SPECIALTY „PRIMARY SCHOOL PEDAGOGY AND FOREIGN LANGUAGE“
Bachelor Degree

The specialty «Primary School Pedagogy and Foreign Language» is aimed at training and qualification of teachers in the initial stage of the basic educational level according to the existing needs for professionals with the necessary knowledge, skills and competencies that make up the overall structure of professional pedagogical competence. The specialty "Primary Education and Foreign Language" meets modern requirements and expectations of the public about the complex activities related to training, education, socialization and development of students in the primary grades. The developed training documentation of the program is in line with the latest trends in the content and procedural and technological improvement of primary education, taking into account the international experience and the preservation of national traditions and achievements in education and upbringing of the modern student.

Specialty training studies last for 4 years (8 semesters). The structure of the curriculum includes compulsory, elective and optional subjects /facultative disciplines/. The compulsory subjects provide the basic building taught courses to prepare students and is related to acquiring knowledge from different fields of scientific knowledge (pedagogy, psychology, philosophy, sociology, linguistics). Important place in the overall preparation in the specialty take didactic and special methodical problems.

Elective courses enable the taught courses and specialized training in the specialty to be expanded and upgraded. Optional courses /Facultative disciplines/ provide opportunities to enrich the knowledge, skills and competencies of students depending on the focus of their interests.

Students who successfully complete their training in the specialty "Primary Education and Foreign Language" by degree "Bachelor" acquire professional qualification "teacher, primary school teacher and primary foreign language teacher." They are prepared to implement professional learning and educational activities at the initial stage of the basic education level of general educational, specialized and profiled schools and as well as to implement the appropriate foreign language training.

Completed Bachelor degree on specialty "Primary Education and Foreign Language" have the following career opportunity: primary school teacher, foreign language teacher in the initial stage of the basic education level, teacher-educator in primary school; educator in school institutions for children; teaching foreign language in extracurricular activities; teacher in schools working with children; teaching foreign language in the public education system’s service units; an expert consultant in various institutions involved in the problems of children of primary school age.

Graduate Bachelor "teacher, primary school teacher and primary foreign language teacher" have opportunity to specialize in various forms of postgraduate and extended education, continuing education in degree "Master".
### SPECIALTY: PRIMARY SCHOOL PEDAGOGY AND FOREIGN LANGUAGE

<table>
<thead>
<tr>
<th>First term</th>
<th>ECTS credits</th>
<th>Second term</th>
<th>ECTS credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy of education</td>
<td>4.5</td>
<td>History of Bulgarian education</td>
<td>4.5</td>
</tr>
<tr>
<td>General and age psychology</td>
<td>4.5</td>
<td>Education science – part 2</td>
<td>4.5</td>
</tr>
<tr>
<td>History of education science</td>
<td>6.0</td>
<td>Educational psychology</td>
<td>4.5</td>
</tr>
<tr>
<td>Education science – part 1</td>
<td>4.5</td>
<td>Foreign language</td>
<td>4.5</td>
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<tr>
<td>Foreign language</td>
<td>6.0</td>
<td>Sports</td>
<td>3.0</td>
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<tr>
<td>Sports</td>
<td>4.5</td>
<td>Educational sociology</td>
<td>4.5</td>
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#### Elective courses (students choose one course)
- Ecological education
- Hygiene and health education
- Introduction to civil education
- Natural disaster protection and first aid
- Educational anthropology
- Introduction to educational communication
- Literature for children
- Social development of the child
- Ethnicity and education
- Intercultural education
- Developmental psychology
- Game technologies as a means of personality development

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<th>Total</th>
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### Second year

<table>
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<th>ECTS credits</th>
<th>Second term</th>
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<tbody>
<tr>
<td>Early childhood education</td>
<td>5.0</td>
<td>Methodology and methods of pedagogical research</td>
<td>5.0</td>
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<tr>
<td>Introduction to pre-school education</td>
<td>5.0</td>
<td>Modern Bulgarian language</td>
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</tr>
<tr>
<td>Primary school education</td>
<td>5.0</td>
<td>Sports</td>
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<tr>
<td>Social education</td>
<td>5.0</td>
<td></td>
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<tr>
<td>Introduction to special education</td>
<td>5.0</td>
<td></td>
<td></td>
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<tr>
<td>Foreign language</td>
<td>5.0</td>
<td></td>
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</tbody>
</table>

#### Elective courses (students choose 3 courses)
- Andragogy
- Art education
- Waldorf pedagogy
- Up-bringing and altruism
- Family interaction in the process of up-bringing
- Legislation and administration in education
- Identification and development of gifted
- Interactive educational environment
- Information technologies in education
- Musical instrument
- Non-traditional approaches in the

<p>| Total | 30 | Total 30 | 30 |</p>
<table>
<thead>
<tr>
<th>First term</th>
<th>ECTS credits</th>
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<tbody>
<tr>
<td>Mathematics</td>
<td>2.0</td>
<td>Foreign language – practical course</td>
<td>3.0</td>
</tr>
<tr>
<td>Foreign language</td>
<td>4.0</td>
<td>Theoretical foundations of mathematical</td>
<td>4.5</td>
</tr>
<tr>
<td>Didactics of the initial learning to</td>
<td>4.0</td>
<td>education I-IV grade</td>
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<tr>
<td>read and write</td>
<td>5.0</td>
<td>Theory and methods of musical education</td>
<td>4.5</td>
</tr>
<tr>
<td>Methods of Bulgarian language and</td>
<td>4.0</td>
<td>Morphology and syntax of the foreign</td>
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<tr>
<td>literature education in the I – IV</td>
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<td>language</td>
<td>3.0</td>
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<tr>
<td>grade</td>
<td>2.0</td>
<td>Methods of foreign language education</td>
<td>4.0</td>
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<tr>
<td>Practical course</td>
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<td></td>
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</tr>
<tr>
<td><em>The first days of the child at school</em></td>
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<td></td>
<td></td>
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<tr>
<td>Elective courses (students choose one</td>
<td></td>
<td>Elective courses (students choose one</td>
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<tr>
<td>course)</td>
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<td>course)</td>
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</table>
### Historical and cultural studies in the foreign language
- Foreign language – practical course
- Literature for children in the foreign language
- Phonetics of the foreign language
- Linguistic peculiarities in children’s foreign language acquisition

