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YEARBOOK

Volume 12

2012

**TRAKIA UNIVERSITY
FACULTY OF EDUCATION
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**ACADEMIC DEVELOPMENT: NEW HABILITATIONS IN THE
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**PLAUSIBLE STATEMENTS
IN MATHEMATICAL PROBLEM
SOLVING IN THE CONTEXT OF TRANSFERABLE
COMPETENCIES**

Prof. Petar Dinev Petrov, PhD

***Abstract:** In the current scientific paper plausible statements are discussed in the context of types of thinking, their role in mathematical problem solving, competence transfer and functioning in the series of mathematical problems.*

***Key words:** plausible statements, mathematical problem solving skills, transferable competence*

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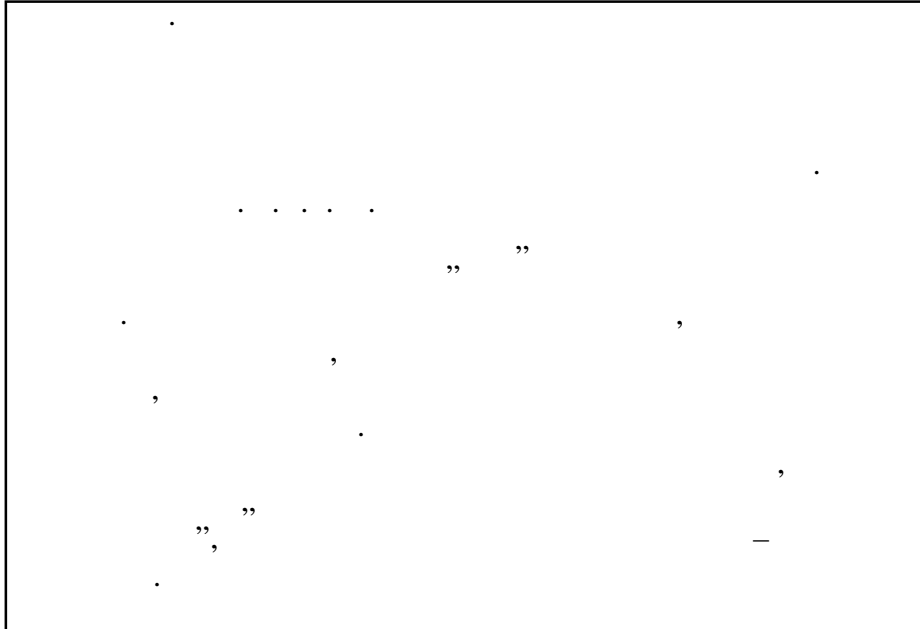
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LINGUISTIC AND CULTUROLOGICAL FEATURES OF TEXT

Prof. Antonina Koleva, DSc

Abstract: *This article studies the problem of the national cultural stereotypes as carriers of a new type of cognitive information; their impact on the text organization, perception and comprehension. In this focus of attention the role of the symbol as a specific factor to code national cultural information and as a mechanism to transmit this information is outlined. From this point of view, the symbol is related to stereotypical features which are characteristic of each culture and have large degree of conventionality when signifying a certain sociocultural reality. This way the perception and comprehension of text is linked with the semantics of the linguistic unit, with the national cultural situation and its symbolic meaning. Linguistic and cultural facts from texts which reflect specifics of attitudes in the language capacity of text are defined through analytical descriptive research method.*

Key words: *text, symbol, cultural code, national cultural stereotype, national specifics of language resources*

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**ETHNIC CULTURE AND EDUCATIONAL
INTERACTIONS THROUGH TEACHING HOMELAND IN
FIRST GRADE**

*Prof. Tsonka Kasnakova-Ivanova, PhD,
Rumyana Georgieva Nikolova*

***Abstract:** The paper presents the results of an interesting study on the possibilities of knowledge about traditional culture of different ethnic groups to promote educational interactions. Various ideas to create a better social environment that encourages tolerance and understanding of otherness in young students from the first class are suggested. Innovative technologies in teaching Homeland are presented.*

