

ISSN 1314 – 6769

50 ГОДИНИ



Заедно пишем
историята

ГОДИШНИК
НА ШУМЕНСКИЯ УНИВЕРСИТЕТ
„ЕПИСКОП КОНСТАНТИН ПРЕСЛАВСКИ“

Т. XXV D

ANNUAL
OF KONSTANTIN PRESLAVSKY -
UNIVERSITY OF SHUMEN

Vol. XXV D



Университетско издателство
„Епископ Константин Преславски“
Шумен, 2021

РЕДАКЦИОННА КОЛЕГИЯ

проф. д.и.н. Георги Колев, ректор на Шуменски университет
доц. д-р Екатерина Люцканова, зам.-ректор на Педагогически факултет
доц. д-р Росица Михайлова, декан на Педагогически факултет
проф. д-р Нели Димитрова, зам.-декан на Педагогически факултет
доц. д-р Чавдар Стойчев, зам.-декан на Педагогически факултет
доц. д-р Виолета Кюркчийска, директор на ДИКПО - Варна
проф. д-р Милета Проданович, зам. ректор Университет по изкуствата в Белград, Сърбия
доц. д-р Еужен Александру Густя, зам. ректор на Национален университет за изкуства,
Букурещ, Румъния
проф. д-р Инсел Инал, Университет за изящни изкуства и архитектура „Мимар Синан“,
Истанбул, Турция
проф. д-р Мелихат Тюзюн, ръководител на Департамент по изкуства в Университета
„Намик Кемал“ в Текирдаг, Турция
проф. д-р Емилија Ѓорѓева, декан на Педагогически факултет, Университет „Гоце
Делчев“, гр. Щип, Северна Македония
проф. д-р Оливер Цацков, Педагогически факултет, Университет „Гоце Делчев“, гр.
Щип, Северна Македония
проф. д-р Деспина Сивевска, Педагогически факултет, Университет „Гоце Делчев“, гр.
Щип, Северна Македония
проф. Валери Чакалов
проф. д-р Живка Военкинова
проф. д-р Живко Жечев
проф. д-р Стефан Базелков
доц. д-р Калина Алкесиева
доц. д-р Пенка Кожухарова
доц. д-р Янна Рускова
докт. Нели Дякова

Научен редактор

доц. д-р Ганка Янкова

Коректор

доц. д-р Веселина Илиева

© доц. д-р Веселина Илиева, съставител

© Университетско издателство „Епископ Константин Преславски“

ISSN: 1314 – 6769

50 ГОДИНИ



Заедно пишем
историята

ГОДИШНИК
НА ШУМЕНСКИЯ УНИВЕРСИТЕТ
„ЕПИСКОП КОНСТАНТИН ПРЕСЛАВСКИ“

Т. XXV D

ANNUAL
OF KONSTANTIN PRES LAVSKY -
UNIVERSITY OF SHUMEN

Vol. XXV D



Университетско издателство
„Епископ Константин Преславски“
Шумен, 2021

СЪДЪРЖАНИЕ

Pilar J. Santander

PREVENTION OF THE USE OF TOBACCO, ALCOHOL AND OTHER DRUGS.
..... стр. 23

Александрина Г. Величкова

КОНФЛИКТНИ ВЗАИМОДЕЙСТВИЯ В ОБРАЗОВАТЕЛНАТА ИНСТИТУЦИЯ
..... стр. 30

Aleksandrina G. Velichkova

CONFLICT INTERACTIONS IN THE EDUCATIONAL INSTITUTIONp. 30

Антоанета Д. Тодорова

ПРАКТИЧЕСКИ МУЛТИСЕНЗОРНИ МОДЕЛИ ЗА УСВОЯВАНЕ НА
СОЦИАЛНИ УМЕНИЯ У ДЕЦА СЪС СПЕЦИАЛНИ ОБРАЗОВАТЕЛНИ
ПОТРЕБНОСТИ ОТ НАЧАЛЕН ЕТАП стр. 44

Antoaneta D. Todoranova

*PRACTICAL MULTISENSORY MODELS FOR ACQUIRING SOCIAL SKILLS IN
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS FROM THE INITIAL STAGE
..... p. 44*

Борис И. Иванов

ПИЛОТНО ПРОУЧВАНЕ НА МОТИВАЦИЯТА ЗА ТАНЦУВАНЕ НА
БЪЛГАРСКИ НАРОДНИ ТАНЦИ стр. 53

Boris I. Ivanov

*PILOT STUDY OF THE MOTIVATION FOR DANCING OF BULGARIAN FOLK
DANCESp. 53*

Боряна И. Тодорова

ЛИЧНОСТНИ КАЧЕСТВА В ПОДКРЕПА НА МЕТОДОЛОГИЧНАТА
ГРАМОТНОСТ ЗА ПРОВЕЖДАНЕ НА НАУЧНИ ИЗСЛЕДВАНИЯ ... стр. 59

Boryana I. Todorova

*PERSONAL QUALITIES IN SUPPORT OF METHODOLOGICAL LITERACY FOR
CONDUCT OF SCIENTIFIC RESEARCHp. 59.*

Валентина В. Георгиева

ПРОЕКТНАТА РАБОТА ПО КОНСТРУИРАНЕ И ТЕХНОЛОГИИ В ПОМОЩ
НА ДЕТСКИЯ УЧИТЕЛ ЗА КОМПЛЕКСНО РАЗВИВАНЕ НА КЛЮЧОВИ
КОМПЕТЕНЦИИ У 6-7 ГОДИШНИТЕ ДЕЦА стр. 65

Valentina V. Georgieva

THE PROJECT WORK ON DESIGN AND TECHNOLOGIES IN HELP OF THE CHILDREN'S TEACHER FOR COMPLEX DEVELOPMENT OF KEY COMPETENCIES IN 6-7 YEAR-OLD CHILDRENp. 65

Валери С. Йорданов

СПОРТНО-ПЕДАГОГИЧЕСКИ РЕЗУЛТАТИ ОТ ПСИХО-ФИЗИЧЕСКОТО ТЕСТУВАНЕ НА УЧЕНИЦИТЕ – АНАЛИЗ ПО КРИТЕРИЙ ПОЛ – МОМИЧЕТА стр. 73

Valeri St. Yordanov

SPORTS AND PEDAGOGICAL RESULTS FROM THE PSYCHO-PHYSICAL TESTING OF STUDENTS - ANALYSIS BY GENDER – GIRLSp. 73

Велико А. Косев

УЧИЛИЩНОТО ОБРАЗОВАНИЕ В УСЛОВИЯ НА ПАНДЕМИЯ СПОРЕД РОДИТЕЛИТЕ НА УЧЕНИЦИ стр. 80

Veliko A. Kosev

SCHOOL EDUCATION IN THE CONDITIONS OF A PANDEMIC ACCORDING TO THE PARENTS OF STUDENTSp. 80

Веселина Н. Илиева

РАЗБИРАНЕТО ЗА ЧОВЕШКИТЕ ОБЩНОСТИ. СОЦИАЛНА КАТЕГОРИЯ стр. 85

Veselina N. Ilieva

THE UNDERSTANDING ABOUT THE HUMAN COMMUNITIES. SOCIAL CATEGORY.p. 85

Веселина Р. Иванова

ИЗСЛЕДВАНЕ НА СОЦИАЛНО-ДЕМОГРАФСКИТЕ ПРОМЕНИ В ОБЛАСТ ШУМЕН В СЛЕДСТВИЕ НА COVID-19 стр. 90

Veselina R. Ivanova

RESEARCH OF SOCIAL-DEMOGRAPHIC CHANGES IN SHUMEN REGION DUE TO COVID-19p. 90

Виктория Д. Ковчазова

ВЛИЯНИЕ НА ДИНАМИЧНО ПРОМЕНЯЩАТА СЕ ОБКРЪЖАВАЩА СРЕДА ВЪРХУ ФОРМИРАНЕТО НА ДЕТСКАТА ЛИЧНОСТ В ПРЕДУЧИЛИЩНА ВЪЗРАСТ стр. 104

Viktoriya D. Kovchazova

INFLUENCE OF THE DYNAMICALLY CHANGING ENVIRONMENT ON THE FORMATION OF CHILDREN'S PERSONALITY IN PRESCHOOL AGEp. 104

Виолета И. Кюркчийска

РЕЧЕВО РАЗВИТИЕ НА ДЕЦАТА ОТ ПРЕДУЧИЛИЩНА ВЪЗРАСТ стр. 113

Violeta Iv. Kyurkchiyska

SPEECH DEVELOPMENT OF CHILDREN OF PRESCHOOL AGEp. 113

Виолета К. Атанасова

ВЪЗГЛЕДИТЕ НА ПЕТКО СЛАВЕЙКОВ И ЛЮБЕН КАРАВЕЛОВ ЗА УПРАВЛЕНИЕТО И ФИНАНСИРАНЕТО НА БЪЛГАРСКОТО УЧИЛИЩЕ стр. 126

Violeta K. Atanasova

THE VIEWS OF PETKO SLAVEIKOV AND LUBEN KARAVELOV ON MANAGEMENT AND FINANCING OF BULGARIAN SCHOOLp. 126

Владимир Р. Василев

ПРЕДИМСТВА И НЕДОСТАТЪЦИ ПРИ ИЗПОЛЗВАНЕТО НА СИСТЕМИ С ЕЛЕМЕНТИ НА ИЗКУСТВЕН ИНТЕЛЕКТ ЗА ЦЕЛИТЕ НА ОБРАЗОВАНИЕТО стр. 135

