



**SOUTH-WEST UNIVERSITY „NEOFIT RILSKI“**

**FACULTY OF PEDAGOGY**

**DEPARTMENT „PRESCHOOL AND PRIMARY SCHOOL PEDAGOGY“**

2700 Blagoevgrad, 66 Ivan Mihaylov str., ул.; +359 073 88 55 01; [info@swu.bg](mailto:info@swu.bg); [www.swu.bg](http://www.swu.bg)

# **INFORMATION PACKAGE**

## **OF DOCTORAL PROGRAM**

SCIENTIFIC FIELD: **1. PEDAGOGICAL SCIENCES**

PROFESSIONAL FIELD: **1.2. PEDAGOGY**

DOCTORAL PROGRAM: **TEACHING METHODOLOGIES IN PRIMARY  
EDUCATION**

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 CHARACTERISTIC

## 1. QUALIFICATION CHARACTERISTIC

The doctoral program "Teaching Methodologies in Primary Education" at the Department of Preschool and Primary School Pedagogy, within the Faculty of Pedagogy, provides the third level of higher education and enhances the educational and research qualifications of doctoral students.

The doctoral entrance exam corresponds to the specific methodology that the candidate wishes to develop in their dissertation topic—namely, **Methodology of Teaching Bulgarian Language and Literature, Methodology of Teaching Mathematics, or Methodology of Teaching Social Studies and Natural Sciences**. The program duration is 3 years for full-time and independent study and 4 years for part-time study, concluding with the defense of a doctoral dissertation. Graduates are awarded the educational and scientific degree "Doctor" in Pedagogy.

In accordance with the Higher Education Act (Article 46 and Article 66), any individual holding a master's degree and who has successfully passed the competitive entrance exams is eligible to enroll in the third level of higher education. The educational and scientific degree "Doctor" in the doctoral program "Teaching Methodologies in Primary Education" is awarded to doctoral candidates who have passed the exams specified in the curriculum and have successfully defended their dissertation in compliance with the Law on Academic Degrees and Titles.

## 2. OBJECTIVES OF THE DOCTORAL PROGRAM

The aim of the doctoral program "Teaching Methodologies in Primary Education" is to prepare highly qualified scientific professionals with advanced competencies in the field of subject-specific didactics. These specialists will be capable of addressing scientific and educational challenges promptly, efficiently, and reliably, responding to the new trends in education outlined in the European Union's strategy. The organization of the doctoral program is regulated by the Statute of the South-West University "Neofit Rilski" and is aligned with modern trends in doctoral training. The rules for research activities for students and doctoral candidates are derived from the University's Regulations for Monitoring and Evaluating Research Activities.

The specific objectives of the doctoral program are as follows:

1. **To prepare highly qualified scientific, research, and teaching specialists** with experience in experimental work in the field of primary school teaching methodologies.
2. **To deepen fundamental and professional competencies** for research, practical application, and teaching activities in the field of pedagogy and primary education methodologies.
3. **To develop modern theoretical and practical knowledge, skills, and competencies** for independent research and teaching, teamwork, and the application of innovative and technological advancements in primary education methodologies.
4. **To build methodological expertise** in analyzing research results.
5. To enhance language proficiency in the chosen foreign language in relation to its use in the doctoral candidate's professional activities.

In relation to the organization of the doctoral program "Teaching Methodologies in Primary Education," the goals are:

- **Development of a set of educational documentation** for the doctoral candidate (qualification profile, curriculum, syllabi, individual doctoral plan, etc.);
- **Establishment of a modern university training system for doctoral candidates**, based on effective teaching and informational tools, incorporating developmental learning technologies and contemporary pedagogical research methods;
- **Alignment of research, scientific achievements, and publications** by faculty members involved in doctoral training with the latest advancements in psychology, pedagogy, and subject-specific didactics in primary education;
- **Encouragement and provision of opportunities for academic recognition and publication activity** for doctoral candidates;
- **Ensuring that the doctoral candidate's curriculum** meets the minimum national requirements for the respective scientific field.