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
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<tbody>
<tr>
<td>Historical and cultural studies in the foreign language</td>
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<tr>
<td>Foreign language – practical course</td>
<td>4.0</td>
</tr>
<tr>
<td>Literature for children in the foreign language</td>
<td>4.0</td>
</tr>
<tr>
<td>Phonetics of the foreign language</td>
<td>4.0</td>
</tr>
<tr>
<td>Linguistic peculiarities in children’s foreign language acquisition</td>
<td>4.0</td>
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### Elective courses (students choose one course)

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>Textual problems in mathematical education</td>
<td>5.5</td>
</tr>
<tr>
<td>Problems in Bulgarian language education</td>
<td>5.5</td>
</tr>
<tr>
<td>Development of students’ communicative competence and speaking skills</td>
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</tr>
<tr>
<td>Methods for the development of social competence</td>
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### Elective courses (students choose one course)

<table>
<thead>
<tr>
<th>Course</th>
<th>ECTS</th>
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</thead>
<tbody>
<tr>
<td>History of mathematical education in Bulgaria</td>
<td>5.5</td>
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<tr>
<td>Development of mathematical competencies</td>
<td>5.5</td>
</tr>
<tr>
<td>Eduative methods in mathematical problem solving</td>
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### Total 30

### Fourth year

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Methods of mathematical education I – IV grade</td>
<td>5.5</td>
</tr>
<tr>
<td>Theory and methods of pictorial arts</td>
<td>3.5</td>
</tr>
<tr>
<td>Methods of technical education</td>
<td>3.5</td>
</tr>
<tr>
<td>Methods of education in nature and native history</td>
<td>3.5</td>
</tr>
<tr>
<td>Foreign language – practical course</td>
<td>4.0</td>
</tr>
<tr>
<td>Elective courses (students choose one course)</td>
<td></td>
</tr>
<tr>
<td>Forms of Bulgarian language education</td>
<td>4.5</td>
</tr>
<tr>
<td>Field-and-research work in native history and natural science</td>
<td>4.5</td>
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<tr>
<td>Modeling and technological activities</td>
<td>4.5</td>
</tr>
<tr>
<td>Elective courses (students choose one course)</td>
<td></td>
</tr>
<tr>
<td>Mathematical education and development</td>
<td>4.5</td>
</tr>
<tr>
<td>Continuity in mathematical education</td>
<td>4.5</td>
</tr>
<tr>
<td>Mathematical preparation for school</td>
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</tbody>
</table>

### Total 30

### TOTAL NUMBER OF CREDITS FOR THE 4 YEARS OF STUDY: 240 CREDITS
PHILOSOPHY OF EDUCATION

ECTS credits: 4.5  
Type of the course: compulsory  
Hours per week: 2 lectures, 1 seminar  
Assessment form: exam  
Leading department: Faculty of Pedagogy, Department of Pedagogy  
Lecturer: Assoc. Prof. Veska Gyuviiiska, Department of Pedagogy  
E-mail: v_guviiska@abv.bg

Annotation: The course introduces the students to the basic methodological role which philosophy plays in the development of pedagogical science as a whole. The main accent of the course is on the plurality of theses regarding the essence of human nature and the possibilities for pedagogical influence on it developed by the different philosophical schools.

The forming of human personality is analyzed from a sociological, theological, psychological and pedagogical point of view and with regard to the cultural and anthropological concepts in both historical and modern aspect. A number of theories and pedagogical innovations and their modernization are discussed. The course broadens the horizons of the students, allows the improvement of their philosophical outlook on life and assists in their future professional realization.

Content of the course: The course consists of a lecture course and seminars. The topics are conceptually centered and have mainly theoretical character. The philosophical discussion on educational problems is based on speculative thinking and development of dialectic knowledge. The seminars are to complete and further develop the lectures mainly by the assignment of a number of tasks to be independently completed by the students.

Teaching Technology: The course is based mainly on lectures. The content is interactively presented. Certain topics are to be discussed by students during the course. The presented information is richly illustrated by real-life example and cases. A certain part of the content covered by the course is to be acquired by the students in the process of independent work with sources of scientific information and literature.

GENERAL AND AGE PSYCHOLOGY

ECTS credits: 4.5  
Weekly schedule: 2h.l.+1h.e.  
Form of checking the knowledge: current mark, exam  
Type of exam: written  
Methodology guide:  
Department “Pedagogy”, Faculty in Pedagogy  
Lecturer:  
Prof. Vassil Madolev  
Department “Psychology”  
The present curriculum conditionally can be divided into four parts. In the first part are included introductory questions. Their content is connected with the subject of the general psychology, the development of the psyche, with the research methods.
In the second part are included topics, which reflect the specificity of the cognitive, emotional, volitional processes. These processes are presented in their interconnection and
conditioning of other mental processes. The third part of the program is connected with the problems associated with the personality. There are included topics which allow gaining knowledge about the structure of the personality as well as about its individual characteristics. When constructing these three parts of the programme accounts the need for consideration the problems of the mental processes, properties, states, but from different scientific positions. This gives the opportunity to form wider comprehension about the mental phenomenon. The forth part of the programme is connected with the problems of the developmental psychology. It is considered issues, related to the periodization of child development: factors for the formation of the psyche, the specificity of cognitive, emotional, volitional processes in different age periods: to features of the dynamics of personality development.

PEDAGOGY /PART I/

ESTC credits: 4,5  Weekly workload: 2+1+0
Assessment form: exam  Type of the course: compulsory
Semester: I
Department: Pedagogy
Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department
E-mail: vr_edu@swu.bg, popkochev@swu.bg

Course summary: The course introduces to students the two parts of the basic course in Education - Introduction to Pedagogy and Theory of Education. The first part topics focus on issues related to the scientific status of pedagogy, its position in the system of sciences, links and relations with other social sciences, the specific conceptual and terminological system, its main functions and tasks. The topics in the second part /theory of education/ are redefined by new methodological views for the modern educational problems. They study the nature and main characteristics of the educational process, the principles, means and methods of personal development in education, the main tendencies in the educational content. An important task of the course is to improve future teachers’ ability to comprehensively analyze specific teaching situations and to find appropriate solutions for their creative work. This will facilitate the process of their future adaptation in the field of educational subjects.


Course organization, evaluation and assessment: The course comprises of lectures and seminars involving and encouraging students discussions on different parts of the content. Power Point presentations are used to present the course topics. Certain time is given at the end of each lecture for further questions and summary. For some topics students prepare their own thesis or reports based on different sources. A wide range of practical examples are also part of the study. During the lectures students are given regular assessment tests. The seminars are orientated towards the skills development and the transfer of the acquired theory
into practice. The specifics of the course require a wide variety of teaching and assessment methods.