Vladimir R. Vasilev

PROS AND CONS AT THE USE OF AI IN THE FIELD OF EDUCATION ...p. 135

Габриела Н. Кирова

ВЪЗМОЖНОСТИ ЗА ФОРМИРАНЕ НА МАТЕМАТИЧЕСКА КОМПЕТЕНТНОСТ ЧРЕЗ ТЕМАТА „НАМИРАНЕ НА НЕИЗВЕСТЕН УМАЛИТЕЛ“ В НОВИТЕ УЧЕБНИЦИ ПО МАТЕМАТИКА ЗА ЧЕТВЪРТИ КЛАС стр. 142

Gabriela N. Kirova

OPPORTUNITIES FOR FORMATION OF MATHEMATICAL COMPETENCE THROUGH THE TOPIC "FINDING AN UNKNOWN SUBTRAHEND" IN THE NEW MATH TEXTBOOKS FOR FOURTH GRADEp. 142

Габриела Т. Кънчева

МНЕНИЕ НА ПЕДАГОГИЧЕСКИ СПЕЦИАЛИСТИ ЗА ПОДГОТОВКАТА НА УЧИТЕЛИТЕ В СФЕРАТА НА ПРИОБЩАВАЩОТО ОБРАЗОВАНИЕ стр. 156

Gabriela T. Kancheva

OPINION OF PEDAGOGICAL SPECIALISTS ON TEACHER TRAINING IN THE FIELD OF INCLUSIVE EDUCATIONp. 156

Гергана К. Събева

ДЕЦАТА СЪС СЛУХОВИ НАРУШЕНИЯ В ОБЛАСТ ШУМЕН В ПЕРИОДА
2017/2021 Г. стр. 183

Gergana K. Sabeva

*CHILDREN WITH HEARING IMPAIRMENTS IN SHUMEN REGION IN THE
PERIOD 2017/2021 YEARp. 183*

Даниела Д. Димитрова

СОЦИАЛНО – ПСИХОЛОГИЧЕСКИЯТ КЛИМАТ И ЕФЕКТИВНОТО
УПРАВЛЕНИЕ НА ДЕТСКОТО ЗАВЕДЕНИЕ стр. 197

Daniela D. Dimirtova

*THE SOCIO-PSYCHOLOGICAL CLIMATE AND THE EFFECTIVE MANAGEMENT
OF THE CHILDREN'S INSTITUTIONp. 197*

Даяна Ц. Бошнакова

СОЦИАЛНИ НЕРАВЕНСТВА ПРИ ДЕЦАТА ОТ ДОМОВЕТЕ стр. 202

Dayana Tz. Boshnakova

SOCIAL INEQUALITIES IN CHILDREN FROM SOCIAL HOMESp. 202

Деспина П. Сивевска, Ядранка В, Рунчева

РОЛЯТА НА ПЕДАГОГА В ПРОФЕСИОНАЛНАТА ОРИЕНТАЦИЯ НА
УЧЕНИЦИТЕ стр. 208

Despina P. Sivevska, Jadranka V. Runcheva

*THE ROLE OF THE PEDAGOGUE IN THE PROFESSIONAL ORIENTATION OF
THE STUDENTSp. 208*

Дечко М. Игнатов

ИЗГРАЖДАНЕ И РАЗВИТИЕ НА УМЕНИЯ ЗА МОДУЛИРАНЕ НА
УЧЕБНОТО СЪДЪРЖАНИЕ ОТ МОДУЛ ТУРИЗЪМ У СТУДЕНТИТЕ
БЪДЕЩИ НАЧАЛНИ УЧИТЕЛИ, ЧРЕЗ ИЗПОЛЗВАНЕТО НА
КОМПЕТЕНТНОСТЕН ПОДХОД ПРОЕКТ НИХ-437/2020 Г. стр. 216

Dechko M. Ignatov

*BUILDING AND DEVELOPING SKILLS FOR MODULATING THE EDUCATIONAL
CONTENT FROM THE TOURISM MODULE IN STUDENTS FUTURE PRIMARY
TEACHERS, THROUGH THE USE OF POT PROJECT NIH-437/2020p. 216*

Дечко М. Игнатов

ИЗПОЛЗВАНЕ НА НЕСТАНДАРТЕН КОМПЕТЕНТНОСТЕН ПОДХОД ПРИ
ОБУЧЕНИЕТО НА СТУДЕНТИТЕ БЪДЕЩИ УЧИТЕЛИ ПО ДИСЦИПЛИНАТА

“МЕТОДИКА НА ОБУЧЕНИЕ ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ” ПРОЕКТ
НИХ-437/2020 г. стр. 224

Dechko M. Ignatov

*USING A NON-STANDARD COMPETENCE APPROACH IN THE TRAINING OF
STUDENTS FUTURE TEACHERS IN THE COURSE "METHODOLOGY OF
PHYSICAL EDUCATION TRAINING" PROJECT NIH-437/2020p. 224*

Диана С. Нинчева

ПРОФЕСИОНАЛИЗИРАНЕ НА ПРИЕМНИТЕ СЕМЕЙСТВА ЧРЕЗ
СУПЕРВИЗИЯ стр. 233

Diana S. Nincheva

*PROFESSIONALIZATION OF FOSTER FAMILIES THROUGH SUPERVISION p.
233*

Димитър И. Балкански

ПСИХОЛОГИЧЕСКА НАГЛАСА НА ДЕЦАТА ЗА ОСЪЩЕСТВЯВАНЕ НА
ИЗОБРАЗИТЕЛНА ДЕЙНОСТ стр. 242

Dimitar I. Balkanski

*PSYCHOLOGICAL ATTITUDE OF CHILDREN FOR THE IMPLEMENTATION OF
ART ACTIVITYp. 242*

Евгения Ц. Михова

НАСЪРЧАВАНЕ НА ЧЕТЕНЕТО ЧРЕЗ РАЗЛИЧНИ ФОРМИ В ДЕТСКАТА
ГРАДИНА стр.253

Evgeniya Tsv. Mihova

*PROMOTION OF READING THROUGH VARIOUS FORMS IN KINDERGARTEN
.....p. 253*

Екатерина Г. Ужиканова

ПРЕДИЗВИКАТЕЛСТВА И ПЕРСПЕКТИВИ ПРЕД РАЗВИТИЕТО НА
РОДИТЕЛСТВАНЕТО В ПЕРИОДА НА РАННОТО ДЕТСТВО стр. 257

Ekaterina G. Uzhikanova

*CHALLENGES AND PROSPECTS FOR THE DEVELOPMENT OF PARENTING IN
THE EARLY CHILDHOOD PERIODp. 257*

Екатерина З. Томова

ПРОЦЕСЪТ НА СОЦИАЛИЗАЦИЯ КАТО ПРЕДПОСТАВКА ЗА ФОРМИРАНЕ
НА СОЦИАЛНА КОМПЕТЕНТНОСТ стр. 2770

Ekaterina Z. Tomova

THE PROCESS OF SOCIALIZATION AS A PREREQUISITE FOR FORMATION OF SOCIAL COMPETENCEp. 270

Елена И. Тодорова

ЧОВЕШКОТО ТЯЛО В АРТТЕРАПЕВТИЧНАТА ПРАКТИКА стр. 281

Elena I. Todorova

THE HUMAN BODY IN ART THERAPEUTIC PRACTICEp. 281

Ергиджан О. Алиндер-Исмаилова

УСПЕШНАТА КОМУНИКАЦИЯ ПРЕЗ ПРИЗМАТА НА ЧУЖДООЗИКОВОТО ОБУЧЕНИЕ стр. 294

Ergidzhan O. Alinder-Ismailova

FROM FOREIGN LANGUAGE TEACHING TO EFFECTIVE COMMUNICATIONp. 294

Живка И. Анещева

ПСИХОЛОГИЧЕСКА СТРУКТУРА НА ИЗОБРАЗИТЕЛНАТА ДЕЙНОСТ И РОЛЯТА НА ПОЗНАВАТЕЛНИТЕ ПСИХИЧНИ ПРОЦЕСИ КАТО ОСНОВЕН ЕЛЕМЕНТ НА ДЕТСКОТО ТВОРЧЕСТВО стр. 308

Zhivka I. Aneshteva

PSYCHOLOGIKAL STRUKTURE OF VISUAL ACTIVITIES AND THE ROLE OF COGNITIVE MENTAL PROCESSES AS A MAIN ELEMENT OF CREATIVITY p. 308

