

## 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 1.2. Pedagogy (Preschool Pedagogy).

For participation in the competition, 14 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, 7 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**

**Kamenova, E. (2025).** *Organized Activities in the Emotional-Volitional Preparation for School of Children Aged 5–7 Years*. Plovdiv, ISBN 978-619-281-078-8.

The preparation of the child for school is one of the most significant and multifaceted issues facing contemporary preschool pedagogy. It represents a complex and prolonged process that intertwines aspects of the child's personal, cognitive, and emotional development. The

transition from kindergarten to school is not viewed merely as an institutional shift, but as a profound psychological and social moment requiring a comprehensive set of knowledge and skills essential for the future student. Consequently, the problem of school readiness and its components continues to be a central focus of scientific inquiry and pedagogical research. The present monograph examines the specific features of children's emotional-volitional preparation for school, placing emphasis on its characteristics and developmental particularities. The emotional-volitional sphere, as an integral aspect of general school readiness, has been explored by pedagogues and psychologists who highlight a growing trend: contemporary children demonstrate rising IQ indicators, while their emotional quotient does not reflect equally high levels – in some cases, even the opposite. Research in the field shows that children with well-developed emotional and volitional skills exhibit greater resilience when encountering difficulties, better social adaptation, and more successful coping with the requirements and challenges of the new educational environment. This raises the essential question: *How can effective emotional-volitional preparation be achieved?*

In recent years, preschool practice has shown a trend toward the academicisation of educational content, where the attention of teachers and parents increasingly focuses on preparing children for reading, writing, and mathematics, often at the expense of emotional-volitional and social competence. This tendency highlights a noticeable imbalance between the child's specialised academic preparation and general psychological readiness for school. In essence, these two dimensions must be developed in close interrelation, complementing and supporting one another. Their harmonious integration ensures holistic school readiness. This, in turn, requires pedagogical practice to be intentionally oriented towards achieving and maintaining this balance.

Emotional-volitional preparation cannot be formed solely through structured pedagogical situations within the educational areas. It requires a multifaceted and holistic approach in which educational work unfolds through both organised and free activities—play, artistic-creative tasks, work-based activities, exploratory and interactive forms, among others. Such activities create real conditions for meaningful development of emotional-volitional readiness for school. In this regard, the monograph explores in depth the organised activities in kindergarten practice and their integration into the educational process as stimuli for emotional-volitional development. Author-developed activities are presented. Their description does not follow rigid, formal steps but offers a flexible framework combining purposefulness with creative freedom. This approach allows teachers to interpret, adapt, and modify the activities in accordance with their objectives, the individual characteristics, capabilities, and needs of each child, as well as the available educational resources. These organised activities thus become a dynamic form for stimulating emotional-volitional preparation, providing conditions for emotional engagement and volitional expression. This scientific work investigates and seeks answers to fundamental questions concerning emotional-volitional preparation for school and the role of organised activity within this process. Among them are: What is the significance of emotional-volitional readiness for children's future school success, and why does it represent an essential dimension of becoming a learner? How is the process of emotional-volitional preparation organised? Which forms of pedagogical interaction and types of activities foster emotional-volitional development? Which diagnostic tools can be used to assess the level of emotional-volitional readiness in children? To what extent is improvement and updating of

educational forms necessary to achieve higher developmental outcomes? What are teachers' perceptions regarding the current state, trends, and possible strategies for optimising emotional-volitional preparation? These questions frame the monograph, integrating theoretical analysis with empirical investigation in preschool practice. Importantly, the study also examines teachers' professional attitudes and observations regarding current conditions, trends, and opportunities for optimising the process of emotional-volitional preparation for school.

In view of the relevance of the problem, the present monograph sets the following aim: to explore the current state, trends, and challenges in emotional-volitional preparation for school, and on this basis, to justify and present a system of organised activities as a means for stimulating and optimising this process, aligned with contemporary professional views and the requirements of preschool practice.

