



**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: **PRIMARY SCHOOL 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**

## **1. GENERAL OVERVIEW OF THE DOCTORAL PROGRAM**

The training of doctoral students in the doctoral program "Primary School Pedagogy" is carried out in the Department of "Preschool and Primary School Pedagogy" at the Faculty of Pedagogy at the Southwestern University "Neofit Rilski" - Blagoevgrad. The third level of higher education provides an opportunity to improve the educational qualification and research competence of the doctoral students. The duration of the training is three years in full-time education and in self-study, and four years for part-time education. The training ends with the defense of a doctoral dissertation. Those who successfully defend it acquire the educational and scientific degree "doctor" in the doctoral program "Primary School Pedagogy".

## **2. OBJECTIVES OF THE DOCTORAL PROGRAM**

2.1. Preparation of highly qualified scientists, researchers and teachers with competencies and competences for carrying out scientific research activities in the field of pedagogical knowledge on problems related to the theory and practice of primary education.

2.2. Raising the level of professional pedagogical competence and deepening the overall scientific preparation for carrying out theoretical and experimental research in the field of primary school pedagogy.

2.3. Formation of modern scientific-theoretical and practical-applied knowledge, skills and competencies for independent scientific research and teaching activities, for teamwork, for the application of innovative and technological achievements in the theory and practice of primary education.

2.4. Enrichment of methodological knowledge, skills, competencies and competences for planning, carrying out scientific research, as well as for analysis, presentation and popularization of the obtained results among the scientific pedagogical community.

## **3. GENERAL QUALIFICATION AND SPECIALIZATION OF THE PROGRAM**

In the process of educational and scientific training within the framework of the doctoral program "Primary School Pedagogy", the doctoral student builds on conceptual thinking on issues of a methodological and research nature in the field of primary school pedagogy. An opportunity is provided to master the methodology, methodology, tools and techniques of conducting scientific research in the field of primary school pedagogy and the practice of teaching, upbringing, development and socialization of students of primary school age. In the course of his preparation, the doctoral student builds skills and professional competencies for planning, organizing and successfully implementing independent scientific research activity. Educational and scientific activity stimulates the development of attitudes and skills for teaching, project and expert activity in the field of primary school pedagogy. Attitudes are created and skills are formed for continuous self-education and self-improvement in the process of the scientific and professional development of doctoral students.

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

### **4.1. Knowledge (theoretical and/or factual)**

- possesses and uses specialized and systematized knowledge to perform critical analysis and synthesize new ideas in the field of pedagogical knowledge - in the theory

of education and didactics, primary school pedagogy and teaching methodologies in primary school;

- masters the methods of scientific research in the field of pedagogical sciences;
- possesses the ability to expand and modify existing knowledge in the field of education and didactics, primary school pedagogy and teaching methodologies in primary school, as well as their interactions with border scientific fields;
- possesses knowledge with a high degree of complexity and carries out original research in the field of pedagogical theory and practice;
- presents knowledge and understanding at the highest level, not only in the field of pedagogical knowledge, but also in related scientific fields;
- demonstrates and expresses knowledge through the degree of complexity of the conducted, understood and substantiated scientific research in the theory and practice of education and upbringing, carried out in the primary educational stage.

#### **4.2. Skills (cognitive and/or practical)**

- be able to identify scientific problems in the field of primary school pedagogy and in the practice of education and upbringing of children of primary school age;
- be proficient in the scientific style of presenting ideas, theses and research results;
- build and modify a toolkit for scientific research;
- be able to present scientific research results in different forms and through different means;
- develop professional contacts with members of the professional community from different countries;
- be able to develop and implement the scientific achievements of primary school pedagogy in the practice of primary education, upbringing, development and socialization of students in primary grades;
- build pedagogical skills for teaching work in higher education;
- to navigate in normative documents and make decisions regarding researched problems of primary school pedagogy and social education;
- to transfer their knowledge and competencies to colleagues and students.

#### **4.3. Independence and responsibility**

The doctoral student in the doctoral program "Primary School Pedagogy" must have personal attitudes and a desire for self-realization, revealing one's own potential in the position of a researcher and teacher. An important place is also occupied by skills, attitudes and relationships related to:

- formation of adequate self-esteem, in-depth interests and motivation for professional research activity in the field of primary school pedagogy;
- development of skills and motivation for professional communication and adaptability;
- development of personal sensitivity to psychological and pedagogical problems related to the training, upbringing and development of students in the primary educational stage.