HISTORY OF PEDAGOGY

ESTS credits: 5.5
Form of Examination: written exam
Department of Pedagogy
Lecturer: Assoc. Prof. Nevena Filipova, Ph.D., Department of Pedagogy
E-mail: nevef@abv.bg

Annotation: The history of pedagogy plays a significant role in the professional qualification of the future pedagogues. As a part of their fundamental training, it helps the forming of an objective attitude towards the educational legacy and assists in the consideration and practical application of the abiding pedagogical ideas.

Educational content: School practices and pedagogical theories from ancient to present time. Authentic pedagogical ideas and theories of the classicist of the pedagogical thought: Jan Amos Komensky, JeanJacque Russo, Johan H. Pestaloci, Adolf Diesterweg, Johann F. Herbart, K.D. Ushinsky, L.N. Tolstoy etc.

Technology of training: Lectures and Seminars reflect the main stages of the European pedagogical thought. Carry out control works, decide to case studies, practical tasks, are conducted group discussions. Formation of the final evaluation is described in the program.

GENERAL ENGLISH – PART 1

ESTC credits: 5
Assessment form: exam
Weekly workload: 0+0+4
Type of the course: compulsory
Semester: I
Department: Pedagogy
Lecturer: Head assistant: Yana Rangelova, Pedagogy Department
E-mail: yana.rangelova@abv.bg

Course summary: The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

Course content: The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their
conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

**Evaluation and assessment:** Final evaluation includes:
- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

**HISTORY OF BULGARIAN EDUCATION**

**ESTS credits:** 4.5  
**Form of Examination:** written exam  
**Department of Pedagogy**  
**Lecturer:** Assoc. Prof. Nevena Filipova, Ph.D., Department of Pedagogy  
**E-mail:** nevef@abv.bg

**Annotation:** History of Bulgarian education and pedagogy occupies a significant place in the training of future teachers. As a fundamental part of their training, to help shape the objective attitude towards pedagogical heritage. Helps to be seen and put into practice the pedagogical ideas of the past, characterized by eternity and timeliness.

**Educational content:** Occurrence of the first Bulgarian schools. Reinstate its autonomous Ohrid and Preslavsk literary educational schools Ideas for Education in Second Bulgarian State. Bulgarian education during Ottoman rule. European Department and the Bulgarian National Revival Bulgarian Education after the Liberation/ 1878 Bulgarian Education after the Union.

**Technology of the training:** The course of the history of the Bulgarian education promote the formation of professional respect to educational heritage.  
Methods: lectures, seminars, group discussions, problem solving, case studies, thesis.

**PEDAGOGY – II (DIDACTICS)**

**ECTS credits:** 4.5  
**Type of the course:** compulsory  
**Hours per week:** 2 lectures, 1 seminars  
**Assessment form:** exam  
**Leading department:** Faculty of Pedagogy, Department of Pedagogy  
**Lecturer:** prof. Dobrinka Todorina, Department of Pedagogy  
**E-mail:** todorina@swu.bg

**Annotation:** The aim of the course is for students to reflect on and master didactical issues in the mainstream (didactic propedeutics, teleonomichna didactics, didactics and ontodidaktika object, subjective didactics, didactics legal, technological didactics
dotsimologiya) from the positions of the new pedagogical thinking and current educational trends.

**Content of the course:** The course is one of the fundamental to obtain a teaching qualification. The course covers key didactical problems: scientific status of didactics, learning process, functions and taxonomies of learning, growing and nurturing nature of training, training content, training principles, training methods, methods for testing and evaluation, methods for heuristic thinking, organizational learning systems, forms of training approaches to improve learning, programmed instruction, problems in training, automation of training, independent work of students, working with not well succeeding and gifted students.

**Self study in Course Didactics**
1. Which of the concepts we can match to the didactic category? Add and other didactic categories.
   a) the learning process;
   b) necessary;
   c) structure;
   d) principles of training;
   e) forms of training;
   f) pedagogical activity;
   g) subject;
   h) curriculum.
2. Solve the case:
   If the topic of the lesson in Bulgarian language for new knowledge is a "rattle", which of the proposed strategies the teacher will choose and why? Make analysis and evaluation of each.
   **Option I:** The teacher enters the classroom. Saves a topic on the board and explain what is a verb. Gives examples. Offers students exercises to reinforce learning.
   **Option II:** The teacher enters the classroom. Questions whose answers contain verbs. He places and records the theme of the board. He creates conditions for students to determine what verbs mean, how find them, what their role. Offers students exercises to reinforce learning.
   **Option III:** The teacher enters the classroom and updates the old tutorial. He create a problematic situation whose solution requires the use of verbs. He places and records the theme of the board. Creates conditions for self discovery and identification of the nature and role of verbs. Offers students exercises to reinforce learning.

**EDUCATIONAL PSYCHOLOGY**

ECTS credits: 5.5
Form of Assessment: exam
Week workload: 2 + 1sem.
Type of exam: written
Semester: I
Department assuring education: Pedagogy
Faculty assuring education: Pedagogy
Lecture: Assoc. Prof. Maria Mutafova, PhD Department Psychology
Email: mariamutafova@swu.bg

**Annotation:** The purpose of the proposed training is students to benefit from advances in world practice in educational psychology, and building skills to interpret data from empirical studies for application of appropriate methods of psychological diagnosis, research.
design and psychological characteristics of the interaction between teachers and students of varying ages. Competence, skills and research culture in educational psychology is stimulated.

**GENERAL ENGLISH – PART 2**

**ESTC credits: 5**  **Weekly workload: 0+0+3**  **Assessment form: exam**  **Type of the course: compulsory**  **Semester: II**  **Department: Pedagogy**  **Lecturer: Head assistant: Yana Rangelova, Pedagogy Department**  
**E-mail: yana.rangelova@abv.bg**

**Course summary:** The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

**Course content:** The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

**Evaluation and assessment:** Final evaluation includes:
- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

**PEDAGOGICAL SOCIOLOGY**

**ESTC credits: 4,5**  **Weekly workload: 2+1+0**  **Assessment form: exam**  **Type of the course: compulsory**  **Semester: II**  **Department: Pedagogy**  **Lecturer: Associate professor: Trayan Popkochev, Pedagogy Department**  
**E-mail: vr_edu@swu.bg , popkochev@swu.bg**

**Course description:** The course introduces to students complex concepts and phenomena from both areas - education theories and sociology. It aims at developing
students’ knowledge about the main problem fields of pedagogical sociology, their origin and impact on decision making in the educational process at school and other educational institutions. On the other side during the study students develop skills to identify and analyze the social and pedagogical phenomena and processes in order to complete successfully educational goals taking in consideration all the social factors and conditions that affect education.