Tasks of the Doctoral Program:

- **Deepening knowledge of contemporary theoretical and methodological principles** of research in primary education teaching methodologies;
- **Enhancing knowledge related to the use of modern technological tools** for analyzing and presenting scientific results and the final research product;
- **Mastering and applying scientific language and terminology** specific to the field of study;
- **Developing skills to identify and analyze priority theoretical and practical problems** in the field of pedagogical sciences;
- **Acquiring competencies and skills for determining the research path and organization** of scientific investigations and for conducting independent experimental activities in different teaching methodologies for primary education;
- **Forming professional skills for independent teaching activities** and adapting research results to the needs of learners;
- **Motivating and providing opportunities for doctoral candidates to participate** in national, international, and regional projects;
- **Gaining experience in planning and organizing research activities** and presenting results at scientific forums and in the form of finalized products (lecture courses, textbooks, teaching aids, etc.).

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

The doctoral program "Teaching Methodologies in Primary Education" prepares highly qualified scientific, research, and teaching specialists in specific primary education methodologies: **Methodology of Teaching Bulgarian Language and Literature, Methodology of Teaching Mathematics, and Methodology of Teaching Social Studies and Natural Sciences.**

#### **4. ACQUIRED KNOWLEDGE, SKILLS, AND COMPETENCIES ACCORDING TO THE NATIONAL QUALIFICATIONS FRAMEWORK**

During their education, teaching, and research activities, the doctoral candidate in the "Teaching Methodologies in Primary Education" program develops professional qualities and competencies, including:

Professional Qualities and Competencies:

- **Rich professional culture and communication skills**
- **Methodological competencies** in scientific-pedagogical knowledge
- **Competencies in research methodology, techniques, and tools** for specialized pedagogical studies
- **Professional preparation for conducting regional, national, and international pedagogical research**
- **Skills for interpreting scientific theses (own and others')** and integrating them into pedagogical practice
- **Professional skills for enriching pedagogical theory and practice** in preschool and primary school education
- **Competence for independent teaching and expert activities** in education, school policy, and administration
- **Advanced research abilities** and cognitive thinking
- **Proficiency in a foreign language and information technologies**
- **Teamwork and communication skills**
- **Independence and initiative**, fostering professional networking with national and international scholars
- **Social engagement, adaptability, and competitiveness** in the labor market

##### **4.1. Knowledge (Theoretical and/or Factual)**

###### **1. In-depth knowledge of:**

- The foundations of primary school pedagogy and teaching methodologies, essential for solving pedagogical, methodological, and organizational tasks
- Methodology and methods of pedagogical research
- Tools for conducting scientific pedagogical and specialized methodological research
- Pedagogical science theory as a system
- Educational systems in the European institutional context and implementation models
- Regulatory documentation in primary education
- State educational requirements
- Knowledge of **scientific ethics**

###### **2. Good knowledge of the primary school curriculum**

###### **3. Extensive awareness of scientific sources** in specific teaching methodologies (both national and international)

##### **4.2. Skills (Cognitive and/or Practical)**

The doctoral candidate acquires skills for:

- Systematic and substantiated presentation of methodological ideas (written, oral, and multimedia-based)
- Research and exploration of objects and processes in pedagogical and methodological practice
- Use of methodological tools and resources
- Forecasting and critical evaluation of scientific theses in educational practice
- Creation and management of pedagogical information resources

- Practical participation in pedagogical research
- Presentation of research results in user-friendly formats (articles, textbooks, lecture courses, etc.)

