



SOUTH-WEST UNIVERSITY „NEOFIT RILSKI“

FACULTY OF PEDAGOGY

DEPARTMENT „PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY“

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INFORMATION PACKAGE OF DOCTORAL PROGRAM

SCIENTIFIC FIELD: **1. PEDAGOGICAL SCIENCES**

PROFESSIONAL FIELD: **1.2. PEDAGOGY**

DOCTORAL PROGRAM: **PRESCHOOL PEDAGOGY**

EDUCATIONAL AND SCIENTIFIC DEGREE: **DOCTOR**

LEVEL OF NATIONAL QUALIFICATION **8**
FRAMEWORK:

PROFESSIONAL QUALIFICATION: **RESEARCHER**

DURATION OF STUDY: **3 /three / or 4 /four / YEARS**

FORM OF STUDY: **FULL-TIME / SELF-STUDY
PART-TIME**

BLAGOEVGRAD, 2024

QUALIFICATION CHARACTERISTICS

1. GENERAL OVERVIEW OF THE DOCTORAL PROGRAM

The doctoral program "Preschool Pedagogy" at the Department of "Preschool and Primary School Pedagogy" of the Faculty of Pedagogy of the South-West University "Neofit Rilski" is intended for doctoral students in full-time, part-time and independent forms of training. The duration of the preparation of doctoral students in full-time and independent forms of training is 3 years, and in part-time form 4 years.

The training ends with the defense of a doctoral dissertation. Graduates receive the educational and scientific degree "Doctor of Pedagogy".

2. AIMS OF THE DOCTORAL PROGRAM

The aims of the doctoral program "Preschool Pedagogy" (Field of Higher Education 1. Pedagogical Sciences, Professional Direction 1.2. Pedagogy, scientific specialty "Preschool Pedagogy") are determined by the understanding that the scientific qualification "Doctor of Pedagogy" is a set of methodological and methodological knowledge, skills, habits and experience that are used in scientific research work and are acquired in the process of professional training under the current curriculum.

In accordance with this understanding, the aim of the doctoral student's training is:

1. In-depth study of the methodological and theoretical foundations of preschool pedagogy and development of skills for their interpretation and application according to the scientific issues of various studies (own and foreign).
2. Mastering the methodology, methodology and tools for conducting scientific research in the field of science preschool pedagogy (theory and practice).
3. Formation of professional subjectivity and creative abilities as a condition for successful implementation of independent and managerial research, teaching and expert activities.
4. Improvement of foreign language proficiency, oriented towards ensuring available information awareness, professional realization, maintaining connections and relations with scientists from other countries.
5. Graduates of the educational and scientific degree of Doctor of Pedagogy, field of higher education 1. Pedagogical Sciences, professional direction 1.2. Pedagogy, specialty Preschool Pedagogy, can find their realization as researchers in scientific centers and units, teachers in higher education institutions, state experts, consultants in preschool and educational institutions and in centers for working with children, officials in children's departments of the mass media, consultant-experts in governmental and non-governmental organizations, performers and experts in diagnostic, prognostic, management and scientific research institutes and centers.

3. GENERAL QUALIFICATION AND PROGRAM SPECIALIZATION

TASKS OF TRAINING IN THE DOCTORAL PROGRAM IN PRESCHOOL PEDAGOGY

The tasks of training include three aspects:

- a. theoretical scientific training;
- b. applied scientific training;
- c. formation of the personality of the young scientist to create determinant factors for self-actualization.

A. Theoretical scientific training:

- to know and analyze the development of the conceptual and terminological system of preschool pedagogy;
- to learn to understand its methodological approaches and its interdisciplinary nature, to develop methodological thinking;
- formation and development of the ability to search for and discover socially significant topics in the field of preschool pedagogy;
- formation and development of the ability to compare the structure and results of various scientific studies, to discover their contribution and correlate it with the needs of the present and the future; ability to develop professionally in a continuum and maintain a high level of critical thinking and its manifestation as inherent in the scientific research process.