**Course content:** Specifics of pedagogical sociology. Education as component and structure of society. School as educational institution. Socialization of youth. Factors of socialization. The class as a social and educational community. Micro-sociology of the class. Teacher’s profession. Teacher in the profession. Educational interactions. Interactions between teachers and students. Social integration of youth. Social control, deviant and delinquent behaviour.

**Teaching and assessment:** The course comprises of lectures and seminars involving and encouraging students discussions on different parts of the content. Power Point presentations are used to present the course topics. Certain time is given at the end of each lecture for further questions and summary. For some topics students prepare their own thesis or reports based on different sources. A wide range of practical examples are also part of the study. During the lectures students are given regular assessment tests. The seminars are orientated towards the skills development and the transfer of the acquired theory into practice. The specifics of the course require a wide variety of teaching and assessment methods.

**FUNDAMENTALS OF EARLY CHILDHOOD EDUCATION**

**ESTC credits:** 5,0  
**Weekly workload:** 2 lectures + 0 seminars + 1 workshop  
**Assessment:** written exam / continuous assessment  
**Type of the course:** compulsory  
**Semester:** III  
**Department:** PRE-PRIMARY AND PRIMARY EDUCATION  
**Lecturer:** Full Professor Elka Yanakieva Dr. Sci., Pre-Primary and Primary Education Department  
**E-mail:** elka_yanakieva@swu.bg

**Course summary:** The course is addressed to students from the vocational education who start studying the problems of the common view of their future professional personality. Students learn the purpose, objectives and content of preschool pedagogy mastered its underlying concepts and learn actively and appropriately use them. Before them reveals the system of preschool education in Bulgaria and its specific relevance to child development and preparation for school. Presented the aim, objectives and content of work with preschool children in the whole process and in different moments of the life and work of children in different age groups. The course overview in nature, focusing on acquiring primarily on the content of the basic concepts and enrich the overall educational culture of students who will work as specialists in various fields of education.

Evaluation and assessment: The course presented in a logical plan based on optimal selected illustrations, the basic concepts of preschool pedagogy and the subject and object of its research. They are held to the tasks and suggest discussion in which students actively mastered conceptual apparatus and formed their emotional attitude towards teaching practice. The requirements for the semester are: 1). regular attendance of lectures and practical exercises, 2). active participation in practical activities in kindergarten and involvement in conferencing and educational activities, and 3) presentation of individual papers on topics specified by the teacher and tasks.

**ELEMENTARY SCHOOL PEDAGOGY**

**ECTS credits:** 5  
**Type of the course:** Compulsory  
**Hours:** 30 lectures, 15 seminar classes  
**Hours per week:** 2 lectures, 1 seminar classes  
**Assessment form:** Exam  
**Leading department:**  
**Faculty of Pedagogy, Department of Preschool and Elementary school Pedagogy**  
**Lecturer:** Associated Professor Ph.D. Krasimira Marulevska  
**E-mail:** krasimira_marulevska@swu.bg

**Annotation:** The “Elementary school pedagogy” course targets the problems of the whole educational process in the elementary school. The specifics of the education and training in the primary classes, the consequential content features and the procedural and technological design of the pedagogical process are in the spotlight of the current study program. New pedagogical realities raise the need of respective structural and functional changes of the elementary education system. The effectiveness of this system depends largely on the preparation of the pedagogical specialists. The dynamic educational environment requires from the future elementary school teachers to form a high pedagogical culture in which pedagogical knowledge acquired, formed skills and competences, established relations and attitudes hold principal place.

**Contents:** The study program covers a wide range of problems related to: the status of the pedagogy of the elementary school and its place in the system of pedagogical sciences, content and procedural technology side of training and education in primary schools, the adaptation of the small student to the school environment, the motivation of pupils at primary school age for active and effective learning, the evaluation and diagnostic activities in primary schools, the specifics of the professional work of primary teachers.

**Teaching and assessment:** The course includes lectures and seminar classes. The used teaching methods are: exposition, lecture, discussion, interactive methods - teamwork, working on school projects, pedagogical situations solving, role plays, tests, case studies and more. The exam is written - on the topics from the lecture course. The final assessment is based on the performance assessment during the semester, evaluation of the semester research project and the exam grade all together.
Course summary: The General English course focuses on accuracy and fluency with an integrated skills and strategy-based curriculum that aims at developing the four language skills—listening, speaking, reading, and writing. The course also focuses on improving pronunciation and increasing vocabulary. Participants are placed in one of the following stages based on their placement test results: beginner, elementary, pre-intermediate, intermediate, and pre-advanced. To ensure consistency of instruction, one series is used for each stage.

Course content: The training focuses on a variety of everyday essential topics to ultimately improve participant fluency, accuracy and ability to communicate. It gives the students some extra practice they need to become fluent. The main idea is to focus on the students' ability to express themselves in everyday situations. Therefore, students work on pronunciation, vocabulary and idioms (in the advanced level) to further develop their conversational skills. They also receive individualized feedback on grammar and pronunciation errors. Class activities include: group discussions, role plays, pronunciation, and games.

Evaluation and assessment: Final evaluation includes:
- Attendance.
- Written and oral presentation of an own design project.
- All self-study assignments submitted.
- Final written test (min. 66% correct).
- Oral exam.

Annotation: The discipline Contemporary Bulgarian language is studied in the university subject “Pedagogy” through the 4th semester of the course. The discipline includes 45 academic hours of seminary classes, dedicated to phonetic, morphological and syntactical
peculiarities of Bulgarian language, and 105 hours of extracurricular employment. The discipline gives 5 credits.