#### **4.4. Competence for learning**

During the preparation, the doctoral student masters:

- skills for working with scientific literature;

- presentation skills (including key points of the concept of his doctoral thesis);
- skills to prepare and defend his own point of view on the methodology of his research; competences to participate in White-border seminars (with other doctoral students or with the scientific unit) - discussion and defense of stage results of the research on the doctoral thesis, a thesis on problems in the scientific field, etc.;
- discussion at a scientific level in the preparation and defense of a scientific communication (before a committee, before the training unit, etc.) for a scientific symposium, conference or congress;
- participation with scientific communications in scientific forums; independent preparation and publication of articles in scientific collections and journals; giving a public lecture on the results of the scientific research (before the scientific unit, student audience, teachers, etc.)
- participation in developing models for individual or collective research projects, participation in university competitions for funding research projects.

#### **4.5. Communicative and social competences**

The doctoral student in the doctoral program "Primary School Pedagogy":

- presents qualities and transferable skills requiring the manifestation of high personal responsibility, independent initiative in complex and unpredictable circumstances, as well as in a professional or equivalent environment;
- demonstrates general abilities to conceptualize, design and implement projects to generate new knowledge, apply or understand the most modern achievements, as well as to adapt the project design to unforeseen circumstances;
- fully communicates in some of the most widely used European languages.

#### **4.6. Professional competences:**

- understands in detail techniques applied to scientific research and complex academic studies;
- makes informed judgments on complex issues in the relevant field, often in the absence of full.

### **5. AREAS OF PROFESSIONAL REALIZATION**

The person who has acquired the educational and scientific degree "Doctor" in the doctoral program Primary School Pedagogy has the opportunity to realize himself as: a lecturer in a higher school, college and other educational and scientific institutions; as a head of educational institutions and organizations; a researcher in research institutes and centers; an expert and consultant in educational, cultural and other social institutions.

## 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
	<b>TOTAL :</b>	<b>136</b>	<b>4080</b>		
<b>III. PEDAGOGICAL ACTIVITY</b>					
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
3.	Proofreading written work of students				
4.	Preparation of thesis reviews				
	<b>TOTAL :</b>	<b>9.0</b>	<b>270</b>		
<b>IV. OTHERS</b>					
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
	<b>TOTAL :</b>				
	<b>TOTAL (for the entire duration of the training):</b>	<b>180</b>	<b>5400</b>		
<b>ELECTIVE COURSES</b>					
1.	Innovative ideas and practices in contemporary education	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
2.	Academic writing	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam

3.	Pedagogical innovations in primary school	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
4.	A research approach to education	7.0	210	30 lectures, 30 seminars (60 Auditory workload / 150 self-study)	exam
5.	Competency-based approach and innovation in education	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 кредити:** 7.0

**Form of evaluation:** exam

**Semester:** I

**Methodological Guidance:**

**Department** „Social pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Chief assistant Mirela

Kuchukova PhD

E-mail: [mkuchukova@swu.bg](mailto:mkuchukova@swu.bg)

**Academic hours:** 90 a.h. / 120 s.p.

**Course status:** mandatory

**Exam:** written

#### **Annotation:**

The course is intended for doctoral students at the Faculty of Pedagogy. It is structured around key ideas related to philosophical readings of pedagogy. It includes a set of 10 lectures based on the original ideas of thinkers from different eras, with the main focus placed on Modernity and Postmodernism. Among the ideological movements covered are social constructivism, behaviorism, positivism, Marxism, deconstructivism, and others. The lecture course also includes typical pedagogical concepts and ideas interpreted from a philosophical perspective. It aims to develop a philosophical culture and way of thinking in doctoral students, as well as to stimulate case-based discussions, Socratic questioning, and the resolution of pedagogical problems. It is directed towards fostering professional reflection in doctoral students and has a pragmatic function of **enhancing the pedagogical foundation of ideas and concepts at a new codified level.**

The course aims to equip doctoral students with knowledge of the fundamental methodological role that philosophy plays in the development of pedagogical science as a whole.

As a result of the training in this course, doctoral students should be able to:

- Work with the conceptual framework of pedagogy at a new codified level;
- Perform critical analyses of philosophical concepts related to educational issues;

- Apply experimental ideas in pedagogy in practice;
- Develop professional reflection when working with scientific texts;
- Successfully use philosophical ideas on educational issues and enrich their scientific culture.

### **Teaching Methods:**

The course is conducted primarily through lectures. The educational content is delivered in a problem-oriented and interactive format. Certain ideas are presented as discussion topics, for which doctoral students are expected to have prior preparation and relevant skills. The presentation is illustrated with models and references to real-life cases.