B. Applied scientific training:

- to master the scientific style of presentation (written and oral), to be able to consistently and accurately express one's thoughts;
- to modify, create and standardize tests for pedagogical diagnostics of the educational process with preschool children; to master the technology of diagnostic procedures; to design educational and educational programs in accordance with the goals and objectives arising from the peculiarities of preschool education and current social needs;
- to have a positive attitude towards one's predecessors, to give an adequate and fair assessment of their scientific research and to be able to use them in the context of the new conditions of development of pedagogical science;
- to master the classical and innovative pedagogical technologies of teaching work in higher education;
- to be able to give a pedagogical assessment of competing educational programs and make decisions taking into account all aspects of the child's interaction with his or her environment.

C. Formation of the personality of the young scientist and creation of determinant factors for its self-actualization:

- to be confident in his scientific vocation, to show readiness to search for and formulate scientific problems related to preschool childhood and to participate in their solution;
- to value his creative talent, to be able to preserve it and to develop his aspiration for self-actualization and professional self-realization in the field of preschool education;
- to manage his scientific research activity, relying on the logic of scientific thinking and scientific research ethics, to be irreconcilable with pseudoscience;
- to be morally and emotionally engaged with the problems of modern preschool pedagogy, to have an honest and critical attitude towards the results of its research.

STRUCTURE AND ORGANIZATION OF THE LEARNING PROCESS

The learning process is built on two mutually interconnected lines of progressive development: one is composed of scientific and educational activities regulated in the curriculum, and the second provides for the formation and development of the doctoral student's research activity, carried out under scientific supervision (preparation, approval and defense of a doctoral dissertation). This also includes the doctoral student's own publication activity (publishing articles and studies, participation in scientific conferences and symposia, round tables, research projects). The doctoral student's academic activity is also accepted as part of his learning process. It is

expressed in his participation in teaching activities, assistance in the preparation of curricula and programs, preparation of exam test assignments, guidance of students' cognitive activity, familiarization with the administrative order in higher education and its regulatory documents.

CURRICULUM

The curriculum consists of three interconnected parts. The first provides for educational activities, which include the mastery of theoretical and practical disciplines. The second provides for scientific research activities in collaboration with the scientific supervisor, phased discussion of parts of the dissertation at department meetings and approbation of the doctoral dissertation. The third provides for the doctoral student's pedagogical activity (leading seminars and practical exercises in preschool pedagogy, leading extracurricular activities of students, consultations). The curriculum determines the doctoral student's successful handling of the logic, structure and implementation of the dissertation research, and also provides for the formation of his professional subjectivity as a teacher in a higher education institution.

4. ACQUIRED KNOWLEDGE, SKILLS AND COMPETENCES ACCORDING TO THE NATIONAL QUALIFICATION FRAMEWORK

4.1. Knowledge (theoretical and/or factual):

- knowledge and understanding of the integrative interdisciplinary nature of the science of preschool pedagogy;
- knowledge and understanding of the methodology of preschool pedagogy and its system-forming function in the creation of various theories and concepts;
- knowledge and understanding of the specifics of enriching pedagogical interaction in kindergarten and family;
- knowledge of age orientation, specific research methods in preschool pedagogy;
- knowledge and understanding of the logic and structure of scientific research in the field of preschool pedagogy.

4.2. Skills (cognitive and/or practical)

A graduate of the doctoral program in Preschool Pedagogy must be able to:

- independently identify scientific problems in the field of preschool education, set research goals and objectives and achieve their resolution;
- synthesize and analyze the achievements of preschool pedagogy, using its own arguments and the basic propositions of other sciences (developmental psychology, philosophy, physiology of higher nervous activity, etc.);
- carry out critical analysis and evaluation of scientific achievements, correlating them with social processes at the time in which they were created;
- demonstrate creativity by departing from traditional solutions and finding new non-standard ones, obeying the laws of scientific thinking;
- choose methods of pedagogical research and psychological diagnostics adequate to their scientific goals and calmly and confidently process the results obtained.

