CHILD'S SKILLS FOR SUSTAINABLE DEVELOPMENT AND HEALTHY LIFESTYLE*. В: Годишник на Пловдивски университет, Педагогически факултет, том 2, с.133-145, ISSN 2815-4134**

The preschool-age child's sustainable development emphasizes competencies that are described in terms of the degree of taking responsibility and independence. Turning topics related to physical, mental and social health into part of the child's daily life favours the child's development of knowledge, skills and attitudes to live more sustainably, promotes sustainable patterns of a lifestyle that is healthier and more environmentally friendly.

The adaptation of educational programs according to the specifics of the child's individual profile and educational needs, the innovation of forms and methods of pedagogical interaction aim at making a creative and flexible educational environment that creates a prerequisite for "learning through experience". In the corners by interests - an additional form of pedagogical interaction - the child explores and experiences the world in a way that best suits their individual interests and learning style.

The purpose of the research is to track the manifestation of the 6-7 year-old child's skills for sustainable development and a healthy lifestyle in corners by interests. The goal is specified by the following tasks: To trace the skills for sustainable development and a healthy lifestyle in strategic and normative documents; To explore the manifestations of sustainable development and healthy lifestyle skills in corners by interests.

Scientific work⁹. **Kaloferova B.(2023). *The project in preschool age - a strategy for the integration of art and competence areas of health education.* In: *Interdisciplinary Education through Arts, Sports and Digital Technologies*, Plovdiv, Paisii Hilendarski University Publishing House, pp. 186-202, ISBN 978-619-7663-76-1**

The integrative potential of the project in preschool age is primarily expressed in the active dialogue and interaction between the different spheres of scientific knowledge. The educational direction "Surrounding World" represents precisely such an integrated center of the problems of various sciences regarding the development of the child's worldview in intense correlation with the environment and strengthening of their emotional experiences. In the present study, we will assume that at the basis of this integration lies the transformative power of creative expressions and productive activities in the field of art, derived as "competences in the field of culture and skills for expression through creativity".

The purpose of the research is to trace and analyze the integrative connections between competence areas of health education and art within the project activities in preschool age. This goal is specified in the following tasks: to deduce essential characteristics and stages in the technological development of the project in

preschool age; to supplement the theoretical presentation with an exemplary technological model of a health education project; to draw up, test and apply a survey to study the attitudes of pedagogical specialists regarding the project and the integrative connections between competence areas of health education and art.

Scientific work ¹⁰. **Kaloferova B. (2024). The 6-7-year - old child's reflexive manifestations of behaviour under the conditions of project interaction. In: Collection of papers from an interdisciplinary scientific conference. 40 years of the Faculty of Education - traditions and innovation, Faculty of Pedagogy, Plovdiv University Press, p. 35-50, ISBN 978-619-7768-12-1**

This article examines the reflection and reflexive manifestations of pre-school age children as a mechanism for the formation of their self-awareness.

The functions of self-awareness in the child's behaviour are discussed and considered in three stages, on the basis of which the presence of several types of reflection identified by I. Koleva (2007) and V. Vasilev (2006) is traced in the present study: intellectual, personal, communicative and cooperative.

Emphasis is laid on manifestations of behaviour that take place primarily in the context of age-specific project activities. Through an author's project on the topic: "How to turn trash into treasure?" the readiness of children in the fourth group to predict and control the algorithm to achieve a certain goal is traced.

The results of the conducted research are analyzed.

Scientific work ¹¹. **Kaloferova B.(2024). Key competences in orienting the child in the surrounding world. In: E-magazine "Education and Development", issue 14, pp. 85-93, ISSN 2603-3577**

This article aims to trace the key competencies and their manifestations in preschool-age children's orientation in the surrounding world. The constructs of competence have been highlighted, namely: knowledge (specific, generalized, and dynamic notions) in the child's orientation in the "picture of the world," the so-called cognitive element, "skills for action," also a reflexive element, including the internal reflection of conditions in a given situation, the perception of oneself and one's abilities, and the attitude - a stimulating element of overall competence, which is associated with the emotional component of the child's knowledge and skills.

Emphasis is placed on their ratio, which gives rise to the subjective criteria for the effectiveness of the child's own actions (sense of possibilities, self-worth,

effectiveness). Modern requirements for the technology of orientation in the surrounding world (a set of methods and means, consistency) are presented, through which an opportunity is provided for the development of the competences of the XXI century.

The substantial parameters of the particular key competences in orienting the preschool-age child in the surrounding world have stood out.

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