Звезделинка В. Атанасова

РАННАТА ИНТЕРВЕНЦИЯ - ПЪРВА СЪПКА КЪМ ПРИОБЩАВАЩОТО ОБРАЗОВАНИЕ стр. 317

Zvezdelinka V. Atanasova

EARLY INTERVENTION IS THE FIRST STEP TOWARDS INCLUSIVE EDUCATIONp. 317

Здравка Л. Вичева

РОЛЯТА НА ИНТЕРАКТИВНИТЕ МЕТОДИ И ТЕХНИКИ В ОБУЧЕНИЕТО ПО МАТЕМАТИКА В ПРЕДУЧИЛИЩНА ВЪЗРАСТ стр. 330

Zdravka L. Vicheva

THE ROLE OF INTERACTIVE METHODS AND TECHNICS IN MATHEMATICS EDUCATION IN PRESCHOOL AGEp. 330

Ивайло И. Буров

ПОДБОР НА ИГРОВИ ДВИГАТЕЛИ ПРИ РАЗРАБОТКА НА 3D
ИНТЕРАКТИВНО СЪДЪРЖАНИЕ В ОБУЧЕНИЕТО стр. 335

Ivailo Iv. Burov

*SELECTION OF GAME ENGINES IN THE DEVELOPMENT OF 3D INTERACTIVE
CONTENT IN EDUCATIONp. 335*

Иван Н. Душков

ДИАГНОСТИКА НА РЕЗУЛТАТИТЕ ОТ ОБУЧЕНИЕТО ПО КОМПЮТЪРНО
МОДЕЛИРАНЕ В КРАЯ НА ЧЕТВЪРТИ КЛАС стр. 346

Ivan N. Dushkov

*DIAGNOSIS OF THE RESULTS OF THE COMPUTER MODELING TRAINING AT
THE END OF THE FOURTH GRADEp. 346*

Иван Н. Душков

СРАВНИТЕЛЕН АНАЛИЗ НА УЧЕБНОТО СЪДЪРЖАНИЕ НА ПРИЕТИТЕ ОТ
МОН УЧЕБНИЦИ ПО ПРЕДМЕТА КОМПЮТЪРНО МОДЕЛИРАНЕ ЗА
ЧЕТВЪРТИ КЛАС стр. 355

Ivan N. Dushkov

*COMPARATIVE ANALYSIS OF THE CURRICULUM OF THE TEXTBOOKS
ADOPTED BY THE MINISTRY OF EDUCATION AND SCIENCE IN THE SUBJECT
COMPUTER MODELING FOR FOURTH GRADEp. 355*

Ивелина Д. Михова

ИЗСЛЕДВАНЕ СПЕЦИФИКИТЕ НА ПРЕБИВАВАНЕ НА ЧУЖДЕНЦИ В
СТРАНАТА С ОГЛЕД РАЗРАБОТВАНЕТО НА ПОДХОДЯЩИ
МИГРАЦИОННИ И ИНТЕГРАЦИОННИ ПОЛИТИКИ стр. 365

Ivelina D. Mihova

*STUDY OF THE SPECIFICS OF THE RESIDENCE OF FOREIGNERS IN THE
REPUBLIC OF BULGARIA WITH A VIEW ON THE DEVELOPMENT OF SUITABLE
MIGRATION AND INTEGRATION POLICIESp. 365*

Ирена С. Китанова, Садудин Ф. Садики, Горан Љ. Спасовски

УПРАВЛЕНИЕ НА УСТОЙЧИВОСТТА В ОБРАЗОВАНИЕТО -
УСТОЙЧИВОСТ НА УЧИТЕЛИТЕ КЪМ ИЗПОЛЗВАНЕТО НА ЕЛЕКТРОННИ
ТАБЛА (SMART) стр. 384

Irena S. Kitanova, Sadudin F. Sadiki, Goran Љ. Spasovsky

*RESISTANCE MANAGEMENT IN EDUCATION - TEACHERS' RESISTANCE TO
THE USE OF ELECTRONIC BOARDS (SMART)p. 384*

Ирина Б. Стоянова

ОБУЧЕНИЕТО НА ДЕЦА ОТ ПРЕДУЧИЛИЩНА ВЪЗРАСТ В ИНОВАТИВНА
ДЕТСКА ГРАДИНА стр. 390

Irina B. Stoyanova

*THE EDUCATION OF PRESCHOOL CHILDREN IN AN INNOVATIVE
KINDERGARTENp. 390*

Йорданка С. Пейчева

СЪДЪРЖАТЕЛНИ И МЕТОДИЧЕСКИ АСПЕКТИ В РЕАЛИЗАЦИЯТА НА
КЛЮЧОВАТА КОМПЕТЕНТНОСТ „УМЕНИЯ ЗА УЧЕНЕ” В ПРОЦЕСА НА
ТЕХНОЛОГИЧНОТО ОБУЧЕНИЕ В НАЧАЛЕН ЕТАП стр. 396

Yordanka S. Peycheva

*CONTINUT AND METHODOLOGICAL ASPECTS IN THE IMPLEMENTATION OF
THE KEY COMPETENCE competence “LEARNING SKILLS” IN THE PROCESS
OF TECHNOLOGICAL TRAINING AT THE INITIAL STAGEp. 396*

Калина И. Алексиева

ИЗБИРАЕМИЯТ УЧЕБЕН ЧАС ПО МАТЕМАТИКА ЗА РАЗВИТИЕ НА
МАТЕМАТИЧЕСКИТЕ СПОСОБНОСТИ НА ДЕЦАТА В НАЧАЛНИТЕ
КЛАСОВЕ стр. 403

Kalina Iv. Aleksieva

*CONTINUITY BETWEEN PRELIMINARY KINDERGARTEN PREPARATION AND
FIRST GRADE TEACHINGp. 403*

Камен М. Теофилов

ПОДХОДИ НА ПЕДАГОГИЧЕСКО ВЗАИМОДЕЙСТВИЕ В ОБУЧЕНИЕТО ПО
ИЗОБРАЗИТЕЛНО ИЗКУСТВО стр. 411

Kamen M. Teofilov

*APPROACHES TO PEDAGOGICAL INTERACTION IN THE TEACHING OF FINE
ARTSp. 411*

Капка А. Събева

ЗНАЧЕНИЕ НА ПРОЕКТНАТА ДЕЙНОСТ В ДЕТСКАТА ГРАДИНА ЗА
МОДЕРНИЗАЦИЯ НА ОБРАЗОВАТЕЛНИЯ ПРОЦЕС стр. 417

Kapka A. Sabeva

*SIGNIFICANCE OF THE PROJECT ACTIVITY IN THE KINDERGARTEN FOR
MODERNIZATION OF THE EDUCATIONAL PROCESSp. 417*

Керанка Г. Велчева

ДУАЛНОТО ОБУЧЕНИЕ – ПРЕСЕЧНА ТОЧКА НА ПРОФЕСИОНАЛНАТА ПОДГОТОВКА НА УЧЕНИЦИТЕ И БИЗНЕСА стр. 421

Keranka G. Velcheva

DUAL TRAINING - CROSS-SECTION OF STUDENT AND BUSINESS TRAININGp. 421

Красимира Т. Бенкова, Весела В. Марева, Надя В. Влаева, Явор В. Георгиев, Екатерина Д. Георгиева

ИЗСЛЕДВАНЕ НА УПОТРЕБАТА НА ПСИХОАКТИВНИ ВЕЩЕСТВА ОТ ЛИЦА, ИЗТЪРПЯВАЩИ НАКАЗАНИЕ „ЛИШАВАНЕ ОТ СВОБОДА“ стр. 431

Krasimira T. Benkova, Vesela V. Mareva, Nadya V. Vlaeva, Yavor V. Georgiev, Ekaterina D. Georgieva

STUDY ON THE USE OF PSYCHOACTIVE SUBSTANCES BY PERSONS PUNISHED BY A COURT OF LAW WITH "IMPRISONMENT"p. 431

Крум С. Минев

50 ГОДИНИ ФУТБОЛ В ШУМЕНСКИЯ УНИВЕРСИТЕТ „ЕПИСКОП КОНСТАНТИН ПРЕСЛАВСКИ“ стр. 441

Krum St. Minev

50 YEARS FOOTBALL IN SHUMEN UNIVERSITY "EPISKOP KONSTANTIN PRES LAVSKI"p. 441

Лилия Ц. Лозанова

МЕДИЙНА ГРАМОТНОСТ И ТЕМАТИЧНО СЪДЪРЖАНИЕ В СОЦИАЛНИТЕ МРЕЖИ, КЪМ КОЕТО ПРОЯВЯВАТ ИНТЕРЕС УЧЕНИЦИ ОТ ГИМНАЗИАЛЕН ЕТАП стр. 451

Lilia C. Lozanova

MEDIA LITERACY AND THEMATIC CONTENT ON SOCIAL NETWORKS HIGH STUDENTS ARE INTERESTED p. 451

Люба А. Златкова

ОСЪЗНАВАНЕ НА РИТЪМА КАТО ПРИНЦИП ЧРЕЗ ОБЕДИНЯВАНЕ НА ЗНАНИЯТА В ЧАСОВЕТЕ ПО МУЗИКА стр. 459

Liuba At. Zlatkova

ABOUT THE RHYTHM AS A PRINCIPLE BY COMBINING KNOWLEDGE IN MUSIC CLASSESp. 459

Людмила П. Векова

ПЕНСИОННОТО ОСИГУРЯВАНЕ НА ЗАЕТИТЕ В СИСТЕМАТА НА УЧИЛИЩНОТО ОБРАЗОВАНИЕ В БЪЛГАРИЯ – ЗАКОНОВИ ПРОМЕНИ, РАЗВИТИЕ И ПРЕДИЗВИКАТЕЛСТВА стр. 465

Lyudmila P. Vekova

PENSION INSURANCE OF EMPLOYEES IN THE SCHOOL EDUCATION SYSTEM IN BULGARIA - LEGAL CHANGES, DEVELOPMENT AND CHALLENGES p. 465