4.3. Learning competence

The student in the doctoral program must acquire the following personal competences for:

- self-management of his/her research activity so that it is effective and presented with dignity in the scientific community and in solving specific problems of pedagogical practice;

- scientific reflection, manifested in how the results of his/her own scientific research are perceived in the scientific community and by those working in pedagogical practice (kindergarten);
- self-development based on the ability to critically evaluate his/her own scientific achievements;
- manifestation of real respect for the results of other people's scientific research work (good faith monitoring of the development of research on a scientific problem, good knowledge of the conceptual side of the cited scientific research, compliance with the rules for citing other people's scientific research).

4.4. Communicative and social competences

The graduate of the doctoral program in Preschool Pedagogy must:

- be willing to participate in the work of Bulgarian and international research teams in solving scientific and scientific-educational tasks;
- have an established style of scientific communication (in conversations, consultations and debates, for defending scientific positions, teamwork, etc.);
- communicate fully in Bulgarian and in one/some of the most widely used European languages.

4.5. Professional competences

The student in the doctoral program must acquire the following professional competences:

- skills for academic writing and freedom in creating different genre variations of the scientific text;
- abilities to freely use the models (metaparadigms) of contemporary scientific research in the field of preschool pedagogy and is able to use them in specific scientific research activities;
- skills for teamwork and for cooperation with other scientists at the national and international levels;
- an attitude towards constant self-development and self-improvement in the context of scientific research activities.

5. AREAS OF PROFESSIONAL REALIZATION

The Doctor of Preschool Pedagogy holds positions in which he/she carries out:

- independent research work requiring extensive fundamental training in the field of modern preschool pedagogy (research institutes, research centers, centers for innovation in preschool education);
- scientific and teaching work in preschool pedagogy in higher education institutions;
- managerial work in positions requiring the appropriate level of qualification (directors of kindergartens, positions in the state administrative structure, associates in non-governmental organizations);
- expert work (editors in pedagogical publishing houses and mass media, work in socio-educational institutions for preschool children and united children's centers at community centers).

THE GRADUATE OF THE DOCTORAL PROGRAM MAY

- participate in competitions for holding academic positions and for acquiring the scientific degree of Doctor of Sciences;
- to participate in various forms of continuing education under state and international programs.

CURRICULUM CONTENT

№	NAME OF ACTIVITIES	Preparation and realisation form			Recognition form
		CREDITS	HORARIUM	lectures, seminars, laboratory exercises, self-study, consultations, participation, other	Exam, current assessment, interview, certificate, report, protocol, endorsement, other
I. EDUCATIONAL ACTIVITY					
1.	Philosophical foundations of pedagogy	7.0	210	45 lectures, 45 seminars (90 Auditory workload / 120 self-study)	I exam
2.	Methodology and methods of pedagogical research	7.0	210	45 lectures, 45 seminars (90 Auditory workload / 120 self-study)	II exam
3.	Project development and management	7.0	210	45 lectures, 15 seminars (60 Auditory workload / 150 self-study)	I exam
4.	Elective course 1	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	II exam
5.	Elective course 2	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	III exam
	TOTAL :	35	1050		
II. RESEARCH ACTIVITY					
1.	Developing and presenting a scientific thesis	9.0	270	270h. self-study	report, meeting protocol
2.	Development of a dissertation project - first stage. Literature research and referencing, presentation of research concept and tools.	18.0	540	50h. consultations 490h. self-study	report, meeting protocol
3.	Developing a dissertation project - second stage (carrying out the research for the dissertation).	16.0	480	30 h. consultations 450 self-study	report, meeting protocol
4.	Discussion and analysis of dissertation research findings.	12.0	360	30 h. consultations 330 h. self-study	interview
5.	Research activity - preparation and publication of a study, article or scientific communication. Participation in projects.	12.0	360	30 h. consultations 330 h. self-study manuscript preparation	report and certificate