#### 4.3. Independence and Responsibility

- Ability to **self-assess research achievements**, demonstrating independence and responsibility
- Critical thinking, creative imagination, and self-regulation in interpersonal relations and teamwork
- Continuous professional development aligned with lifelong learning principles
- Strong professional motivation for career realization

#### 4.4. Learning Competencies

- Creation and interpretation of new knowledge through independent research or other scientific activities
- Adherence to **academic ethics** when interpreting both personal findings and the viewpoints of others
- Use of a **scientific writing style** characterized by accuracy in terminology, clarity, and logical presentation of facts and results

#### 4.5. Communication and Social Competencies

- Developed style of **scientific communication** (in consultations, debates, defense of scientific positions, and teamwork)
- Capacity for acquiring and understanding a significant body of knowledge from modern scientific achievements
- Proficiency in communication in Bulgarian and at least one widely spoken European language

#### 4.6. Professional Competencies

- Readiness for independent research, experimental, and applied pedagogical activities
- Ability to find resources and opportunities for research and project activities, adapting project designs to unforeseen circumstances
- Demonstration of skills to conceptualize, design, and execute projects aimed at generating new knowledge and applying modern achievements
- Transfer of research findings to solve other scientific issues
- Ability to analyze research results and apply them to educational and research tasks
- Clear formulation of new theoretical and practical problems
- Familiarity with contemporary teaching methodologies in primary education
- Development and implementation of **methodological models, methods, and instructional approaches**
- Competence in **planning, organizing, and conducting educational processes**
- Selection of optimal methods, approaches, and resources to deliver a modern learning process.

### 5. FIELDS OF PROFESSIONAL REALIZATION

The doctoral candidate in the program "Teaching Methodologies in Primary Education" is prepared during their education and research activities for:

- **Independent scientific research** in the fields of general pedagogy and specialized pedagogical technologies and practices relevant to contemporary pedagogical science;
- **Continuous enhancement and improvement of the educational process in primary education** through the implementation of findings from their own research;
- **Academic teaching** at higher education institutions in subjects related to the "Teaching Methodologies in Primary Education" program and similar disciplines;

- **Administrative roles in the educational system** that require the corresponding level of pedagogical qualification;
- **Expert roles** involving the resolution of research and practical tasks in research institutions, universities, Regional Inspectorates of Education, media, non-governmental organizations, and other related institutions.

**A graduate of the doctoral program can:**

- **Participate in various forms of continuing education** (postdoctoral programs aimed at enhancing professional qualifications and expertise in the scientific specialty and professional field);
- **Take part in habilitation procedures and career advancement processes.**

## CURRICULAR CONTENT

№	ACTIVITES DESCRIPTION	Form of Preparation and Implementation			Form of Recognition
		CREDITS	ACADEMIC HOURS	Lectures, Seminars, Laboratory Exercises, Self- Preparation, Consultations, Participation, Othe	Exam, Ongoing Assessment, Interview, Certificate, Report, Protocol,
I.	EDUCATIONAL ACTIVITY				
1.	Philosophical Foundations of Pedagogy	7.0	210	45 lectures, 45 seminar exercises (90 academic hours / 120 self-preparation)	I exam
2.	Methodology and Methods of Pedagogical Research	7.0	210	45 l, 45 s.ex, (90 a.h./ 120 s.p.)	II exam
3.	Project Preparation and Management	7.0	210	45 l, 45 s.ex, (60 a.h./ 150 s.p.)	I exam
4.	Elective Course 1	7.0	210	30 l, 30 s.ex, (60 a.h./ 150 s.p.)	II exam
5.	Elective Course 2	7.0	210	30 l, 30 s.ex, (60 a.h./ 150 s.p.)	III exam
	TOTAL:	35	1050		
II.	RESEARCH ACTIVITY				
1.	Development and Presentation of a Scientific Thesis	9.0	270	270 hours self-prep.	report, meeting protocol
2.	Dissertation Project Development – Stage 1: Literature review and referencing, presentation of the research concept and methodology.	18.0	540	50 h. consultations 430 h. self-prep.	report, meeting protocol
3.	Dissertation Project Development – Stage 2: Conducting scientific research related to the dissertation.	16.0	480	30 h. consultations 450 h. self-prep.	report, meeting protocol
4.	Discussion and Analysis of Research Results for the dissertation work.	12.0	360	30h. consultations 330 h. self-prep.	interview
5.	Research Activity: Preparation and publication of a study, article, or scientific report. Participation in research projects.	12.0	360	30 h. consultations 240 h. self-prep. Manuscript Preparation	Report and certificate
6.	Participation in Scientific Forums (national or international).	9.0	270	10 h. consultations 200 h. self-prep.	Report and certificate
7.	Introduction to Dissertation Defense Procedures and preparation for the defense.	30.0	900	10 h. consultations 890 h. self-prep.	Report
8.	Completion of the Dissertation: Preliminary review and discussion.	30.0	900	10 h. consultations 890 h. self-prep.	report, meeting protocol
	Total:	136	4080		