Маргарита И. Рачева

МУЗИКАЛНООБРАЗОВАТЕЛНАТА ДЕЙНОСТ И ИНТЕЛЕКТУАЛНОТО РАЗВИТИЕ НА ДЕЦАТА В ПРЕДУЧИЛИЩНА ВЪЗРАСТ стр. 478

Margarita I. Racheva

MUSIC EDUCATION AND THE INTELLECTUAL DEVELOPMENT OF PRESCHOOL CHILDRENp. 478

Маргарита К. Бонева

СОЦИАЛНО ИЗМЕРЕНИЕ НА ГЛОБАЛИЗАЦИЯТА стр. 487

Margarita K. Boneva

SOCIAL DIMENSION OF GLOBALISATIONp. 487

Мария Н. Бурева

ПРОУЧВАНЕ МНЕНИЕТО НА СТУДЕНТИТЕ ЗА ОБУЧЕНИЕТО ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ В УНИВЕРСИТЕТ „ПРОФ. Д-Р АСЕН ЗЛАТАРОВ“ – ГР. БУРГАС стр. 496

Maria N. Bureva

STUDY OF THE STUDENTS 'OPINION ON THE TRAINING IN PHYSICAL EDUCATION AND SPORTS AT THE UNIVERSITY "PROF. DR. ASEN ZLATAROV"-BURGASp. 496

Мартин С. Базелков

ДИНАМИКА НА СПЕЦИАЛНАТА ФИЗИЧЕСКА ПОДГОТОВКА НА УЧЕНИЦИ ОТ 6. КЛАС В ЗАВИСИМОСТ ОТ ПРИЛОЖЕН МОДЕЛ ЗА НАЧАЛНО ОБУЧЕНИЕ ПО ВОЛЕЙБОЛ стр. 504

Martin St. Bazelkov

DYNAMICS OF THE SPECIAL PHYSICAL TRAINING OF 6TH GRADE STUDENTS DEPENDING ON THE APPLIED MODEL FOR INITIAL VOLLEYBALL TRAININGp. 504

Меглена Ж. Апостолова

ПОДГОТОВКА НА БЪДЕЩИЯ УЧИТЕЛ ПО МУЗИКА ЗА КЛАВИРНО-ИЗПЪЛНИТЕЛСКАТА МУ ДЕЙНОСТ В УРОКА ПО МУЗИКА стр. 511

Meglana Zh. Apostolova

PREPARATION OF THE FUTURE MUSIC TEACHER FOR HIS PIANO-PERFORMING ACTIVITIES IN THE MUSIC LESSONp. 511

Милена А. Георгиева

ЗА ОБРАЗОВАНИЕТО НА БЪЛГАРСКИЯ ВЛАДЕТЕЛ СИМЕОН I ВЕЛИКИ стр. 519

Milena A. Georgieva

ABOUT THE EDUCATION OF THE BULGARIAN RULER SIMEON I THE GREATp. 519

Митко Н. Кунев

ЗАНАЯТЧИЙСКОТО ОБУЧЕНИЕ В ОБЛАСТ ВРАЦА: МИТ ИЛИ РЕАЛНА ВЪЗМОЖНОСТ стр. 533

Mitko N. Kunev

CRAFT TRAINING A REAL OPPORTUNITY OR MYTH IN VRATSA REGION p. 533

Надежда Г. Йорданова-Стоянова, Ивелина И. Ченгелиева

РЕАЛИЗИРАНЕ НА УЧЕБЕН ПРОЦЕС ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ ПО ВРЕМЕ НА КОВИД 19 В УЧИЛИЩЕ „НАЙДЕН ГЕРОВ“, ГР.БУРГАС стр. 539

Nadezhda. G. Yordanova-Stoyanova, Ivelina I. Cengeliava

REALIZATION OF A STUDY OF PHYSICAL EDUCATION AND SPORTS DURING KOVID IN THE 19TH AT SCHOOL “NAIDEN GEROV”, BURGASp. 539

Наталия И. Витанова-Маринова

СЕНЗОРИТЕ И МРЕЖИТЕ В ОБРАЗОВАНИЕТО НА БЪДЕЩЕТО ..стр. 550

Natalia I. Vitanova

SENSORS AND NETWORKS IN THE EDUCATION OF THE FUTUREp. 550

Невена А. Николова

ПРОУЧВАНЕ МНЕНИЕТО НА УЧИТЕЛИТЕ ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ ОТНОСНО ЗАДЪЛЖИТЕЛНОТО ОБУЧЕНИЕ ПО НАРОДНИ ХОРА И ТАНЦИ стр. 561

Nevena A. Nikolova

SURVEY OF THE OPINION OF THE TEACHERS OF PHYSICAL EDUCATION AND SPORT ON THE COMPULSORY TRAINING IN FOLK DANCESp. 561

Нели С. Димитрова

ПРОФЕСИОНАЛИЗМЪТ - ЕЛЕМЕНТ НА АКМЕОЛОГИЯТА стр. 573

Neli St. Dimitrova

PROFESSIONALISM - AN ELEMENT OF AKMEOLOGYp. 573

Нина К. Стойкова

ОБУЧЕНИЕТО И ОЦЕНЯВАНЕТО ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ ПРЕЗ ПОГЛЕДА НА ПЕДАГОГИЧЕСКИ СПЕЦИАЛИСТИ стр. 580

Nina K. Stoykova

TRAINING AND EVALUATION IN PHYSICAL EDUCATION AND SPORTS WITH THE LOOK OF PEDAGOGICAL SPECIALISTSp. 580

Олга А. Ваткова

РАЗВИТИЕ ВИЗУАЛНОГО МЫШЛЕНИЯ ШКОЛЬНИКОВ КАК ПРОБЛЕМА ПЕДАГОГИКИ И ПСИХОЛОГИИ стр. 586

Olga An. Vatkova

DEVELOPMENT OF VISUAL THINKING OF THE SCHOOLBOYS AS A PROBLEM OF PEDAGOGY AND PSYCHOLOGYp. 586

Павлина И. Лазарова

ИЗСЛЕДВАНЕ НА АКАДЕМИЧНАТА МОТИВАЦИЯ НА СТУДЕНТИТЕ ОТ БЪЛГАРСКИ И ТУРСКИ ЕТНОС стр. 596

Pavlina I. Lazarova

STUDY OF THE ACADEMIC MOTIVATION OF STUDENTS OF BULGARIAN AND TURKISH ETHNICITYp. 596

Пенка К. Стоянова

ПРЕПОДАВАНЕ И ОЦЕНЯВАНЕ ПО ФИЗИЧЕСКО ВЪЗПИТАНИЕ И СПОРТ НА УЧЕНИЦИ ОТ 6. КЛАС - АНКЕТНО ПРОУЧВАНЕ НА УЧИТЕЛИ стр. 602

Penka K. Stoyanova

GRADING AND TEACHING PHYSICAL EDUCATION AND SPORT FOR THE 6TH GRADE – A QUESTIONNAIRE SURVEYp. 602

Пенка П. Кожухарова

ЗАВИСИМОСТИ МЕЖДУ УЧЕБНИТЕ ПОСТИЖЕНИЯ И РАВНИЩЕТО НА
ИНТЕЛИГЕНТНОСТ ПРИ УЧЕНИЦИ В РИСК ОТ ОТПАДАНЕ ОТ УЧИЛИЩЕ
..... стр. 614

Penka P. Kozhuharova

*THE RELATION BETWEEN ACADEMIC ACHIEVEMENTS AND THE LEVEL OF
INTELLIGENCE IN THE STUDENTS AT RISK OF DROPPING OUT OF SCHOOL
.....p. 614*

Петьо Д. Стефанов

ПСИХОЛОГО-ПЕДАГОГИЧЕСКА ХАРАКТЕРИСТИКА НА ДИГИТАЛНОТО
ПОКОЛЕНИЕ (V–VII КЛАС) стр. 628

Petyo D. Stefanov

*PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF THE DIGITAL
GENERATION (V–VII GRADE)p. 628*

Петя В. Марчева-Йошовска

ОЦЕНКА НА СОЦИАЛНИТЕ УМЕНИЯ НА ДЕЦА С ТЕЖКИ
ИНТЕЛЕКТУАЛНИ И МНОЖЕСТВО НАРУШЕНИЯ стр. 638

Petya V. Marcheva-Yoshovska

*EVALUATION OF SOCIAL SKILLS OF CHILDREN WITH HEAVY INTELLECTUAL
AND MULTIPLE DISABILITIESp. 638*

Петя В. Марчева-Йошовска

HEMSBALL – НОВАТОРСТВО В РАБОТАТА С ДЕЦА И УЧЕНИЦИ С
МНОЖЕСТВО НАРУШЕНИЯ стр. 649

Petya V. Marcheva-Yoshovska

*THE HEMSBALL – A INNOVATION IN WORKING WITH CHILDREN AND
STUDENTS WITH MULTIPLE DISABILITIESp. 649*

Петя В. Опеци

КОМПОНЕНТИ НА ОБУЧЕНИЕТО ПО ЧУЖД ЕЗИК ПРИ ДЕЦА БЕЗ
СЛУХОВИ НАРУШЕНИЯ стр. 658

Petya V. Opezzi

*COMPONENTS OF FOREIGN LANGUAGE TEACHING FOR CHILDREN
WITHOUT HEARING IMPAIRMENTSp. 658*

Пламен К. Иванов

СОЦИАЛНИЯТ ПРОБЛЕМ - ДЕВИАНТНО ПОВЕДЕНИЕ стр. 670

Plamen K. Ivanov
SOCIAL PROBLEMS - DEVIANT BEHAVIORp. 670

Пламен К. Иванов
ТЕХНОЛОГИИ ЗА ПРЕОДОЛЯВАНЕТО НА ПРОФЕСИОНАЛНАТА УМОРА
..... стр. 674