6.	Participation in scientific forums (national or international).	9.0	270	10 h. consultations 260h. self-study	report and certificate
7.	Introduction to dissertation defense procedures. Preparation for approbation.	30.0	900.0	10 h. consultations 890h. self-study	report
8.	Completion of dissertation. Approbation.	30.0	900.0	10 h. consultations 890h. self-study	report, endorsement by head of department
	TOTAL :	136	4080		
III. PEDAGOGICAL ACTIVITY					
1.	Teaching - leading seminar, practical or laboratory exercises	9.0	270	seminar, practical or laboratory exercises	report, endorsement by head of department
2.	Student consultations.			consultations	report, endorsement by head of department
	TOTAL :	9.0	270		
IV. OTHERS					
1.	Participation in departmental and faculty meetings.				protocol, endorsement by head of department
2.	Participation in departmental and faculty committees and other academic activities.				endorsement by head of department
	TOTAL :				
	TOTAL (for the entire duration of the training):	180	5400		
ELECTIVE COURSES					
1.	Children's social development and emerging needs	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
2.	Competency-based approach and innovation in education	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
3.	Communication skills in education	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
4.	Pre-school education and multimodal literacy	7.0	210	30 lectures, 30 seminars	exam

				(60 Auditory workload / 150 self-study)	
5.	Managing relationships in educational settings	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
6.	Administrative and legal culture of the early childhood educator	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
Elective courses are offered after the formulation of the scientific-pedagogical research topic. They are included in the doctoral candidate's individual work plan and approved by the research unit. The doctoral candidate must choose 2 (two) disciplines.					

MANDATORY COURSES

PHILOSOPHICAL FOUNDATIONS OF PEDAGOGY

ECTS credits: 7.0

Weekly timetable: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written and oral

Methodological guidance: Department of "Preschool and Primary School Pedagogy" Faculty of Pedagogy

Lecturer: Chief assistant Mirela

KuchukovaPhD

E-mail: mkuchukova@swu.bg

Department of "Educational Management and Social Pedagogy"

The course is intended for doctoral students at the Faculty of Pedagogy. It is built on the basis of key ideas related to philosophical readings of Pedagogy. It includes a set of 10 lectures on original ideas of thinkers from different times, but the main emphasis is placed on Modernity and Postmodernity. Among them are ideological movements such as social constructivism, behaviorism, positivism, Marxism, deconstructivism, etc. The lecture course also includes typically pedagogical concepts and ideas interpreted from a philosophical perspective. It is aimed at the possibility of building a philosophical culture and way of thinking in doctoral students, as well as stimulating casuistry, Socraticism, and problem solving in Pedagogy. It is addressed to developing professional reflection in doctoral students and also has a pragmatic function to build on a pedagogical fundamental base of ideas and concepts at another code level. As a result of training in this discipline, doctoral students should be able to:

- handle the conceptual apparatus of pedagogy at a new code level;
- make a critical analysis of philosophical concepts on the problems of education;
- apply experimental ideas in pedagogy in practice;
- develop professional reflection when working with a scientific text;
- successfully use philosophical ideas on the problems of education and enrich their scientific culture.

METHODOLOGY AND METHODS OF PEDAGOGICAL RESEARCH

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of Preschool and Primary School Pedagogy, Faculty of Pedagogy

Lecturer: Assoc. Prof. Dr. Valentina Chileva, valentinach@swu.bg

Department of Preschool and Primary School Pedagogy

The course is intended for doctoral students in full-time, part-time, and self-study formats. Its study is motivated by the need to acquire a system of fundamental knowledge regarding the methodology of scientific research and the development of independent scientific works and publications.

The program's objective is to create, based on global standards, a knowledge system for scientific research among participants and to motivate them to prepare and conduct their own research activities.

Tasks:

- To acquire basic competencies in the methodology of scientific research—both theoretical and/or empirical;
- To present the typology, structure, and design of scientific research;
- To develop fundamental skills for selecting and applying quantitative and qualitative research methods;
- To foster motivation for the preparation and presentation of independent research work—such as reports, articles, dissertations, etc.