<b>III. PEDAGOGICAL ACTIVITY</b>					
1.	Teaching Activities: Conducting seminar, practical, or laboratory sessions.	9.0	270	Seminar, Practical, or Laboratory Sessions	Report Approval by the Head of Department
2.	Student Consultations.			Consultations	Report Approval by the Head of Department
<b>TOTAL :</b>		<b>9.0</b>	<b>270</b>		
<b>IV. OTHER</b>					
1.	Participation in Department Council and Faculty Meetings (I)				Protocol Approval by the Head of Department
2.	Participation in Departmental and Faculty Committees and other academic activities.				Approval by the Head of Department
<b>TOTAL :</b>					
<b>TOTAL (for the entire duration of the program):</b>		<b>180</b>	<b>5400</b>		
<b>ELECTIVE COURSES</b>					
1.	Current Issues in the Methodology of Teaching Bulgarian Language and Literature	7	210		
2.	Development of Students' Communicative Skills in Primary Education	7	210		
3.	Psycholinguistics	7	210		
4.	Current Issues in Literary Studies and Linguistics	7	210		
5.	Core Learning Activities in Mathematics for Primary Education	7	210		
6.	Interactive Methods in Teaching Mathematics in Primary Education	7	210		
7.	Assessment of Students' Mathematical Competence	7	210		
8.	Assessment of Students' Mathematical Abilities	7	210		
9.	Eco-pedagogy	7	210		
10.	Contemporary Approaches and Models in the Methodology of Teaching Social Studies and Natural Sciences	7	210		
Elective courses are offered after the research topic for the scientific-pedagogical study is formulated. They are included in the doctoral candidate's Individual Work Plan and approved by the academic unit. The doctoral candidate selects 2 (two) courses.					



## 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)

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

**Course status:** mandatory

**Exam:** written

**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

**E-mail:** [ivanK.todorov@swu.bg](mailto:ivanK.todorov@swu.bg)

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

**Course status:** mandatory

**Exam:** written / interview

**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**

### **CURRENT ISSUES IN THE METHODOLOGY OF TEACHING BULGARIAN LANGUAGE AND LITERATURE**

**ECTS credits:** 7

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Iva Stamenova, PhD

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

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

**Course status:** elective

**Exam:** written

**Annotation:** The course aims to enrich the doctoral students' knowledge of Bulgarian language and literature in the primary stage by offering a variety of topics designed to enhance their general understanding of this fundamental subject.

In terms of content, emphasis is placed on mastering the basics of reading and writing as speech activities so that doctoral students can apply the acquired knowledge practically when working with pupils. These foundational skills will be necessary for future pedagogical research, where students will demonstrate their competencies in structuring test tasks and texts for pupils, creating creative tasks tailored to the selected learning content, and developing lesson plans for the primary educational stage.

The objective of the program is to develop and improve the professional competence of doctoral students by providing theoretical knowledge and practical skills for implementing an effective educational process in Bulgarian language and literature at the primary education stage.