A portion of the course content is acquired by students through independent work with scientific literature.

### **Expected Outcomes:**

As a result of studying the issues covered by this course, students should acquire knowledge and competencies related to:

- The methodological significance and role of philosophy for pedagogy as a science;
- The ability to navigate conceptual frameworks and educational strategies associated with them;
- The ability to successfully apply theoretical models in scientific texts;
- Recognizing the importance of philosophical knowledge in pedagogy as a path to professional and scientific thinking.

## **METHODOLOGY AND METHODS OF PEDAGOGICAL RESEARCH**

**ECTS кредити:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

**Department** „Preschool and primary school pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Valentina Chileva, PhD

E-mail: [valentinach@swu.bg](mailto:valentinach@swu.bg)

### **Annotation:**

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 DEVELOPMENT AND MANAGEMENT**



**ECTS кредити:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

**Department** „Finance and Accountability“

**Lecturer:** Assoc. Prof. Ivan Todorov, PhD

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**Annotation:**

The goal of the course "Project Preparation and Management" is to train highly qualified specialists in the preparation and management of projects at both national and trans-European levels by providing knowledge and skills related to various types of projects and programs.

The specific objectives of the course are as follows:

- To provide basic knowledge and skills in project management by examining national and international tools that support projects and programs with different focuses;
- To enhance understanding of the nature and key characteristics of project management and project team management;
- To offer best practices for making strategic and tactical management decisions related to project management.

Doctoral students enrolled in this course will acquire, upon its completion, the necessary competence to develop a project, design a project in various fields, participate in project management, and bring it to successful implementation. The acquired knowledge is of significant importance, as the development of various economic sectors will increasingly be based on project and program frameworks.

The course is in line with the mission and concept of the university to provide modern and relevant knowledge. The course structure corresponds to the allocated credits and the qualification profile of the specialty. The achievement of the course objectives will be monitored through two assessments—a preliminary test and a final test.

## **ELECTIVE COURSES**

### **INNOVATIVE IDEAS AND PRACTICES IN MODERN EDUCATION**

**ECTS кредити:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

**Department** „Preschool and primary school pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Krasimira Marulevska, PhD

E-mail: [krasimira\\_marulevska@swu.bg](mailto:krasimira_marulevska@swu.bg)

**Academic hours:** 60 a.h./150 s.p.

**Course status:** mandatory

**Exam:** written

**Abstract:** The training course in the discipline "Innovative Ideas and Practices in Modern Education" focuses the attention of doctoral students in the doctoral program "Primary School Pedagogy" on the entire spectrum of renewal processes that are taking place in the educational sphere at the current stage of its development. The aim is to enrich the theoretical and practical preparation of students for adequate actions and interactions in the conditions of dynamic transformations occurring at different levels in the overall pedagogical environment. At the same time, a direction is given to research searches in the field of theory of education and didactics, which should affect the essential characteristics of training, upbringing and

development of students at different educational stages and levels, and lead to an increase in the effectiveness of the pedagogical process. An important place is given to taking into account the role of continuity and sustainability of management actions in relation to the overall innovative activity in the field of education. The training course sets itself tasks related to the development and improvement of skills and competencies necessary for the successful inclusion of young researchers in the innovation processes in Bulgarian education.

The purpose of the training in the discipline is to analyze, comprehend and evaluate the current state of innovation activity in terms of ideology and practical application.

The main tasks of the training in the discipline are:

1. To comprehend and acquire at the necessary level knowledge about innovative activity in the educational sphere and the specificity of innovative processes in the individual educational stages and grades, as well as about the methodology for implementing innovations in the complex pedagogical environment.
2. To build a positive attitude, an active position and readiness for effective inclusion in the innovation processes related to the generation of innovative ideas and the application of innovations in education and upbringing.
3. To develop an innovative culture among doctoral students, including in-depth knowledge of the essence of pedagogical innovations, the methodology of innovation in education, as well as skills and competencies for effective activity for the application of innovative ideas in the practice of training and upbringing.

#### **EXPECTED RESULTS:**

1. Acquisition by doctoral students of knowledge in the field of pedagogical innovation, the importance of innovation in education, as well as the strategies and models of innovation in education.
2. Formation of a comprehensive understanding of the specifics of innovative activity in the field of education in the context of social innovation.
3. Creation of professional and personal attitudes and readiness for active inclusion in the processes of innovation in the educational environment - from the birth of new ideas to the implementation and evaluation of their results in pedagogical practice.