This aim is implemented through the following research tasks:

1. To conduct a theoretical analysis aimed at explicating the key concepts, conditions, principles, trends, and contemporary approaches to forming emotional-volitional preparation for school.
2. To develop a system of organised activities that creates objective conditions for ensuring children's emotional-volitional preparation for school.
3. To create a criteria-based framework for observation and assessment to support preschool teachers. This framework provides clear indicators for monitoring and evaluating this important developmental dimension, facilitating the planning and implementation of activities.
4. To carry out a survey among preschool teachers, investigating their attitudes and opinions regarding the place of emotional-volitional preparation within the educational process and their readiness to integrate the proposed activities into their practice.
5. To analyse quantitatively and qualitatively the results of the conducted study and derive conclusions relevant to pedagogical practice.

The **object** of the research is the process of emotional-volitional preparation for school of children aged 5–7.

The **subject** of the research is the organised activities that create objective conditions for optimising and developing emotional-volitional preparation for school in 5–7-year-old children. Without claiming exhaustiveness, the monograph—structured into four chapters, conclusion, and final summaries—outlines significant directions for reflection, scientific discussion, and practical improvement of pedagogical work. These directions support a smoother and more successful transition of the child to the new social and educational reality, ensuring the necessary emotional-volitional readiness for school.

Structurally, the monograph consists of an Introduction, four chapters, conclusion, and summaries.

- **Chapter One** presents a theoretical overview of school readiness and the specifics of emotional-volitional preparation.

- **Chapter Two** thoroughly outlines the activities and forms in kindergarten, focusing on organised activities and their varieties—play-based, work-related, creative, exploratory, and others.
- **Chapter Three** introduces a system of specially designed organised activities for stimulating emotional-volitional preparation for school, outlining their specifics, organisation, content, and pedagogical technology.
- **Chapter Four** presents a criteria-based assessment framework and a survey of teachers' views on the issues addressed in the monograph. It analyses the results of this empirical study, offering an objective perspective on the system of organised activities, the criteria framework, and the current state of emotional-volitional preparation in preschool children.

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

**Kamenova, E. (2025).** *A Pedagogical Model for Stimulating Cognitive Activity in Foreign Language Learning among 6–7-Year-Old Children.* Plovdiv, ISBN 978-619-281-070-2

In the context of a dynamically changing world and growing cultural diversity, the acquisition of a foreign language at an early age attains strategic significance for the personal and social development of young children. The European Union has undertaken various initiatives in the field of early foreign language education. Research on the introduction of foreign languages in early childhood demonstrates that the majority of respondents consider it to be of substantial importance for children's future development and subsequent educational progression. Early foreign language learning stimulates natural manifestations of curiosity toward the language and culture of others. Within the kindergarten setting, foreign language education fulfills an essential socialising function, as it introduces children to the values of intercultural communication and tolerance—core criteria for contemporary interactions in an increasingly globalised world. In this regard, the foreign language in early childhood education can be viewed not merely as an academic subject but as a means for personal growth and the formation of positive attitudes toward lifelong learning. Introducing young children to a foreign language should not be perceived solely as the acquisition of new linguistic structures; rather, it constitutes a complex developmental process that supports essential dimensions of the child's overall growth—cognitive, social, and emotional.

Since foreign language instruction is not mandatory in the kindergarten curriculum, a significant challenge arises regarding the absence of a unified educational programme for English language teaching in early childhood. On one hand, sample curricular frameworks provide insufficiently engaging models for foreign language acquisition. On the other hand, in practical settings, the outcomes of some of the existing approaches and models frequently fail to correspond to the genuine interests and developmental needs of children.

Contemporary educational practice therefore faces the imperative to implement alternative approaches and models that align with children's real interests and optimise the overall learning process. Traditional methods often prove “boring” for children and fail to maintain sustained

motivation and engagement during instructional activities. This tendency necessitates the integration of play-based, interactive, and progressive methods that foster a positive emotional climate and stimulate children's cognitive activity.

The effective realisation of foreign language learning in the kindergarten depends largely on the professional profile of the teacher, who must be able to stimulate children's activity and curiosity in an enjoyable and emotionally supportive manner—prerequisites for achieving desirable learning outcomes. The teacher's role extends beyond introducing lexical items; it includes cultivating confidence, motivation, and sustained interest in the learning process. Teachers of English in early childhood education independently select their teaching materials and, consequently, choose the tools, methods, and instructional techniques they consider beneficial and engaging for children. It is therefore desirable for educators to possess sufficient competence in the field to adequately plan, select, structure, and deliver the thematic content. Through skillfully organised activities of collaborative interaction, conditions are created for the lasting development of knowledge, skills, and positive dispositions for communication in a foreign language.