Plamen K. Ivanov
TECHNOLOGIES FOR OVERCOMING OCCUPATIONAL TIREDNESSp. 674

Пламена Д. Неделчева
ОЦЕНЯВАНЕ /АТЕСТАЦИЯ/ НА ПЕДАГОГИЧЕСКИТЕ СПЕЦИАЛИСТИ стр.
679

Plamena D. Nedelcheva
ASSESSMENT /ATTESTATION/ OF THE PEDAGOGICAL SPECIALISTS ...p. 679

Ралица П. Базайтова
ПРИНОСЪТ НА НАЦИОНАЛНИТЕ КОНКУРСИ ЗА ТВОРЧЕСКОТО
РАЗВИТИЕ НА УЧЕНИЦИТЕ стр. 689

Ralitza P. Bazaytova
*THE CONTRIBUTION OF NATIONAL COMPETITIONS FOR THE CREATIVE
DEVELOPMENT OF THE STUDENTSp. 689*

Ренета А. Димитрова
ДИСТАНЦИОННАТА СОЦИАЛНА РАБОТА В ОБЩНОСТТА –
ПРЕДИЗВИКАТЕЛСТВОТО НА ИЗВЪНРЕДНОТО ПОЛОЖЕНИЕ ..стр. 697

Reneta A. Dimitrova
*DISTANCE SOCIAL WORK IN THE COMMUNITY – THE CHALLENGE OF THE
STATE OF EMERGENCYp. 697*

Росица П. Михайлова
ДИНАМИКА НА КОНКУРЕНТНАТА СРЕДА В ОБУЧЕНИЕТО ПО
СОЦИАЛНА РАБОТА НА ФОНА НА МЕЖДУНАРОДНИЯ ПАЗАР НА
ОБРАЗОВАТЕЛНИ УСЛУГИ стр. 703

Rosica P. Mihaylova
*DYNAMICS OF THE COMPETITIVE ENVIRONMENT IN SOCIAL WORK
EDUCATION ON THE BACKGROUND OF THE INTERNATIONAL MARKET OF
EDUCATIONAL SERVICESp. 703*

Румен В. Василев

СОЦИАЛНИТЕ КОНФЛИКТИ И СОЦИАЛНАТА СИГУРНОСТ стр. 711

Rumen V. Vasilev

SOCIAL CONFLICTS AND SOCIAL SECURITYp. 711

Светла В. Жечева-Тупанкова

ПРОУЧВАНЕ МНЕНИЕТО НА УЧЕНИЦИТЕ ОТ НАЧАЛНА
ОБРАЗОВАТЕЛНА СТЕПЕН В СУ ЗА НАГЛАСИТЕ ИМ КЪМ ЧАСОВЕТЕ ПО
ФВС В УЧИЛИЩЕ стр. 721

Svetla V. Zhecheva-Tupankova

*A SURVEY OF THE STUDENTS' OPINION FROM PRIMARY SCHOOL ABOUT
THEIR ATTITUDES TOWARDS PHYSICAL EDUCATION IN SUp. 721*

Светлозар П. Вацов

ТРИ АСПЕКТА НА ТРУДА НА МЕНИДЖЪРА стр. 729

Svetlozar P. Vatsov

THREE ASPECTS OF THE MANAGER'S WORKp. 729

Светлозар П. Стоянов

СЪВРЕМЕННИ МЕТОДИ ЗА КОНТРОЛ НА КОРОЗИЯТА стр. 735

Svetlozar P. Stoyanov

MODERN CORROSION CONTROL METHODSp. 735

Светозар Й. Чилингиров

ЗНАЧЕНИЕ НА ИМПРИМАТУРАТА В ОБУЧЕНИЕТО ПО ЖИВОПИС НА
СТУДЕНТИТЕ ОТ СПЕЦИАЛНОСТ „ПЕДАГОГИКА НА ОБУЧЕНИЕТО ПО
ИЗОБРАЗИТЕЛНО ИЗКУСТВО” стр. 740

Svetozar Y. Chilingirov

*IMPRIMATURE IN THE PAINTING TRAINING OF STUDENTS OF THE
SPECIALTY "PEDAGOGY OF THE FINE ART"p. 740*

Севджихан А. Еюбова

ОСНОВАНИ НА ДОКАЗАТЕЛСТВА ТЕРАПЕВТИЧНИ ПОДХОДИ ПРИ
НАРУШЕНИЯ ОТ АУТИСТИЧНИЯ СПЕКТЪР стр. 744

Sevdzhihan A. Eyubova

*EVIDENCE-BASED THERAPEUTIC APPROACHES IN AUTISM SPECTRUM
DISORDERSp. 744*

Сезел С. Ферад

АРТТЕРАПЕВТИЧНИ ВЪЗМОЖНОСТИ НА ИЗОБРАЗИТЕЛНАТА ДЕЙНОСТ
ПРИ ДЕЦА С АУТИЗЪМ стр. 753

Sezel S. Ferad

*ART-THERAPEUTIC POSSIBILITIES OF ART ACTIVITY IN CHILDREN WITH
AUTISMp. 753*

Сирма В. Костадинова

ТЕОРЕТИЧНИ ПОДХОДИ КЪМ ПОНЯТИЕТО „МИТ“ НА КРЪСТОПЪТ
МЕЖДУ ИЗТОКА И ЗАПАДА стр. 758

Sirma V. Kostadinova

*THEORETICAL APPROACHES TO THE NOTION OF “MYTH” ON THE
CROSSROADS OF EAST AND WESTp. 758*

Снежана Л. Борисова

УЧЕНЕ ПО СТАНЦИИ – ИНОВАТИВНА ФОРМА НА ОРГАНИЗАЦИЯ НА
ОБУЧЕНИЕТО ПО ЧОВЕКЪТ И ПРИРОДАТА В НАЧАЛНОТО УЧИЛИЩЕ
..... стр. 768

Snezhana L. Borisova

*LEARNING IN STATIONS – AN INNOVATIVE FORM FOR ORGANIZATION OF
HUMAN AND NATURE TRAINING IN PRIMARY SCHOOLp. 768*

Снежанка Д. Георгиева

ЗА ПРОВОКАТИВНОТО ИЗПОЛЗВАНЕ НА ТЕСТА КАТО ОЦЕНЪЧНО-
ОБУЧИТЕЛНО СРЕДСТВО ПРИ УНИВЕРСИТЕТСКАТА ПОДГОТОВКА НА
ПЕДАГОЗИ стр. 777

Snezhanka D. Georgieva

*THE TEST USED PROVOCATIVELY AS EVALUATION-EDUCATIONAL TOOL IN
UNIVERSITY PREPARATION OF STUDENTS OF PEDAGOGICS p. 777*

Соня Т. Дунева

СПОРТЪТ КАТО ФАКТОР ПРИ ИЗГРАЖДАНЕТО НА ЛИЧНОСТТА стр. 791

Sonya T. Duneva

THE SPORT AS A FACTOR IN PERSONALITY BUILDING p. 791

Станислава В. Тодорова

ПРОУЧВАНЕ МНЕНИЕТО И КОМПЕТЕНЦИИТЕ НА ДЕТСКИТЕ УЧИТЕЛИ
ОТНОСНО ИЗГРАЖДАНЕТО НА АСТРОНОМИЧЕСКИ ПРЕДСТАВИ У
ДЕЦАТА В ДЕТСКАТА ГРАДИНА стр. 799

Stanislava V. Todorova

SURVEY OF THE OPINION AND COMPETENCIES OF CHILDREN'S TEACHERS ABOUT BUILDING ASTRONOMICAL CONCEPTS IN CHILDREN IN KINDERGARTENp. 799

Степа Ж. Василева

НЕЙРОГРАФИКАТА – ИНСТРУМЕНТ ЗА ОБОГАТЯВАНЕ ПРЕДСТАВИТЕ НА ДЕЦАТА ЗА ПРИРОДАТА стр. 807

Stela Zh. Vasileva

NEUROGRAPHICS - A TOOL FOR ENRICHING CHILDREN'S PERCEPTIONS OF NATUREp. 807

Стефан П. Русков

ВЪЗРОЖДЕНСКАТА МУЗИКАЛНА КУЛТУРА И ВЛИЯНИЕТО Ў ЗА РАЗВИТИЕТО НА ПОПУЛЯРНАТА МУЗИКА В БЪЛГАРИЯ стр. 811

Stefan P. Ruskov

MUSICAL CULTURE DURING THE BULGARIAN NATIONAL REVIVAL AND ITS INFLUENCE ON THE DEVELOPMENT OF THE POPULAR MUSIC IN BULGARIAp. 811