BASICS OF SPECIAL PEDAGOGY

ECTS credits: 5  
Type of the course: elective  
Form of Assessment: exam  
Department: Department of "Pedagogy"  
Lecturer: Assoc. prof. Pelagia MihaylovaTerziyska, PhD. Department "Pedagogy"  
E-mail: pterziyska@abv.bg

Course summary: Basics of special education is a fundamental discipline that set the beginning of a cycle pedagogical subjects focused on training, education, development, rehabilitation, integration and socialization of children with special educational needs (CSEN). The course is intended for acquiring the pedagogical minimum amount of knowledge for identifying and working with children with special educational needs. The basic aspects, of the development of the children with SEN, are outlined. The purpose of the discipline is to set the general issues of Special pedagogy and to reveal its place in the system of pedagogical sciences.

Course content: The main substantive highlights are: basic knowledge of the nature and objectives of special pedagogy; the main types of disabilities; the terminology; the main characteristics of persons with abnormalities in psychophysical and social development; the main correctional rehabilitation forms of interaction with them; the existing system working with CSEN and fundamental pedagogical paradigms in this area; the conditions for the integration of persons with disabilities in social processes; the approaches to normalize the social environment in which they live in.

Teaching and assessment: Course of study includes lectures which set and discuss various issues with the use of multimedia presentations. The knowledge are available in the system using interactive methods - case studies, discussions, debates, role-plays, planning and conducting mini-experiments to analyze the behavior of CSEN in different situations and different social and cultural environment. There were strict criteria for the development of papers, which are transmitted within a given period for checking. After that all papers will be discussed in class.

SOCIAL EDUCATION

ESTC credits: 5  
Assessment form: exam  
Semester: III  
Department: Pedagogy  
Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department  
E-mail: vr_edu@swu.bg, popkochev@swu.bg
Course summary: The course is designed to provide students with the social foundations and different aspects of social pedagogy as a science. It creates a basis for other specific subjects in the field of social education. The topics included deal with important thematic areas of the subject. The knowledge acquired allows students personal reflection on typical situations when dealing with children and adults from different contingents of different social status and groups. The course comprises of lectures and seminars. The course is directly related to the study of disciplines of social and educational cycle.


Organization and assessment: The course is organized as a series of lectures and seminars. The theory is mainly taught with the aid of Power Point presentations, with explanations and examples. At the end of each session students are given time for questions and discussions. The continuous assessment includes minimum 3 tests within the semester based on the main parts of the course. The final grade is based on a written exam in a test format which includes an integrative task.

METHODOLOGY AND METHODS OF PEDAGOGICAL RESEARCH

ESTC credits: 5 Weekly workload: 2+1+0
Assessment form: exam Type of the course: compulsory
Semester: III
Department: Pedagogy
Lecturer: Associate prof. Trayan Popkochev Ph.D., Pedagogy Department
E-mail: vr_edu@swu.bg, popkochev@swu.bg

Course summary: The course introduces students to the specifics and characteristics of the research process in the field of education. Its main goals are:
Cognitive: students to acquire knowledge related to: the construction of scientific educational research, methods of research and assessment of educational phenomena and processes, the application of mathematical and statistical methods for quantitative processing of empirical educational information, the structure of the scientific text;
Applicational: Developing students' skills to build concepts (methodology) of educational research; to design experimental teaching methods, to analyze essential aspects of empirical pedagogical information.


**Organization and assessment:** The course is organized as a series of lectures and seminars. The theory is mainly taught with the aid of Power Point presentations, with explanations and examples. At the end of each session students are given time for questions and discussions. The continuous assessment includes minimum 3 tests within the semester based on the main parts of the course. The final grade is based on a written exam in a test format which includes an integrative task.

V, VI, VII

**MATHEMATICS**

**Semester:** V semester  
**Course Type:** Lectures  
**Hours per week /FS/SS:** 2 lecture hours /FS  
**ECTS credits:** 3 credits  
**Lecturer:** Prof. Dr. Iliya Dimitrov Gyudzhenov  
**Department:** Department of Mathematics, Faculty of Mathematics and Natural Sciences, South-West University “Neofit Rilski” – Blagoevgrad,  
**E-mail:** iliadgl@swu.bg

**Course Status:** Compulsory course in the B.S. Curriculum of Primary School Pedagogy and a Foreign Language,  
**Short Description:** The main objective of the course is to give a new look to the students - future teacher on somewhat familiar concepts and assertions of the school course in Mathematics; To build idea of basic mathematical structures such as set theory, mathematical logic, axiomatic approach to arithmetic and plane geometry.

**Course Aims:** This course is designed to teach basic concepts in Mathematics in elementary school. This is defined as the content and the logical rigor of the exhibition. It combines the accuracy of the facts in its sufficiency, making compromise inevitable. On the basis of set theory and mathematical logic theory of natural numbers is constructed, and then the rational and realnite. The set of natural numbers specifically considered are, while the statement of real numbers is quite informative. A cursory affected some issues of algebra and plane geometry. For clarity and better utilization of the theoretical material many examples are used. Proofs of some theorems are deliberately omitted – students themselves can make them yourself or you can find in the literature, which are directed to independent work.

**Teaching Methods:** lectures, tutorials, homework, and problem solving tests.  
**Requirements/Prerequisites:** The students should have basic knowledge of school mathematics.  
**Assessment:** permanent control during the semester including homework and two written exams, and written exam in the semester’s end on topics from tutorials and on topics from lectures.  
**Registration for the exam:** coordinated with the lecturer and student Service Department
FOREIGN LANGUAGE

ESTC credits: 4  
Assessment: written exam  
Weekly workload: 2 lectures  
Type of the course: elective  
Semester: V

Department: Education Science; Faculty of Pedagogy  
Lecturer: senior asst. prof. Milena Levunlieva Ph.D. (Department of Education Science)

Course description: The course in phonetics of the English language for the students of primary pedagogy is theoretically and practically oriented to the enhancement of their knowledge of the phonetic and phonological characteristics of the language. It offers detailed discussion of the acoustic and intonational features of connected speech in English and gives systematic description of the places of articulation of the English vowels and consonants as well as the cases progressive and regressive assimilation characterizing word sounds in English. Students are acquainted with basic concepts in phonetics and phonology and trained to recognize their realization in speech and language.

Course content: The course is organized in two modules: 1) acoustic and articulatory phonetics and 2) phonology. The first module presents the specific acoustic and articulatory features of the sounds of English. The second one is more theoretically oriented to the concepts of phonology such as phone, phoneme, allophone, distinctive feature, syllable, stress and intonation.