**Chapter One** of the monograph examines the theoretical foundations of foreign language education in early childhood, emphasising the sensitive nature of the 5–7 age period for foreign language acquisition. It analyses the specific features and challenges of foreign language learning as an additional activity within the preschool institution, as well as the role of motivation and engagement in the process of acquiring a new language. The BOX-IDEA concept is presented as a pedagogical model within the context of early foreign language education. Special emphasis is placed on the professional profile of the foreign language teacher in the kindergarten as a key determinant of instructional effectiveness.

**Chapter Two** outlines the primary pedagogical tools and methods for stimulating cognitive activity in foreign language teaching for 5–7-year-old children. The essence of the THEMATIC BOX-IDEA model is elaborated, with its structure, components, and forms of pedagogical interaction clearly delineated. The discussion synthesises how the model supports active participation and children's motivation within the educational process.

**Chapter Three** explores the practical and applied dimensions of the model, providing its technological characteristics and the organisation of its implementation in pedagogical practice. The chapter describes the stages of the conducted study, which trace the model's effectiveness. Results and sample applications of the THEMATIC BOX are presented, demonstrating its potential for stimulating cognitive activity among preschool-aged children.

**Chapter Four** provides a comprehensive analysis of the results of the pedagogical research, organised in three consecutive stages. It examines the quantitative and qualitative data from each phase, tracing the dynamics of children's cognitive activity and skills under the influence of the THEMATIC BOX model. The analysis synthesises the observed changes and highlights trends that confirm the effectiveness of the implemented pedagogical technology.

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

1. **Bahchevanova, T., E. Kamenova (2024).** “Didactic play-a tool for learning English in Bulgarian kindergartens” *In: 17th annual International Conference of Education, Research and Innovation*, Seville, Spain: INTED 2024, 11-13 November, ISBN: 978-84-09-63010-3; p.10685 10688, <https://doi.org/10.21125/iceri.2024.2774>

The article discusses the importance and the effectiveness of didactic play on foreign language learning in preschool. Foreign language is offered as a paid additional educational activity in Bulgarian kindergartens. Taking this into account, parents expect the achievement of high results by the educator in the process of learning. This requires a topical training and methods that meet both the children’s interests and needs and parent’s expectations. It is deniable that digital technology is the medium of choice for children, but play remains the leading activity in the educational process. This paper presents didactic play as an essential tool that has proved its successful applicability in foreign language education in kindergarten. Its inclusion provides positive motivation and active position of children in the pedagogical process, which in turn appear to be an essential prerequisite for successful acquisition of foreign language competences. A questionnaire survey among kindergarten English teachers is also presented. The aim of the study was to investigate teachers' opinions about the place of didactic play in English language teaching. From the presented analyses of the results, conclusions were drawn that confirm its importance in the teaching process.

2. **Ivanova, B., & Kamenova, E. (2023).** The Fundamental Importance of Movement for Health and Competence Resources. *Pedagogika*, 95(4s), 59–68. <https://doi.org/10.53656/ped2023-4s.06>

The article emphasizes the importance of movement both for children’s health and also for intellectual development and the competences. The aim of the research is to study not only theoretically but also practically the role of movements as an irreplaceable health and competence resource. The results of a survey with teachers, which concerns the development of motor skills in kindergarten, are also presented. Movements and perceptions are seen as necessary prerequisites for acquiring knowledge about the surrounding world. The importance of movements is also considered within salutogenesis. Basic functions of movements are outlined. Various perspectives are presented in the context of immovability. Attention is also focused on the factors influencing the occurrence of motor deficits in children: family, environment, kindergarten. The role of parents and teachers for children’s motor activity is irreplaceable.