**Tasks:**

- To substantiate the scientific status of the methodology of teaching Bulgarian language and literature as an independent pedagogical science;
- To reveal and justify the close interconnection between language and literature education within the framework of the comprehensive subject, as well as its links with other sciences;
- To outline the specifics of language and literature education at the primary education stage;

- To specify the goals and tasks of individual methodological sections, the characteristics of lesson types and their structure, as well as the specific methodological approaches to instruction.

#### **Expected Outcomes**

After completing the course "Current Issues in the Methodology of Teaching Bulgarian Language and Literature," doctoral students should be able to:

- Acquire useful knowledge of the subject Bulgarian language and literature;
- Understand the specific goals and tasks of the various methodological sections;
- Learn how to work with different types of lessons;
- Master methodological techniques for teaching lessons in Bulgarian language and literature to pupils;
- Apply approaches for accessible comprehension of the curriculum's genre varieties;
- Gain knowledge of speech development methods based on specific methodological levels—lexical, syntactic, and connected speech;
- Develop skills to use a differentiated approach in the teaching process based on the specific difficulties encountered by pupils.

### **DEVELOPMENT OF COMMUNICATIVE SPEECH SKILLS OF PUPILS IN THE PRIMARY STAGE OF EDUCATION**

**ECTS credits:** 7.0

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

**Form of evaluation:** exam

**Course status:** elective

**Semester:** II

**Exam:** written

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Iva Stamenova, PhD

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

**Annotation:** The course aims to provide doctoral students with knowledge on the development of skills for proper speech communication and working with different types of texts, as this knowledge will be useful in their work with pupils during their future pedagogical research and activities in the primary stage of education.

The theoretical component clarifies issues related to speech skills, while also covering topics on the nature and typology of speech exercises as a primary teaching method. Doctoral students gain knowledge about the essence of language as a phenomenon and the mechanism for forming communicative speech skills.

The purpose of the program is to develop and improve the professional competence of doctoral students for working with texts that foster thinking and creativity, as well as to build skills for free communication in various speech situations.

#### **Tasks:**

- Acquire knowledge of communicative speech skills as a goal of education for the creation of oral and written texts;
- Familiarize with methodological ideas in Bulgaria regarding the development of pupils' oral and written speech in primary school;
- Gain knowledge and skills for working with the curricula designed for this purpose during relevant lessons.

**Expected Outcomes:** Upon completing the course "Communicative Speech Skills of Pupils in the Primary Stage of Education," doctoral students should:

- Acquire knowledge of creating texts—primarily retellings and compositions studied in the primary stage of education;

- Gain knowledge of the nature of speech and its development, as well as the types of speech and speech activities;
- Acquire knowledge for developing the concept of a text;
- Understand how to structure oral expressions, written retellings, and different types of compositions to enhance pupils' language and spelling proficiency in primary school;
- Develop skills for using a differentiated approach in spelling and pronunciation tasks to foster independent creative work during lessons.

## **PSYCHOLINGUISTICS**

**ECTS credits:** 7.0

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

**Form of evaluation:** exam

**Course status:** elective

**Semester:** III

**Exam:** written

**Methodological Guidance:**

**Department** „Management of education and special pedagogy“

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Milena Levunlieva, PhD

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

**Annotation:** The course aims to familiarize doctoral students with the conceptual framework and system of knowledge and skills related to the perception, use, and generation of speech from the perspective of the educator. Achieving this goal and operationalizing it into skills and competencies is accomplished through a series of tasks.

### **Tasks:**

- Understanding the connection between language, brain, and consciousness;
- Mastering the models of speech production and perception in monolingual, bilingual, and multicultural environments;
- Acquiring knowledge of the main branches of psycholinguistics;
- Analyzing psycholinguistic research;
- Mastering types of psycholinguistic research and their applicability to primary school-aged children.