Technology of education and assessment: The credits the course provides are allocated as follows:  
- 10% participation in classes;  
- 30% mid-term tests;  
- 60% cumulative exam, the student receives 40% of the final grade from the mid-term evaluation and 60% from the final test.  
Performing their self-study assignments students are expected to master the language categories presented in class. A final exam is given at the end of the course. The students’ achievement is also assessed through a combination of tests and submitted written and project work during the semester. The mid-term tests provide the basis for feedback and information on the level of students’ preparation. Those who can’t meet the course requirements within the semester are given extra tasks.

DIDACTICS OF THE INITIAL LEARNING TO READ AND WRITE

ECTS credits: 4,0  
Academic hours per week: 2 lectures + 0 seminar + 1 practice  
Form of Evaluation: examination  
Type of examination: written

Department „Preschool and Primary School Education“  
Faculty of Education  
Lecturers:  
Associate Professor Levcho Georgiev, Ph.D.  
E-mail: I.georgiev@swu.bg
Honorarium Assistant Plamen Ivanov Ivanov, department „Preschool and Primary School Education“, e-mail: plamenivanov@swu.bg

**Short description:** The course aims at providing students with modern theories and experience in the field of initial literacy of children. It offers information about the specifics of children’s language, reading and writing skills together with some useful teaching methods and strategies, which will help students’ teaching competencies.

**Contents:** The course gives information in the following topics: specifics and characteristics of children’s literacy; historical aspect of literacy; psychological and physiological aspects of reading and writing as parts of the language competence. Together with the theoretical background students are given the opportunity to develop their knowledge and skills through sample lesson plans applied in real teaching situations at school.

**Teaching technology:** The course of education is done through lectures and practice, monitoring and conducting lessons at school. Each student develops and delivers one lesson in reading or writing. They develop papers on a defined topic and synopses of lessons. The final grade is based on the current assessment and the result of the written exam at the end of the semester.

**METHODS OF BULGARIAN LANGUAGE AND LITERATURE EDUCATION IN THE I – IV GRADE**

ECTS credits: 5,0  
Academic hours per week: 3 lectures + 1 seminar + 2 practice

**Form of Evaluation:** examination  
**Type of examination:** written

Department „Preschool and Primary School Education“  
Faculty of Education

**Lecturers:**  
Associate Professor Levcho Georgiev, Ph.D.  
E-mail: l_georgiev@swu.bg

Honorarium Assistant Plamen Ivanov Ivanov, department „Preschool and Primary School Education“, e-mail: plamenivanov@swu.bg

**Short description:** The teaching in the discipline is in conformity with the specifics of the major „Bulgarian and Literature in the Bulgarian School“. It covers issues related to the specifics of literacy in primary school, mastering literary Bulgarian. Special attention is paid to problems of studying fiction – different genres and types. Object of study is also the related oral and written speech of students of different age groups.

**Contents:** The course is divided into three modules. The first module clarifies the nature and contents of literacy in the modern system of language teaching in Bulgarian schools. The necessary attention is paid to the process of adopting literary text of different genres and types. The methodological technologies of structuring and conducting lessons in Literature and Bulgarian are clarified – second and third module. Students receive information about the technological steps for the formation of communicative speech skills and mastering literary Bulgarian.
Teaching technology: The course of education is done through lectures, seminars and practice, monitoring and conducting lessons at school. Each student develops and delivers one lesson in one of the modules. They develop papers on a defined topic and synopses of lessons. The final grade is based on the current assessment and the result of the written exam at the end of the semester.

METHODS OF PHYSICAL EDUCATION AND SPORTS

ECTS credits: 4  Weekly classes: 2 +1
Form of Assessment: exam  Type of exam: written
Methodological guidance: Theory and Methods of Physical Education Department
Lecturer: Prof. Kiril Kostov

Annotation: The discipline aims to acquaint students in "Primary School Pedagogy and Foreign Language" with the specifics of teaching physical education to students of primary school age. In this case, the “Methodology of physical education” is not only a private didactics of the subject "Physical Education and sport" but largely integrates the necessary knowledge of hygiene and recovery trend of physical education, the knowledge of age-sex characteristics in the use of tools, methods and forms of physical education in primary school.

„Methodology of physical education” has a close relationship and uses the basic formulations of pedagogy, didactics, psychology of children, age anatomy and physiology. Its main task is to link theoretical knowledge with their methodical application and preparation for conducting the subject physical education.

Course content:
Studying this course is aimed at solving the following tasks:

1. Obtain the necessary minimum of knowledge about the importance and place of physical education in the full range of psychological and pedagogical impacts of pupils for their proper morpho-functional and psycho-emotional development.
2. Understanding the main ideas in the methodology of physical education and special features in the application of the means, methods and forms of physical activity in primary school.
3. Studying a given amount of exercise and specific methodological techniques for working with pupils, and knowledge of the organization and management of work in physical education in these schools.

Technology assessment: A comprehensive system for monitoring and assessment of knowledge involves three main points:

1. Current control during the training by:
   a) Development of theses, papers, plan syllabus;
   b) Placing the individual tasks during the practical exercises.
2. Intermediate exam - takes the form of a test.
3. Final (semester) exam (test) - only for those students who have not learn the minimum requirements of the subject (minimum of 50 points, enough to assessment “Medium 3”, or
want to increase the assessment. The idea behind the system is based on the principle of credit, i.e. collection of a certain number of points for performance and proven knowledge.

FOREIGN LANGUAGE – PRACTICAL COURSE

ESTC credits: 3,0
Assessment: written exam
Semester: V

Weekly workload: 4 practical tutorials
Type of the course: compulsory

Department: Education Science; Faculty of Pedagogy


Course description: The practical English course for the students of primary pedagogy is a natural continuation of the English course taught during the preparatory years. Its aim is to further develop students’ knowledge of language categories and perfect their reading, writing and listening skills as well as their ability to compose dialogues and participate adequately in communication in English. At the end of the course students are expected to have mastered words and phrases at A2 level and be able to use them freely and fluently. This active vocabulary is meant to facilitate the expression of their ideas in English in a way that will allow them to communicate adequately with other speakers of the English language as well as to make up written and oral texts in both the formal and informal register.

Course content: Further development of the knowledge of the system of the English language at level A2 by way of: communicative drills aimed at perfecting students’ ability to lead conversations; writing assignments on specific topics with or without samples to help students structure their paragraphs; oral/written presentations meant to improve students’ capacity to put these skills to practical use; self-study tasks for review and practice.

Technology of education and assessment: The credits the course provides are allocated as follows:
- 10% participation in classes;
- 30% mid-term tests;
- 30% homework assignments;
- 30% cumulative exam, the student receives 70% of the final grade from the mid-term evaluation and 30% form the final test.