Стефан Х. Базелков

50 ГОДИНИ ХАНДБАЛ В 50-ГОДИШНАТА ИСТОРИЯ НА ШУМЕНСКИЯ УНИВЕРСИТЕТ „ЕПИСКОП КОНСТАНТИН ПРЕСЛАВСКИ“ стр. 816

Stefan H. Bazelkov

50 YEARS OF HANDBALL IN THE 50-YEAR HISTORY OF THE KONSTANTIN PRES LAVSKY – UNIVERSITY OF SHUMENp. 816

Стефка И. Будакова

ТЕРЕННО ПРОУЧВАНЕ НА ТЕХНОЛОГИИТЕ ЗА ОБУЧЕНИЕ ЧРЕЗ ФОЛКЛОР В ПРЕДУЧИЛИЩНА ВЪЗРАСТ В ГР. ВЕЛИКИ ПРЕСЛАВ стр. 825

Stefka Iv. Budakova

FIELD STUDY OF EDUCATION TECHNOLOGIES AND FOLKLORE AT PRESCHOOL AGE AT VELIKI PRES LAV p. 825

Теодора Ж. Игнатова, Северин П. Акерски

АЕРОБИКАТА В ШУМЕНСКИ УНИВЕРСИТЕТ „ЕПИСКОП КОНСТАНТИН ПРЕСЛАВСКИ“ – ТРАДИЦИИ И ПРИЕМСТВЕНОСТ стр. 836

Teodora J. Ignatova, Severin P. Akerski

AEROBICS AT THE UNIVERSITY OF SHUMEN "BISHOP KONSTANTIN PRES LAVSKY" - TRADITIONS AND CONTINUITYp. 836

Теодора Й. Герганова

ВЪЗПИТАТЕЛНИЯТ СТИЛ В СЕМЕЙСТВОТО КАТО ОПРЕДЕЛЯЩ ФАКТОР
ЗА СОЦИАЛНАТА АДАПТИВНОСТ НА ПОДРАСТВАЩИЯ стр. 743

Teodora J. Gerganova

*THE UPBRINGING STYLE IN THE FAMILY AS A DETERMINING FACTOR FOR
THE SOCIAL ADAPTIVITY OF THE ADOLESCENTSp. 843*

Теодора Н. Симеонова

РАЗВИТИЕ И ПОСТИЖЕНИЯ НА ОТБОРИТЕ ПО ТЕНИС НА МАСА НА
ШУМЕНСКИ УНИВЕРСИТЕТ стр. 850

Teodora N. Simeonova

*DEVELOPMENT AND ACHIEVEMENTS OF TEAMS THE TABLE TENNIS OF THE
UNIVERSITY OF SHUMENp. 850*

Тодор С. Тодоров

АНГЛИЙСКОТО ЕЗИКОВО ОБУЧЕНИЕ В НЕ-АНГЛИЙСКА ЕЗИКОВА
СРЕДА стр. 864

Todor S. Todorov

ENGLISH LANGUAGE LEARNING IN NON-ENGLISH ENVIRONMENT ...p. 864

Тодорка Малчева

ИНОСКАЗАТЕЛНОСТ В БЪЛГАРСКОТО ФОЛКЛОРНО ТВОРЧЕСТВО стр. 872

Todorka Malcheva

ALLEGORY IN BULGARIAN FOLK ARTp. 872

Христиана И. Драганова

ФИЗИЧЕСКОТО РАЗВИТИЕ ПРИ 11 – 12-ГОДИШНИТЕ МОМЧЕТА стр. 878

Hristiana I. Draganova

*CHARACTERISTICS OF PHYSICAL DEVELOPMENT IN 11-12 YEAR BOYS
.....p. 878*

Христина Коларова-Василева, Мая Д. Конова

ИМИДЖЪТ НА ПРОФЕСИЯТА СОЦИАЛЕН РАБОТНИК В МЕЖДУНАРОДЕН
ПЛАН стр. 885

Hristina Kolarova-Vasileva, Maya D. Konova

INTERNATIONAL IMAGE OF THE PROFESSIONAL SOCIAL WORKER ..p. 885

Чавдар Г. Сотиров

ИЗСЛЕДВАНЕ НА ФУНКЦИОНАЛНИЯ КАПАЦИТЕТ НА ДЕЦАТА ОТ ПОДГОТВИТЕЛНАТА ГРУПА стр. 891

Chavdar G. Sotirov

STUDY OF THE FUNCTIONAL CAPACITY OF THE CHILDREN FROM THE PREPARATORY GROUPp. 891

Чавдар Л. Милков

ОСНОВНИ ХАРАКТЕРИСТИКИ НА УПРАВЛЕНИЕТО НА ОБРАЗОВАНИЕТО стр. 896

Chavdar L. Milkov

MAIN CHARACTERISTICS OF THE MANAGEMENT OF EDUCATIONp. 896

Юлияна Г. Панова

ФУНКЦИИТЕ НА ДИРИГЕНТА ПРИ УПРАВЛЕНИЕ НА МУЗИКАЛНО-ИЗПЪЛНИТЕЛСКИЯ ПРОЦЕС стр. 909

Yuliyana G. Panova

CONDUCTOR FUNCTIONS IN THE MANAGEMENT OF THE MUSIC PERFORMANCE PROCESSp. 909

Явор В. Георгиев, Надя В. Влаева, Весела В. Марева, Таня Г. Танева

РАЗВИТИЕ НА СОЦИАЛНАТА РАБОТА В БЪЛГАРИЯ стр. 916

Yavor V. Georgiev, Nadya V. Vlaeva, Vesela V. Mareva, Tanya G. Taneva

DEVELOPMENT OF SOCIAL WORK IN BULGARIAp. 916

Ядранка В., Рунчева, Деспина П. Сивевска

ИНКЛЮЗИВНО ОБРАЗОВАНИЕ - ЧАСТ ОТ УЧЕБНИТЕ ПРОГРАМИ НА УЧЕБНИТЕ ФАКТУЛИТЕТИ стр. 823

Jadranka V. Runcheva, Despina P. Sivevska

INCLUSIVE EDUCATION - PART OF THE STUDY PROGRAMS OF THE TEACHING FACULTIESp. 923

Янна П. Рускова

ЗА ПЕСЕННИЯ РЕПЕРТОАР В СЪВРЕМЕННИТЕ УЧЕБНИЦИ ПО МУЗИКА. БЪЛГАРСКИ ВЪЗРОЖДЕНСКИ ПЕСНИ стр. 933

Yanna P. Ruskova

ABOUT THE SONG REPERTORY IN CONTEMPORARY MUSIC TEXTBOOKS. BULGARIAN REVIVAL SONGS p. 933

ИНКЛЮЗИВНО ОБРАЗОВАНИЕ - ЧАСТ ОТ УЧЕБНИТЕ ПРОГРАМИ НА УЧЕБНИТЕ ФАКУЛТЕТИ

Ядранка В., Рунчева, Деспина П. Сивевска

INCLUSIVE EDUCATION - PART OF THE STUDY PROGRAMS OF THE TEACHING FACULTIES

Jadranka, V Runceva, Despina, P. Sivevska

Abstract: *The inclusion of children with special needs in the regular groups in the kindergartens and in the regular classes in the primary schools is the right of the children with special educational needs. Their previous isolation from the regular groups did not require the readiness of the teachers from the regular groups to know how to work with children with special educational needs. The inclusion of these children today requires the study programs for initial preparation of educators and teachers to be changed and enriched with subject programs in the field of inclusive education. The paper analyzes the study programs that prepare primary school teachers in Macedonia and Serbia. The aim is to see how future educators and teachers are prepared to work in inclusive schools, ie through which subject programs. The paper will look at the situation in the Republic of Northern Macedonia and the situation in Serbia*

Keywords: *inclusion, work with children with special educational needs, initial preparation of teacher.*

Introduction

When we talk about inclusion in education, we usually mean the process of inclusion of children and young people with special needs in the regular classes/educational groups through recognizing, accepting and respecting their diversity. (Петровска & Рунчева, 2019, p. 10). In fact, the inclusive educational environment is a functional system that focuses on the needs and opportunities of children / students because the "problem" of exclusion is firmly rooted in the system, not in the person or his characteristics. (Петровска & Рунчева, 2019, p. 12).

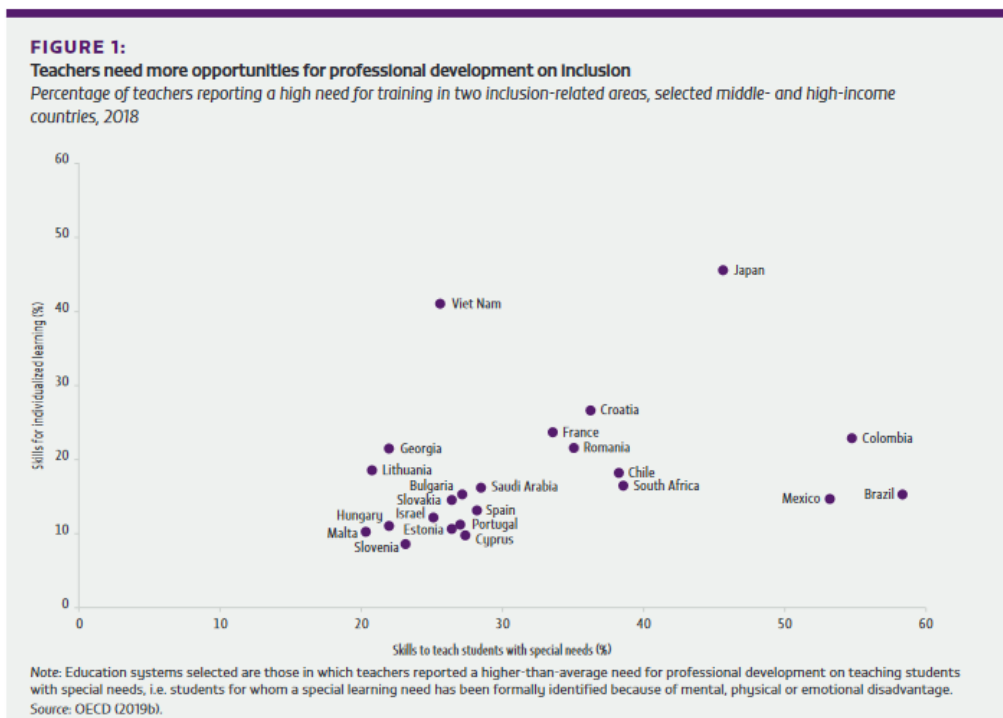
Creating an inclusive learning environment is one of the goals set by all educational institutions. Institutions that provide initial and continuous teacher education, through the Erasmus + Teacher Academies will collaborate in 3 year projects, and one of the goal which is set is creating an inclusive schools (European omission, 2021, p. 3).