PROJECT PREPARATION AND MANAGEMENT

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: continuous assessment

Type of exam: written

Methodological guidance: Department of Finance and Accounting
Faculty of Economics

Lecturer: Assoc. Prof. Dr. Ivan Todorov, ivanK.todorov@swu.bg

Department of Finance and Accounting

The curriculum includes general problems of project development, which are the basis for the organization and management of projects for application under the European Union programs. The aim of the course “Project Preparation and Management” is for students to gain in-depth knowledge of the effective development of projects and the management process during their creation and implementation. The main tasks that should be solved in the implementation of the curriculum are: Acquiring knowledge about the essence, nature, content and role of projects in the development of the organization's activities. Acquiring knowledge and skills for project development. Getting acquainted with the organization of project implementation, its monitoring and control, reporting and evaluation of the project.

ELECTIVE COURSES

CHILD SOCIAL DEVELOPMENT AND EMERGING CHILDREN'S NEEDS

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of Preschool and Primary School Pedagogy
Faculty of Pedagogy

Lecturer: Assoc. Prof. Sofia Dermendzhieva, sofger@swu.bg

Department of Preschool and Primary School Pedagogy

The discipline "Social Development of the Child and Emerging Children's Needs" examines the processes characterizing the child's interaction with the world and Others on the path of his maturation. The academic discipline focuses attention on the peculiarities of mastering social relations with the artifacts of human civilization, as well as on the child's affirmation as a subject of his own activity. The specific synthesis and interrelationship in the construction of the personality and the group subject of activity are studied in depth. At a theoretical level, the various dimensions of change reflecting on children and childhood are analyzed. With particular emphasis, the emerging trends for the strengthening of deficits in raising children, which are the result of changes in the modern world, are examined. By analyzing the influence of the ongoing social transformation, the factors that give rise to new needs of children are highlighted. Their emergence draws attention to the structuring of adequate educational policies and the implementation of effective educational practices that guarantee maximum support for child development in a dynamically changing world.

COMPETENCY-BASED APPROACH AND INNOVATIONS IN EDUCATION

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of Preschool and Primary School Pedagogy
Faculty of Pedagogy

Lecturer: Assoc. Prof. Dr. Krasimira Marulevska, krasimira_marulevska@swu.bg

Department of Preschool and Primary School Pedagogy

The course of study in the discipline "Competency Approach and Innovations in Education" takes into account the importance of the competency approach in educational theory and practice, as well as the significance of innovation processes in the field of education. Attention is focused on the processes related to improving the pedagogical environment, increasing the efficiency and productivity of functioning educational structures. Within the framework of the course of study, emphasis is placed on the role and essence of the competency approach in training, types of competencies, the main methodological approaches for the formation of key competencies, as well as on the development of an innovation culture of students from the specialties in which future teachers are prepared. In the process of study, doctoral students have the opportunity to acquire knowledge, build skills and competencies for adequate actions and

behavior in the specific conditions of innovation in the modern educational system. The focus of attention is on new ideas implemented in the specific pedagogical environment and their technological dimensions in new approaches, forms, methods, didactic and educational tools. The course of study in the discipline aims to stimulate creativity in doctoral students and to form in them professional and personal readiness to perceive, understand and support the new, as well as successfully embed the innovation culture in the overall structure of the professional pedagogical competence of the modern young scientist for the application of strategies, didactic technologies and methodological approaches and forms for the formation and development of key competencies in the educational process.