Performing their self-study assignments (essay writing, translation, brief oral or written presentations) students are expected to master the language constructions and the vocabulary taught in class as well as the structural features of English. At the end of the course a final exam is given. The students’ achievement is also examined through a combination of tests and submitted written and project work during the semester. The homework check and the mid-term tests provide the basis for feedback and information on the level of students’ preparation. Those who can’t meet the course requirements within the semester are given extra tasks.
THEORETICAL BASIS OF TRAINING IN MATHEMATICS
IN 1ST-4TH GRADE

ECTS credits: 4.5
Weekly hours: 2 lectures+0 seminars+1 exercises
Form of erudition’s control: process of continuous assessment
Examination’s type: written

Methodological guide:
Department „Pre-School and Primary School Pedagogy”, Faculty of Pedagogy

Lecturers:
Assoc. Prof. Yanka Dimitrova Stoimenova, Ph.D., Department „Pre-School and Primary School Pedagogy”
E-mail: yanka_st@swu.bg

Annotation: The aim is to familiarize students from specialty with the methodology as a science, the purpose and objectives, the content, principles and methods, forms and means of teaching mathematics in elementary school and with other theoretical issues of teaching Mathematics. The course of lectures helps the overall preparation of specialist-educator primary teacher to solve the problems of the educational practice in grades I to IV. The whole course has an integrative character because it performs integrative functions in relation to other educational disciplines.


Training’s technology: At the end of the semester students complete with continuous assessment. It is performed by: lecture attendance and observation, continuous tests or tests during and at the end of the semester, the quality of the presented lessons and students’ participation in their conference but also is performed by elaborated essays.

THEORY AND METHODS OF MUSICAL EDUCATION

ECTS credits: 4.5
Weekly academic hours: 2+0+1
Term VI
Type of examination: oral exam
Evaluation: exam
Academic management:
Department of Music
Faculty of art
Lecturer:
Course description: Lectures enriches students' knowledge on how to teach music in the comprehensive school. The training is aimed at developing the technology for conducting musical activities and the formations of musical abilities. The students also observe the lessons at school.

Contents of the course: The course examined the nature and content of the methods of teaching music. Presented are the essence and technology of music activities: singing, perceive music, play children’s instruments, do rythmikal movements etc. Developing musical skills: sense of Mod and Tonelity, Meter, Rhythm, Melody, Harmony, etc. Special attention is given to creative activities in music lessons. Occupy a significant place and forms of organization of the educational process.

Teaching and assessment: Once students are familiar with the specifics of the course, they are presented sequentially, one after the other musical activities. After each activity are practical problem associated with it, which held its peers. Then presents the technology for the formation of musical abilities. Students develop an ability tasks and carry them out practically seminars.

The test is a combination of continuous assessment during training, when students develop songs and works out with his colleagues and with the protection of a paper on the formation of a musical ability.

MORPHOLOGY AND SYNTAX OF THE FOREIGN LANGUAGE

ESTC credits: 3
Assessment: written exam
Weekly workload: 2 lectures
Type of the course: compulsory
Semester: VI

Department: Education Science; Faculty of Pedagogy
Lecturer: senior asst. prof. Milena Levunlieva Ph.D. (Department of Education Science)

Course description: The course in morphosyntax of the English language for the students of primary pedagogy is theoretically and practically oriented to the enhancement of their knowledge of the structural characteristics of the language. It offers detailed discussion of the morphological features of lexical units and gives systematic description of the parts of speech and sentence constituents as well as their function and use. Students are acquainted with basic concepts in morphology and syntax and trained to recognize their realization in speech and language.

Course content: The course is organized in two modules: morphology and syntax. The first module presents the structure of lexical units in terms of their grammatical and lexico-grammatical components. The second module deals with the sentence, its parts and their structural role in building a message and structuring information in different modes.

Technology of education and assessment: The credits the course provides are allocated as follows:
- 10% participation in classes;
- 30% mid-term tests;
- 60% cumulative exam, the student receives 40% of the final grade from the mid-term evaluation and 60% from the final test.

Performing their self-study assignments students are expected to master the language categories presented in class. A final exam is given at the end of the course. The students’ achievement is also assessed through a combination of tests and submitted written and project work during the semester. The mid-term tests provide the basis for feedback and information on the level of students’ preparation. Those who can’t meet the course requirements within the semester are given extra tasks.

METHODS OF TEACHING FOREIGN LANGUAGE

ECTS credits: 4

Weekly workload: 2L +0 +15

Form of Assessment: written exam : written

Semester: VI

Department: PRE-PRIMARY AND PRIMARY EDUCATION

Lecturer: Associate Professor Maryana Balabanova Ph.D., Pre-Primary and Primary Education Department

E-mail: balabanova_1956@abv.bg

Abstract: Training course on „Methods of Teaching Foreign Language” is an essential professionally - education program for personnel training in the field of primary school education. Learning a foreign language from an early age is an issue of particular relevance for the Bulgarian language education due to the extreme susceptibility of small pupils. School age is a sensitive period for acquiring a foreign language. Course is required for laying the foundations of methodological training of students - future language teachers in primary schools.

Objectives and expected results:

Purpose of the training course is to acquire a knowledge of the specifics, the principles, conditions and methods of early language learning of students based on the communicative approach and through various forms of gaming activity.

Specific expectations are formed in students complex scientific knowledge, professional skills development of foreign language communicative competence and speech culture through integrated techniques and complex forms of influence.

Course content: Specific methods and techniques in early language learning in the primary school. Lesson plan’s structure. Approaches, strategies, methods and techniques in teaching grammatical constructions; for semantisation of the dictionary. Games and exercises to form lexical habits. Staging pronunciation and difficulties in the assimilation of the intermediate language; Game technologies for language learning. Method „Total Physical Response Activity”.

Teaching and assessment: Lecturing is done according to the curriculum - lectures grouped in block of 2 hours. During each lecture, students can express reasoned opinions and submit self - made papers.

Practical exercises are aimed at development of students syllabus with diagnostic and training activities with the pupils, teaching games and lexical grammar exercises, self- monitoring and implementation of speech activities in a school.
The current control provides development and presentation of didactic material (didactic games, diagnostic methods, plan syllabus) and exam - a paper on the topic from the syllabus.