3. **Kamenova, E. (2025).** The Fairy Tale as a Valuable Resource for Enriching Moral Conceptions in 6–7-Year-Old Children. *Pedagogika*, 97(1), xx–xx. [In press]

The article examines the process of enriching moral concepts among 6 -7-year-old children and the role of fairy tales as a valuable resource for achieving positive results in this area. The aim of the study is to experimentally examine the potential for enriching moral concepts in children aged 6–7 through the application of a structured system of children's fairy tales. To achieve this goal, the experimental work was carried out in three stages: initial assessment, formative

intervention, and final control. The analysis of the research results is based on diagnostic interviews and specific criteria that trace the level of existing moral concepts at the outset of the study and the changes that occurred by its conclusion. The results demonstrate positive shifts following the formative stage, which provides grounds to emphasize the beneficial influence of the fairy tale system on the educational process, particularly in the formation and enrichment of moral concepts in children aged 6–7.

**4. Kamenova, E. A. (2025).** Challenges in Contemporary Practice from the Perspective of the Early Childhood Teacher. *Yearbook of Shumen University “Bishop Konstantin Preslavski”*, XXIX(D), 364–371. Shumen: University Press “Bishop Konstantin Preslavski”. ISSN 1314–6769. (Indexed in CEEOL)

This report focuses on the main challenges faced by early childhood educators in contemporary preschool practice. The need for constant adaptation to dynamic educational factors and conditions complicates their pedagogical roles and broadens their functional dimensions. In this context, the aim of the current research is to objectively identify the key challenges that impact the quality of pedagogical work. This study presents both a quantitative and qualitative analysis of a large-scale survey conducted among preschool educators in Bulgaria.

**5. Kamenova, E. (2025).** The Educational and Formative Function of Work-Based Activities in Children Aged 6–7. *Yearbook of Shumen University “Bishop Konstantin Preslavski”*, XXIX(D), 355–363. Shumen: University Press “Bishop Konstantin Preslavski”. ISSN 1314–6769. (Indexed in CEEOL)

This report focuses on the educational and developmental function of work-based activities in early childhood, presenting them as a significant pedagogical tool for the holistic development of the child’s personality. In alignment with contemporary guidelines in early childhood education, work-related tasks are viewed as an effective complementary form of pedagogical interaction, integrating cognitive, socio-emotional, and volitional components. The aim of the study is to examine the positive impact of purposeful work activities on the development of key personal qualities and skills in preschool-aged children. The pedagogical experiment was conducted in a real educational setting with children aged 6–7 years, who participated in a series of structured, hands-on educational activities. The research methodology included pedagogical observation, as well as qualitative and quantitative analysis of the results. Specific criteria were developed to monitor the changes observed following the formative intervention.

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

**6. Kamenova, E. (2023).** The Importance of Supplementary Activities for the Social-Emotional Development of Preschool-Aged Children. In *Yearbook of the Faculty of Education*. Plovdiv University “Paisii Hilendarski”, Vol. 2, ISSN 2815-4134, pp. 123–132.

This article discusses the importance of additional pedagogical activities as an alternative to socio-emotional development of preschool children. Various additional activities in kindergarten (foreign language, modern dances, folk dances, swimming, football, karate, etc.) which stimulate the children's expressions and put them into an active creative and social position are presented in the report. The ongoing pedagogical activities have both educational and entertaining function, which involves enriching the social experience of children in specific situations saturated with emotional experiences. Prerequisites for satisfaction of the important children's needs and interests are created, which in turn favors the emotional development. The article also presents a survey among pedagogical specialists practicing at the field of additional activities at the kindergarten and an interview with children who visit them. The whole research was to examine the opinion of teachers about the impact of additional activities on social and emotional development as well as the opinion of children. To conclude it can be said that the analyzes of the results confirm the positive impact of the additional activities on the social-emotional development of the child.

**7.Kamenova, E. (2023).** PHYSICAL PLAY – FORM OF INCREASING MOTOR ACTIVITY AT PRESCHOOL AGE. In *Interdisciplinary Education through Arts, Sports and Digital Technologies*. Paisii Hilendarski University Press, Plovdiv, ISBN 978-619-7663-76-1, pp. 215–227.

This article focuses on physical play and its beneficial importance for the motor activity of preschool children. The aim of the study is to research not only theoretically, but also practically the role of physical play as an additional form that provides an alternative to increase motor activity. A system of physical games conducted with 5-6 year olds is presented. The results of the study are based on criteria that aim to establish children's willingness to perform active movements during play, as well as their physical qualities.