### **Expected Outcomes:**

Upon completing the course "Psycholinguistics," doctoral students should:

- Be able to design basic developmental activities related to language use;
- Identify processes related to speech perception, word recognition, and sentence processing;
- Apply key theoretical models in psycholinguistics to purposefully improve the expressive speech of primary school pupils.

## **CURRENT ISSUES IN LITERARY STUDIES AND LINGUISTICS**

**ECTS credits:** 7.0

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

**Form of evaluation:** exam

**Course status:** elective

**Semester:** III

**Exam:** written

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Assoc. prof. Iva Stamenova, PhD

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

**Annotation:** The course aims to introduce doctoral students to the main issues in literary studies and linguistics. In terms of content, emphasis is placed on teaching Bulgarian language and literature, the specific features of lessons as an organizational form, language and literature competencies, and the specifics of working with literary works.

The program's objective is to enhance the professional competence of doctoral students by acquiring theoretical knowledge and its practical applicability in school practice.

**Tasks:**

- Work with curricula and become familiar with the educational content for Bulgarian language and literature in primary school;
- Acquire knowledge of the literary norms of the Bulgarian language;
- Develop language and literary competencies;
- Differentiate current issues that arise in the teaching of Bulgarian language and literature to pupils in the primary education stage.

**Expected Outcomes:**

Upon completing the course "Current Issues in Literary Studies and Linguistics," doctoral students should:

- Acquire fundamental knowledge in the field of Bulgarian language and literature;
- Gain knowledge of the specific methods for developing speech from first to fourth grade;
- Familiarize themselves with the techniques used for reading comprehension, working with texts, and the challenges that arise during their application;
- Master key methodological approaches for overcoming problems that arise during the acquisition of knowledge in Bulgarian language and literature by primary school pupils.

## **KEY LEARNING ACTIVITIES IN MATHEMATICS IN THE PRIMARY STAGE OF EDUCATION**

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Prof. Yanka Stoimenova, PhD

E-mail: [yanka\\_st@swu.bg](mailto:yanka_st@swu.bg)

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

**Course status:** elective

**Exam:** written

**Annotation:** The course "Key Learning Activities in Mathematics in the Primary Stage of Education" aligns with modern technological approaches for organizing and implementing education in primary school classes.

The course includes the study of lesson types in primary school and the key learning activities incorporated in each type of lesson. The primary objective of the program is to reveal new opportunities for improving primary education by enabling doctoral students to master a developed system of key learning activities for various types of lessons.

## **INTERACTIVE METHODS IN TEACHING MATHEMATICS IN THE PRIMARY STAGE OF EDUCATION**

**ECTS credits:** 7.0

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

**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)

**Course status:** elective

**Exam:** written

**Annotation:** The course "Interactive Methods in Teaching Mathematics in the Primary Stage of Education" includes the study of the essence and specifics of interactive methods, their key characteristics, and their role in mathematics education. Doctoral students acquire knowledge of how these methods are applied in primary school classes and their importance for mastering mathematical concepts.

The goal of the program is to enhance the professional competence of doctoral students by equipping them with theoretical knowledge of interactive methods and their practical application in school practice.

**Tasks:**

- Acquire knowledge of the essential characteristics of interactive methods and their application in the learning process for primary school students;
- Develop competencies for organizing mathematics instruction for pupils from grades 1 to 4 using a system of interactive methods;
- Organize and trial interactive mathematics lessons in primary school.

Expected Outcomes:

Upon completing the course "Interactive Methods in Teaching Mathematics in the Primary Stage of Education," doctoral students should:

- Acquire foundational knowledge of the essential characteristics and types of interactive methods suitable for mathematics instruction in primary school;
- Develop skills for organizing interactive mathematics lessons;
- Be able to create a system of interactive methods for developing mathematical competencies.