**METHODS OF MATHEMATICAL EDUCATION I – IV GRADE**

**ECTS credits:** 5  
**Type of the course:** compulsory  
**Hours per week:** 3 lectures, 0 seminars, 1 practical exercise  
**Assessment form:** exam / continuous assessment  
**Department:** Department of Pedagogy  
**Lecturer:** Assos. Prof. Angelina Manova, Department of pre-primary and primary school education  
**e-mail:** ang_manova@swu.bg

**Course summary:** In the process of study the students are introduced to the special issues and specific methods of teaching mathematics in I to IV Grades at Primary school, together with a method of training in solving a text problem, the methodology of teaching measures and numbers, the methodology of forming the concept of natural numbers, etc.. Students acquire a number of methodological skills: analysis of content, selection of educational problems and appropriate methods and forms for their solving, planning the educational work by monitoring and analyzing the performance of teachers and students during the lesson implementation of the educational process in mathematics and other subjects.

**Course content:** Developing the concept of number. Developing the concept of arithmetic operation. Formation of simple and compound concepts of text problem. Forming concepts of numeric expression (tie), inequality equation. Developing the concept of a geometric figure. Developing the concept of values and skills for measuring quantities.

**Organization and assessment:** The course is conducted in the form of lectures and seminars. Extra curricular work is associated with preparation of sample lesson plans of various types of mathematics lessons for elementary grades. The final grade is based on students attendance of lectures and practice classes, the quality of the prepared lesson plans and student participation in discussions, research work done by the students in the presented papers.

**THEORY AND METHODS OF PICTORIAL ARTS**

**ECTS credits:** 3,5  
**Form of knowledge check-up:** exam  
**Semester:** VII  
**Weekly horarium:** 2 l + 1 pe  
**Type of exam:** written and oral

**Methodical leadership:**  
Fine Arts Department, Faculty of Arts  
**Lecturers:**  
Prof. D-r Georgi Drachev, Fine Arts Department  
S. Ass. D-r Pramatarov, Fine Arts Department
**Annotation:** The study discipline consists of subjects in the field of „Theory and History of Art” and „Teaching methods I – IV grade. It also consists of practical tasks selected according to acting fine arts programs and coordinated with age characteristics of primary students.

**Content of the study discipline:** The study discipline consists of two shares: lectures and practical exercise. Lectures are divided in two parts. The first part consists of theoretical models providing basic knowledge on fine arts, types of classification in fine arts, genres, materials, expressive means and types of organization forms. The analysis in the second share is on methodical approaches used in fine arts study I – IV grade. These approaches are synchronized with psycho-physiological rules for the given age and correspond to the latest tendencies in methodics. Practical exercise follows both the themes and the content of the lectures. It consists of tasks necessary for mastering of practical skills which are essential part of lecturing activities of fine arts teachers.

**Technology of Study and Assessment:** The knowledge students acquire during the lectures course and practical exercise consists of analysis of essential characteristics from the „Methodic of Fine Arts”. Students receive information on innovations in teaching and characteristics of practical activities such as individual activity in different situations. The lectures course ends with an exam over a Summary. The practical exam is fulfillment of tasks given by the lecturer. The conditions for a semester to be legitimate are regular presence at both lectures and practical exercise and fulfillment of the tasks given by the lecturer.

**METHODS OF TECHNICAL EDUCATION**

ECTS credits: 3,5
Weekly workload: 2+0+1
Assessment form: exam compulsory
Semester: VII
Department: «Technological and Vocational Education Training»
Faculty of Education
Lecturer: Assoc. prof. Sashko Plachkov, PhD
E-mail: pla4kov@swu.bg

**Abstract:** The aim of the course is students to be able to master the basic methodological tools for teaching pupils in technology in the Culture-Educational area „Manner and technologies” which includes thematic cycle of the subject „Home and Technology” (grades 1-4).

**Course content:** Specific features for applying the didactic principles and methods in technology training of pupils in 1-4 grades. Methodological characteristics for applying the basic forms of work organization. Methodological requirements for presenting and implementing of practical tasks in structural and technical activities of students.

**Evaluation and assessment:** Current control in the process of training with a weight 30% of the total score of the exam.
Examination procedure includes practical tasks which require: presentation of an object developed personally on a subject of the content of „Home and Technology” in grades 1-4; presentation of a development project on a pre-defined topic from the course content; tasks for searching, discovering, playing and assessment.

FOREIGN LANGUAGE – PRACTICAL COURSE

**ESTC credits:** 4,5
**Assessment:** written exam
**Weekly workload:** 4 practical tutorials
**Type of the course:** compulsory
**Semester:** VII

**Department:** Education Science; Faculty of Pedagogy
**Lecturers:** senior asst. prof. Milena Levunlieva Ph.D. (Department of Education Science), senior asst. prof. Asya Borisova Tsvetkova (Department of Education Science), senior asst. prof. Yanka Rangelova (Department of Education Science)

**Course summary:** The third part of the practical English course for the students of primary pedagogy finalizes their preparation for B1 level by building up on the skills and competencies acquired during the previous term. It introduces terminological clarification in students’ theoretical knowledge and enhances the fluency of their practical performance. Its aim is to help them use their reading, writing and listening skills as well as their ability to compose texts and participate adequately in communication in English in a classroom environment and prepare them to render their knowledge of English to students at the primary stage of education. At the end of the course students are expected to be able to use English at B1 level and explain their knowledge clearly and plainly.

**Course content:** Systematization of students’ knowledge of the system of the English language at level B1 by way of: grammatical and lexical cloze test aimed at perfecting students’ ability to differentiate nuances of meaning; writing assignments on specific topics; oral/written presentations meant to improve students’ capacity to get their ideas across in a clear and comprehensible manner; self-study tasks for review and practice.

**Technology of education and assessment:** The credits the course provides are allocated as follows:
- 10% participation in classes;
- 30% mid-term tests;
- 30% homework assignments;
- 30% cumulative exam, the student receives 70% of the final grade from the mid-term evaluation and 30% form the final test.

Performing their self-study assignments (essay writing, translation, brief oral or written presentations) students are expected to master the language constructions and the vocabulary taught in class as well as the structural features of English. A final exam is given at the end of the course. The students’ achievement is also assessed through a combination of tests and submitted written and project work during the semester. Students’ individual presentation skills are an important part of the evaluation. The homework check and the mid-term tests provide the basis for feedback and information on the level of students’ preparation. Those who can’t meet the course requirements within the semester are given extra tasks.