In the paper, Are today's general education teachers prepared to face inclusion in the classroom?, prepared by Elena Marin in 2014, 213 Romanian teachers (41% of teachers work in the preschool educational sector, 26% of them work in the primary educational sector, 15% work in the gymnasium, and the rest of 18% work in a high school.) participated in this study. The results show that „*teachers feel the need for*

training to get ready to teach in an inclusive environment and at the same time a majority of teachers are in favour of the assertion that all teachers must held a set of specific skills, teaching methods and tools that will provide children with a qualitative learning experience, that has as a main goal, to value classroom diversity“ (Marin, 2014, p. 706).

One of the key elements for providing inclusive education is well-prepared teachers who will know how to work with all students, teachers who will have the knowledge, values and attitudes aimed at achieving success in every student. (UNESCO, 2020). The initial education of teachers and their continuous professional development should be organized and focused on the preparation and development of teachers who will work in an inclusive environment.

Research shows that teachers need their professional development in the area of inclusion. Such results are shown by the research TALIS 2018, shown in the report of UNESCO 2020, where about 25% of teachers showed, high level of need for professional development on teaching students with special needs „About 15% reported a high need for personalized learning training, rising to over 40% in Japan and Vietnam (Figure 1)“(UNESCO, 2020 p. 3).



Source: UNESCO, 2020 p.3

Teacher education for inclusion can be provided by the governments in their regulations, policies, laws, plans or programs. According to the GEM Report team analysis based on PEER, shown in the UNESCO 2020 report, about 44% of countries

enshrine teacher training on inclusion in their laws and policies (Figure 2). (UNESCO, 2020 p. 3).



Source: UNESCO, 2020, p.4

In the last few decades, however, education systems have changed with a tendency to provide quality education for all. The inclusive model of school and pre-school education is being promoted more and more, which means the inclusion of children and young people with special needs in the regular classes / educational groups. The opening of the doors of regular teaching / educational activities for children with special needs in kindergartens and schools certainly reflects the needs and conditions for education of young people with special needs in higher education institutions. It seems slow, but still our society has begun, with less and less suspicion, to aim at creating conditions for inclusive education at all levels. (Petrovska & Runceva, 2019, p. 7).

In our paper, we made an analysis of the available online study programs at some of the teaching faculties in the Republic of North Macedonia and Serbia. The analysis was focused on the presence of subject programs in the field of inclusive education in the study programs where the future teachers are prepared. The aim was to see the initial preparation of teachers for work in an inclusive classroom.

Republic of North Macedonia

The inclusion of children with special needs in the regular groups in the kindergartens and in the regular classes in the primary schools is the right of the

children with special educational needs. Their previous isolation from the regular groups did not require the readiness of the teachers from the regular groups to know how to work with children with special educational needs. The inclusion of these children today requires the study programs for initial preparation of educators and teachers to be changed and enriched with subject programs in the field of inclusive education.

In this direction we made an overview of the available online programs that prepare primary school teachers in Macedonia. In the Republic of North Macedonia we reviewed the available online study programs at the Faculty of Educational Sciences in Stip, at the Faculty of Pedagogy in Bitola and at the Institute of Pedagogy at UKIM in Skopje. There was information about these study programs on the official website for the academic year to which the specific study program applies. We focused on the primary school teachers. According to the Primary Education Law, graduate professors and graduate pedagogues can be hired as primary school teachers (1-5 grade).

At the Faculty of Educational Sciences, we analyzed the study programs for Primary School Teaching and Pedagogy.

The study program **Primary School Teaching** at the Faculty of Educational Sciences Goce Delcev University Stip, students through a possible choice of subject/s are introduced in the part of inclusion and work with children with special educational needs and gifted children. From the available study programs from 2012 and 2017/18 it can be seen that in 2017/18 the number of classes for elective courses has increased.

In the study program 2012 for Primary School Teaching, in the last eight semester, students had the opportunity to choose one in a group of three elective courses, including Inclusive Education and Teaching Methods of Workwith Gifted Children.

In the study Program for Primary School Teaching 2017/18 година, sixth semester students have a group of three elective subjects, one of which is the Teaching Methods of work with children with SEN. In the seventh semester, in the group of three offered elective courses, students have to choose one, among which is the subject Inclusive Education.

At the **study program Pedagogy** at the Faculty of Educational Sciences, the Subject Inclusive Education has a mandatory character in the seventh semester, which means that unlike the study group Primary School teaching, students from the Pedagogy group will be required to study this subject. While the subject Teaching methods of work with children with SEN has an elective character just like in the Primary School Teaching group.

Table 1. Study Program Primary School Teaching, Faculty of Educational Sciences, Stip

Faculty	Study program	Subjects
Faculty of Educational Sciences, Goce	Primary School Teaching 2012	<ul style="list-style-type: none"> • Inclusive education (elective 8 semester, 2+1+1) • Teaching Methods of work with gifted children (elective 8 semester, 2+1+1)

Delcev University Stip	Primary School Teaching 2017/18	<ul style="list-style-type: none"> • Teaching Methods of Work with children with SEN (elective 6 semester, 2+2+1) • Inclusive Education (elective 7 semester 2+2+1)
Pedagogy	Pedagogy 2017/18	<ul style="list-style-type: none"> • Inclusive Education (compulsory 7 semester 3+2+2) • Teaching Methods of Work with children with SEN (elective 7 semester 2+2+1)

Source: FES, UGD, Study Program Primary School Teaching 2012; Study Program Primary School Teaching 2017/18; Study Program Pedagogy 2017/18

At the *Institute of Pedagogy at the Faculty of Philosophy in Skopje*, we analyzed the study program Pedagogy 2018. According to the Primary Education Law, students who will complete this study program, in addition to being able to be employed as pedagogues, can also be hired as teachers in primary schools and that is why we have reviewed this study program.

In the second semester, students have a compulsory subject Special Pedagogy through which students receive basic knowledge about students with disabilities and their opportunities for protection, education and rehabilitation..

In the second semester students have the opportunity to choose one from a group of 3 elective courses, which includes the course Pedagogical work with vulnerable children and if students choose this course they would gain knowledge about the meaning and ways of educational inclusion of children from vulnerable groups and would develop teaching skills for their educational inclusion and identification of their educational needs.

The subject Educational work with children with behavioral disorders students can choose from the group of elective subjects (offered 3 subjects) in the fourth semester. In this course students would gain knowledge about the antisocial behavior of children and young people and the pedagogical conditions for preventing antisocial behavior of students and would get acquainted with the educational measures in working with children with behavioral disorders..

In the first four semesters, students have to choose one elective course in each semester from the elective courses given on the list of UKIM. Among the proposed subjects are: Speech Therapy, Special Didactics, Chronic Diseases, Psychology of Persons with Disabilities, Child and Youth Psychopathology, Introduction to Assistive Technologies, Braille, Development of IOP, Rights of Persons with Disabilities, Dyslexia and Dysgraphia, Educational work with people with disabilities in dorms, Education and rehabilitation of children with autism, Pedagogical work with vulnerable children. Psychology of people with disabilities, Gifted, Poverty and social exclusion (UKIM, University list of free elective courses for the first cycle of studies).

Table 2. Study Program Pedagogy, Institute of Pedagogy in Skopje

Faculty	Study Program	Subjects
Institute of Pedagogy at the Faculty of Philosophy in Skopje University Ss. Cyril and Methodius Skopje	Pedagogy 2018	<ul style="list-style-type: none"> • Special Pedagogy (compulsory 2 semester, 3+2) • Pedagogical work with vulnerable children (elective 2 semester, 3+2) • Educational work with children with behavioral disorders (elective, 4 semester 3+1) • Educational work with children without parents (8 semester, 2+1 for the students who will choose the social pedagogical group)

Source: Institute of Pedagogy at the Faculty of Philosophy in Skopje Study Program Pedagogy 2018

At the Faculty of *Pedagogy in Bitola "St. Kliment Ohridski "Bitola* during the study program for Primary School Teachers, students have the opportunity to study Education of the gifted and talented by choosing from the group of elective courses in the third semester. Part of the goals of this course are: students to get better acquainted with the needs, characteristics and ways of education of the gifted to directly contribute to the implementation of the programs for work with the gifted and talented students, to reduce the number of missed students during the selection and identification. As a compulsory subject in the eighth semester, students study the subject Inclusive Pedagogy. Through the subject program, students acquire knowledge and the meaning and ways of educational inclusion of children from vulnerable groups / with special educational needs and development of skills and abilities to create an inclusive learning environment.