## **DIAGNOSIS OF STUDENTS' MATHEMATICAL COMPETENCE**

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Prof. Yanka Stoimenova, PhD

E-mail: [yanka\\_st@swu.bg](mailto:yanka_st@swu.bg)

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

**Course status:** elective

**Exam:** written

**Annotation:** The course "Diagnosis of Students' Mathematical Competence" aligns with modern technological approaches for diagnosing and assessing the achievements of primary school students. The course covers the essence of mathematical competence and the application of the competency-based approach in mathematics education in primary school.

During the course, doctoral students will have the opportunity to acquire knowledge and competencies for appropriate actions in the specific conditions of mathematics education in modern schools.



The main goal of the program is to enable doctoral students to master methodological technologies for developing students' mathematical competencies, become familiar with the system of diagnostic procedures, acquire knowledge and develop skills for measuring students' mathematical competencies, and use mathematical-statistical methods and various indicator systems.

## **DIAGNOSIS OF STUDENTS' MATHEMATICAL COMPETENCE**

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

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

**Faculty:** Pedagogy

**Lecturer:** Prof. Yanka Stoimenova, PhD

E-mail: [yanka\\_st@swu.bg](mailto:yanka_st@swu.bg)

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

**Course status:** elective

**Exam:** written

**Annotation:** The course "Diagnosis of Students' Mathematical Abilities" includes the study of the essence and structure of mathematical abilities in primary school students, familiarization with various methodologies for diagnosing these abilities, mastering fundamental methodological technologies for developing the structural components of these abilities, and acquiring knowledge and experience in measuring mathematical abilities.

Doctoral students are expected to gain knowledge of the theory of abilities and master methods that will enable them to effectively address issues in educational practice related to the development of mathematical abilities in primary school students.

## **ECO-PEDAGOGY**

**ECTS credits:** 7.0

**Form of evaluation:** exam

**Semester:** II

**Methodological Guidance:**

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

**Faculty:** Pedagogy

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

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

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

**Course status:** elective

**Exam:** written

**Annotation:** The course "Eco-pedagogy" focuses on studying the foundations of ecological education and building ecological competence in doctoral students, as well as fostering professional culture regarding the appropriate application of the ecological approach in pedagogical practice.

The goal of the course is to encourage doctoral students to seek ways to resolve the conflict between humans and nature within their chosen professional field.

Tasks:

- Acquire knowledge about the ecological nature of the environment in the context of the individual development of children and adolescents;
- Apply the ecological approach in analyzing and solving ecological problems.

Expected Outcomes:

- Doctoral students will enhance their training by enriching their knowledge of eco-pedagogy;
- They will be able to conduct research and diagnostic activities in the field of eco-pedagogy.



## CONTEMPORARY APPROACHES AND MODELS IN THE METHODOLOGY OF TEACHING SOCIAL STUDIES AND NATURAL SCIENCES

**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

**E-mail:** [tsvetomira.ivanova@swu.bg](mailto:tsvetomira.ivanova@swu.bg)

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

**Course status:** elective

**Exam:** written

**Annotation:** The course provides doctoral students with a new and modern perspective on the place and role of the subjects "Social Studies," "Man and Nature," and "Man and Society." It clarifies the challenges related to these subjects and analyzes current views on their improvement. A conceptual-activity-based teaching model with a flexible structure and hierarchy is presented.

The aim of the course is to familiarize doctoral students with the current state, issues, and ideas for improving instruction in the subjects related to social studies and natural sciences, enabling them to understand contemporary ideas from modern psychological and pedagogical theories on personality development.

### **Tasks:**

- Develop a comprehensive understanding of the cultural and ecological approaches to student development;
- Address current issues related to the humane, socially democratic, and activity-based development of the individual.

### **Expected Outcomes:**

- Doctoral students will acquire a competent perspective for solving methodological issues in social studies and natural sciences;
- They will understand the essence and functions of the components of the subjects "Social Studies," "Man and Nature," and "Man and Society" and will be able to design models for pedagogical interaction.

**ASSOC. PROF. VALENTINA CHILEVA, PHD**

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