**8. Kamenova, E. (2024).** The Multimedia Presentation as an Educational Tool in Early Childhood. *Yearbook of the Faculty of Education*. Plovdiv University "Paisii Hilendarski" Publishing House, Plovdiv, Vol. 3, ISSN 2815-4134, pp. 260–272

This article is focused on the multimedia presentation as an actual educational tool that finds application in various forms of pedagogical interaction in kindergarten. Children's preferences for modern technologies make the presentation a desired resource that satisfies their curiosity and cognitive interest. The updating of educational tools in the process of teaching is necessary and required by the contemporary interests and needs of children. The study examines the presentation as an additional resource, characterized by its entertainment and educational purposefulness. The presentation is also considered to have impact on children's cognitive interests and motivation. The article presents a survey among pedagogical specialists on the issue under consideration. The aim of the study was to investigate the teacher's opinion about the place of multimedia presentation in the educational process in kindergarten. From the presented analyses of the results, it can be confirmed that multimedia presentation has additional place in educational process.

**9. Kamenova, E. (2024).** Games with Rules as a Form of Emotional-Volitional Preparation of the Child for School. *Proceedings of the Interdisciplinary Scientific Conference "Tradition and Innovation"*. Paisii Hilendarski University Press, Plovdiv, ISBN 978-619-7768-12-1, pp. 307–320

The article is focused on games with ready-made rules and its beneficial importance for the child's emotional-volitional preparation for school. The aim of the study is to investigate theoretically and practically the impact of this types of games as a additional form of education in order to improve children's volitional abilities and their emotional resilience, which in turn represent a leading area for the child's overall and complex readiness for school. A system of games with rules conducted with 6-7 year olds is presented. The results obtained from the study were based on criteria that aimed to establish the children's ability to show independence, initiative and executive position, as well as their emotional attitude during play.

**10. Kamenova, E. (2025).** The Organizational Function of the Preschool Teacher as a Factor in Stimulating Work Education in Early Childhood. *Yearbook of the Faculty of Education, Paisii Hilendarski University of Plovdiv*, Vol. 4, ISSN 2815-4134, pp. 226–238.

This report examines the role of the kindergarten teacher as a key factor in the development of work-related education in preschool children. It emphasizes the teacher's position as a leading initiator and implementer of the educational process. By competently executing their organizational function, the educator constructs the overall educational activity, which plays a vital role in stimulating work-related upbringing. Systematic planning of relevant activities fosters children's interest in collaborative labor activities and creates conditions for the development of sustainable work skills. The aim of the study is to verify the active and purposeful work of the teacher in this area. The teacher's engagement in this process is essential for successfully promoting work education, which is an important component of the overall personality development of the child. Based on the analyses, important conclusions have been drawn for pedagogical practice.

**11. Kamenova, E. (2025).** The Educational Process in Early Childhood – Current State and Perspectives. In *Proceedings of the Interdisciplinary Scientific Conference "Creativity and Science in Action: Multidisciplinary Research and Education for the Future"*. Paisii Hilendarski University Press, Plovdiv, ISBN 978-619-7768-45-9, pp. 254–267

This article focuses on contemporary aspects of the educational process in early childhood. The study examines the current state of this process, the challenges it faces, and the prospects for its sustainable support and optimization. Through a systematic theoretical review, key factors influencing the educational process, as well as current trends in early childhood education, are identified. Analyzing the contemporary state of the educational process is necessary not only to assess its effectiveness but also to outline guidelines and organizational recommendations that align with the modern educational paradigm and societal expectations.

**12. Kamenova, E. (2025).** Forms for Stimulating Physical Education in Preschool Age. E-journal "Education and Development", Issue 16, ISSN 2603-3577, pp. 8–14.

This article focuses on the current state of physical education in preschool-aged children. It examines the condition of this process, its challenges, and the critical issues it faces. The study provides a comprehensive analysis of the forms implemented in kindergartens aimed at promoting sustainable development, ensuring quality, and optimizing physical education. Emphasis is placed on the teacher's role in stimulating motor activity, fostering a healthy lifestyle, and developing essential physical skills and abilities. The theoretical analysis outlines opportunities for implementing alternative forms that support the holistic development of this process.

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