Table 3. Study Program Primary School Teaching Faculty of Pedagogy Bitola

Faculty	Study Program	Subjects
Faculty of Pedagogy, University „Ss. Kliment Ohridski“ Bitola	Primary School Teaching 2017/18	<ul style="list-style-type: none"> • Education of gifted and talented (elective, 3 semester 3+1) • Inclusive Pedagogy (compulsory, 8 semester, 3+1)

Source: UKLO, PF, re-accreditation of the study program for Primary school teachers - first cycle four-year university studies

Serbia

At the Faculty of Pedagogy in Sombor at the University of Novi Sad, the last available online study program Graduate Teacher from 2013 shows the presence of two

compulsory subjects Basics of inclusive education and training and Students with special educational needs. Within this study program are the three elective courses: Psychology of children with special needs, Mathematics for gifted students, Didactic material and assistive technologies in the inclusive class (study program Graduate Teacher, Faculty of Pedagogy in Sombor)

During the study, the students from the study program Teacher at *Faculty of Pedagogy in Užice, University of Kragujevac*, have 2 compulsory courses related to inclusive education, as follows: Basics of Inclusive Education and Teaching Methods of Inclusive Education. The subject Assistive Technology in Inclusive Education and upbringing students can choose from the group of offered elective courses in the last eighth semester.

Table 4 Study Program Teacher Faculty of Pedagogy in Užice

Faculty	Study Program	Subjects
Faculty of Pedagogy in Užice University of Kragujevac	Teacher 2019	<ul style="list-style-type: none"> • Basics of Inclusive Education (compulsory, 5 semester, 2+1) • Teaching Methods of Inclusive Education (compulsory, 7 semester 2+1) • Assistive technologies in inclusive education and upbringing (elective, 8 semester, 1+1)

Source: Faculty of Pedagogy in Užice University of Kragujevac, (2018). Documentation for accreditation of the study program of basic academic studies for teacher, subject books; Study program (Informator-Teacher)

The goal of the compulsory subject Basics of Inclusive Education is for students to gain the appropriate theoretical and practical knowledge in the field of inclusive education and special pedagogy; develop the skills of a critical, creative, self-reflective approach in professional work and develop appropriate positive attitudes within the development of an inclusive society; develop a positive attitude towards work in heterogeneous groups of children and a positive attitude towards diversity, inclusive culture and ethics of the profession.

The second compulsory subject Teaching Methods of Inclusive Education aims to enable students to apply knowledge in planning, programming, organization, implementation and evaluation of inclusive education process, to gain knowledge and skills necessary to monitor innovation in the field of inclusive education; training for continuous professional development in the field of development of social inclusion and creation of an inclusive environment.

Through the elective course Assistive Technologies in Inclusive Education and Upbringing, students have the opportunity to acquire theoretical and practical knowledge about assistive technologies and their application in education, rehabilitation, communication and everyday life of children with disabilities; developing competencies for teamwork and cooperation with experts in charge of organizing and providing support to children and students in an inclusive educational context.

At the *Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina*, students have one compulsory and two elective subjects related to inclusive education.

Table 5. Study Program Teacher at the Faculty of Pedagogical Sciences Jagodina

Faculty	Study Program	Subjects
Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina	Teacher 2018/19	<ul style="list-style-type: none"> • Work with gifted children (elective, 4 semester, 2+1) • Inclusion in education (compulsory, 5 semester, 2+2) • Giftedness and creativity in teaching mathematics (elective, 8 semester, 2+1)

Source: Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina Course book, Basic academic studies Teacher.

Within the elective subject Work with gifted students, enabling students for content connection and practical application of theoretical knowledge in direct educational practice. Development of professional competencies of students for quality organization of educational activities with children (youth), in the function of recognizing and encouraging the development of giftedness.

Through the compulsory subject Inclusion in education, students develop sensitivity to recognize and respond to the needs of all students in the educational group; understanding and accepting students' diversity in intellectual, emotional, social, physical, socio-cultural and every other respect; preparing students to create the necessary conditions that will enable learning and social participation for all students in the educational group.

Through the elective subject Giftedness and creativity in teaching mathematics, students get to know with: the notion and different conceptions of general and mathematical giftedness; with the ways of identifying gifted students and with the forms of working with the gifted; the concept and conceptions of general and mathematical creativity; with the possibilities of developing and encouraging mathematical creativity and talent in regular and additional teaching of mathematics in younger and older grades of primary school; with different types of mathematical problems and strategies for their creation and solution; with the advantages of the work of a creative teacher, with the importance of designing and organizing creative mathematics classes, with the importance of developing the creative spirit in students.

Conclusion

Successfully implemented inclusive education is a key step in building an inclusive society. Displayed analysis is done based on available online study programs at the websites of the mentioned faculties. Of course, our analysis does not draw a sharp line here, and we hope that a number of other course programs in the study programs themselves reach some part of the inclusion. The analyzed state of the available contents showed movement and changes in the study programs for which the future teachers are preparing. The introduction of contents from inclusive education at

all mentioned faculties has started, with the fact that there are differences in the number of available courses with such contents and the status of the courses themselves (elective or compulsory). Special mention should be made of the large number of university elective courses available to students at the Institute of Pedagogy in Skopje. We hope that the contents of the inclusion will get a mandatory status (in the study programs where they have the status of elective courses), because it requires mandatory initial preparation of teachers for work in the inclusive classroom. Of course, initial education is just the beginning, and the professional continuous development of teachers will take place for life in numerous segments, including of course inclusive education. Making changes in the educational systems is not an easy and simple step, it requires support and readiness, both material and personnel (including higher education). In this segment (higher education) it is necessary to provide professional and prepared staff that will prepare future teachers to work in an inclusive environment. In addition to staffing in higher education institutions, of course, appropriate material and technical equipment is needed for work in these institutions.

References:

1. European Commission (2021). *Teacher Academies, Erasmus +*. Luxembourg: Publications Office of the European Union
2. Faculty of Pedagogy in Užice University of Kragujevac. Study program (Informator - Teacher). Retrieved from <https://www.pfu.kg.ac.rs/files/Naslovna/Informator%202019%20web.pdf>
3. Faculty of Pedagogy in Užice University of Kragujevac, (2018). Documentation for accreditation of the study program of basic academic studies for teacher, subject books; Study program (Informator-Teacher) Retrieved from https://www.pfu.kg.ac.rs/files/Fakultet/Akreditacija/Akreditacija%202019/Ucitelj/Tabela_5_2_.pdf
4. Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina, Basic Academic Studies Teacher https://pefja.kg.ac.rs/wp-content/uploads/2019/02/Tabelarni_prikaz_OAS_U-18_19.pdf
5. Faculty of Pedagogical Sciences, University of Kragujevac, Jagodina Course book, Basic academic studies Teacher Retrieved from <https://pefja.kg.ac.rs/wp-content/uploads/Knjiga%20predmeta/OASU.pdf>
6. FES, UGD. Study Program Primary School Teaching 2012 Retrieved from https://fon.ugd.edu.mk/documents/studiski/1-ciklus/fon_studiska_programa_2012/odelenska_nastava.pdf
7. FES, UGD. Study Program Primary School Teaching 2017/18. Retrieved from <https://fon.ugd.edu.mk/documents/studiski/1-ciklus/2017-2018/odelenska-studiska.pdf>
8. FES, UGD. Study Program Pedagogy. Retrieved from <https://fon.ugd.edu.mk/documents/studiski/1-ciklus/2017-2018/pedagogija-studiska.pdf>

9. Institute of Pedagogy at the Faculty of Philosophy in Skopje Study Program Pedagogy 2018 Retrieved from <http://fzf.ukim.edu.mk/%d1%81%d1%82%d1%83%d0%b4%d0%b8%d1%81%d0%ba%d0%b0-%d0%bf%d1%80%d0%be%d0%b3%d1%80%d0%b0%d0%bc%d0%b0-%d0%bf%d1%80-1-2-9/>
10. Mari, E. (2014). *Are today's general education teachers prepared to face inclusion in the classroom?*, Procedia - Social and Behavioral Sciences: ELSEVIER
11. Петровска, С., Рунчева, Ј.(2019). *Основи на инклузивно образование – скрипта*, Штип: УГД.
12. Study program Graduate Teacher, Faculty of Pedagogy in Sombor. Retrieved from <http://www.pef.uns.ac.rs/index.php/2015-03-31-06-44-10/studijски-programi/18-osnovne-studije/26-diplomirani-ucitelj>
13. UKIM. University list of free elective courses for the first cycle of studies Retrieved from http://www.ukim.edu.mk/dokumenti_m/312_Filzoofski_lista-%D0%BD%D0%B0%D1%98%D0%BD%D0%BE%D0%B2%D0%B0_web.pdf
14. UKLO, PF, (2016). re-accreditation of the study program for Primary school teachers - first cycle four-year university studies
15. UNESCO (2020). *Inclusive teaching: Preparing all teachers to teach all students*. Retrieved on 15 of May 2021 from <https://unesdoc.unesco.org/ark:/48223/pf0000374447>

Despina, Sivevska, PhD, Associate professor
Jadranka, Runceva, PhD, Assistant professor
Faculty of educational sciences,
University Goce Delcev Stip, Macedonia
despina.sivevska@ugd.edu.mk
jadranka.runceva@ugd.edu.mk