COMMUNICATION SKILLS IN EDUCATIONAL ENVIRONMENT

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of Preschool and Primary School Pedagogy

Faculty of Pedagogy

Lecturer: Prof. Dr. Gergana Dyankova, diankova_g@swu.bg

Department of Preschool and Primary School Pedagogy

The proposed course clarifies and analyzes the communicative competence of the teacher as a primary resource for the implementation of effective pedagogical interaction. In terms of content, specific tools from the field of communicative behavior (speech culture, verbal communication, paralinguistic expressiveness) are emphasized, which optimize pedagogical communication in the direction of (1) educational relationships as a result and condition for effective pedagogical interactions with children/students, (2) mutual knowledge, understanding, influence and self-knowledge in communication (verbal and non-verbal); (3) inclusion, interaction and cooperation with parents as active partners in the educational process. Doctoral students will develop knowledge about the essence and specificity of communication in an educational environment; skills for effective pedagogical interactions with children/students and attitudes for pedagogical reflection on the teacher's communicative competence.

PRESCHOOL EDUCATION AND MULTIMODAL LITERACY

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: continuous assessment

Type of exam: written

Methodological guidance: Department of Preschool and Primary School Pedagogy

Faculty of Pedagogy

Lecturer: Assoc. Prof. Sofia Dermendzhieva, sofger@swu.bg

Department of Preschool and Primary School Pedagogy

The focus of attention is on the social development of the child in a media-mediated space. The emphasis is on the child's interaction with the multimedia environment and the need for new methods for the adaptation of adolescents in the increasingly information-saturated social environment. The multimedia environment encompasses the variety of technical and high-tech information and communication tools through which socializing influences unfold in childhood and which mediate the active interaction of subjects. The discipline "Preschool Education and Multimodal Literacy" clarifies the current aspects of multimodality as a phenomenon of

communication and highlights the determining essence of multimodal literacy in the context of the subjective development of the child and the personal perspective for life in the innovative era. The concepts, theories and methodologies presented in the course reveal the relationship between multimodality and multiliteracy. Its functional role for the transfer of knowledge, skills and relationships is conceptualized and analyzed through the prism of the intensive development of information and communication technologies, taking into account the needs of the "digital" generations of children.

MANAGEMENT OF RELATIONSHIPS IN EDUCATIONAL ENVIRONMENT

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of Social Pedagogy

Faculty of Pedagogy

Lecturer: Assoc. Prof. Dr. Juliana Kovachka, yuliana_k@swu.bg

Department of Social Pedagogy

The training in the subject "Management of Relationships in Educational Environment" is tailored to the specific features of the interaction between the involved subjects in education at different levels. The lecture course studies the relationships between the subjects in the educational sphere and the bodies for their management, the features and ways of overcoming aggression and violence in educational institutions and issues related to ethical norms of behavior. The specifics of the professional activity of the specialists are analyzed and on this basis the doctoral students identify approaches and methods of working with specific target groups in the community.

ADMINISTRATIVE-LEGAL CULTURE OF THE CHILDREN'S TEACHER

ECTS credits: 7.0

Weekly hours: 3+3+0

Form of knowledge assessment: current assessment

Type of exam: written

Methodological guidance: Department of "Preschool and Primary School Pedagogy"

Faculty of Pedagogy

Lecturer: Assoc. Prof. Dr. Blaga Dzhorova, blagadzhorova@swu.bg

Department of "Preschool and Primary School Pedagogy"

The discipline allows the doctoral student to increase the level of his professional-pedagogical and research competence by enriching the administrative and legal literacy. The analysis of normative documents is an opportunity for the awareness of pedagogical interaction as a process in which human/children's rights and dignity must be protected and the implementation of professional activity in accordance with normative requirements and regulations. Knowledge of normative texts is also a prerequisite for responsible, calm and secure implementation of the doctoral student's research activity. The course of training in the discipline enriches the professional culture of the doctoral student - researcher, his knowledge in the field of law and the administration of pedagogical activity and directs him to the need to plan and implement activities in accordance with normative regulations and requirements. The goal is for the doctoral student to increase his administrative and legal culture through research, analysis, discussion of documents and processes related to the administration of pedagogical activity and its legal protection.

ASSOC. PROF. VALENTINA CHILEVA, PHD

Head of Department „Preschool and primary school pedagogy“