### **PEDAGOGICAL INNOVATIONS IN PRIMARY SCHOOL**

**ECTS кредити:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

**Department** „Preschool and primary school pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Krasimira Marulevska, PhD

**E-mail:** [krasimira\\_marulevska@swu.bg](mailto:krasimira_marulevska@swu.bg)

**Academic hours:** 60 a.h./150 s.p.

**Course status:** mandatory

**Exam:** written

**Abstract:** The course of study in the discipline "Pedagogical Innovations in Primary School" takes into account the possibility of innovation processes occurring in the social environment as a whole and in education in particular, related to the improvement of the pedagogical environment, increasing the efficiency and productivity of the functioning structures. The modern pedagogical training of doctoral students in the doctoral program "Primary School Pedagogy" also emphasizes the development of an innovation culture in young researchers preparing for successful implementation in the scientific space of primary school pedagogy. Within the framework of the discipline Pedagogical Innovations in Primary School, doctoral students have the opportunity to acquire knowledge, build skills and competencies for adequate actions and behavior in the specific conditions for innovation in primary school. 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 purpose of the training in the discipline is to make the trainees understand the issues related to innovative processes in the educational environment and their specificity in primary school, to build an innovation culture as a complex construct, which includes, in addition to knowledge, skills and attitudes for innovation value, and readiness to perceive and evaluate, as well as the ability to assist in the implementation of innovations with a predicted positive effect in the pedagogical environment.

The main tasks of the training in the discipline are:

1. To understand and master at the necessary level knowledge of innovative processes in the educational sphere, about the methodology for implementing innovations in the complex pedagogical environment.
2. To build a positive attitude, active position and readiness to perceive, implement and evaluate the results of innovative activity in the pedagogical process in primary school.
3. To develop and enrich an innovative culture as an important factor for effective professional pedagogical realization in the conditions of the constantly complicated pedagogical environment.

#### **EXPECTED RESULTS:**

1. Building knowledge among doctoral students about the essence of innovation and the methodology of implementing innovations in the educational environment.
2. Forming a comprehensive picture of the features of innovation processes and the main directions in the implementation of pedagogical innovations in primary school.
3. Creating professional and personal attitudes and readiness for active involvement in innovation processes in the educational environment - from the birth of new ideas to the implementation and evaluation of their results in pedagogical practice.

### **RESEARCH APPROACH IN EDUCATION**

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** III

**Methodological Guidance:**

**Department** „Preschool and primary school pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Prof. Asst. Tsvetomira Ivanova, PhD

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**Academic hours:** 60 a.h. / 150 s.p.

**Course status:** elective

**Exam:** written

**Abstract:** The main idea of the course is to present to doctoral students a comprehensive psychological-pedagogical concept for the development of research activity of children and adolescents. The pedagogical determinants of research initiative and the development of research activity have been developed, as well as the organizational forms through which their development can be assisted. A system of social conditions and interactions is analyzed that assist or counteract the development and self-development of research activity on an individual-personal level. Doctoral students learn to diagnose the development of research activity through the use of special methodologies, criteria and indicators.

The aim of the course is for doctoral students to gain ideas about research behavior as one of the fundamental forms of interaction with the real world, to theoretically master and successfully learn to apply in practice the main achievements of modern concepts for the

development of children's research activity. In accordance with this knowledge, to learn to apply the research approach in diagnosing, analyzing and solving pedagogical problems and organizing pedagogical interaction.

**EXPECTED RESULTS:**

Doctoral students should be oriented towards upgrading their training by applying their knowledge on key theoretical issues of primary school pedagogy, specific moments of pedagogical practice and organization to pedagogical training. Graduates of the course can carry out managerial, research, diagnostic, correctional, expert and cultural-educational activities in accordance with their qualification characteristics.

**COMPETENCY APPROACH AND INNOVATION IN EDUCATION**

**ECTS кредити:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

**Department** „Preschool and primary school pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Krasimira Marulevska, PhD

**E-mail:** [krasimira\\_marulevska@swu.bg](mailto:krasimira_marulevska@swu.bg)

**Academic hours:** 60 a.h/.150 s.p.

**Course status:** mandatory

**Exam:** written

**Abstract:** The course of study in the discipline “Competency Approach and Innovation in Education” takes into account the importance of the competency approach in educational theory and practice, as well as the importance 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, 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 training, 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 education 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 has the task of stimulating creativity in doctoral students and forming in them professional and personal readiness for perception, understanding and support of the new, as well as successful integration of the innovation culture into 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.

ASSOC. PROF. DR. VALENTINA CHILEVA

Head of the Department of "Preschool and Primary School Pedagogy"