***Key words:** Ethnic culture, Pedagogical interactions, Homeland*

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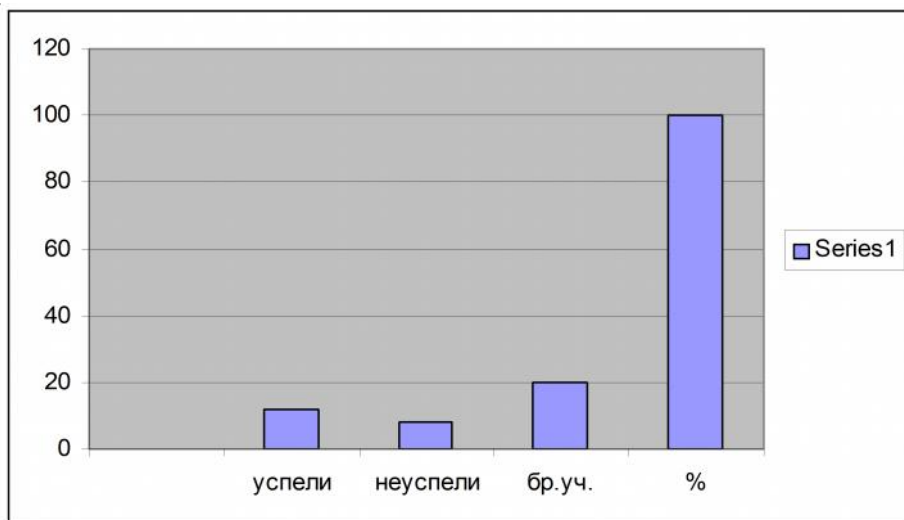
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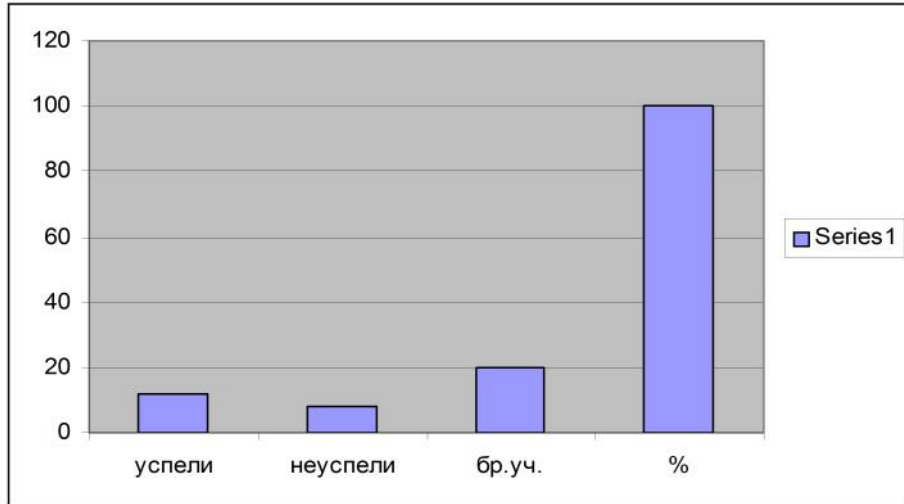
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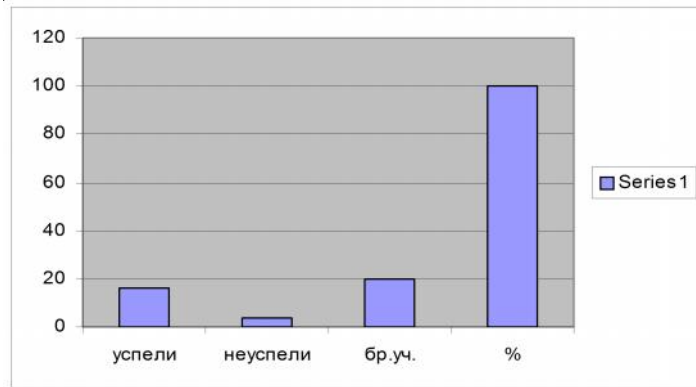
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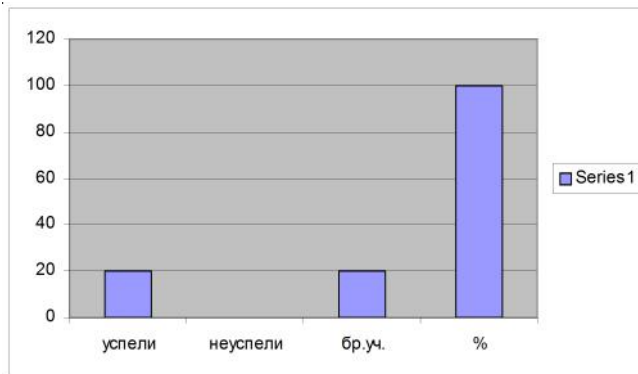
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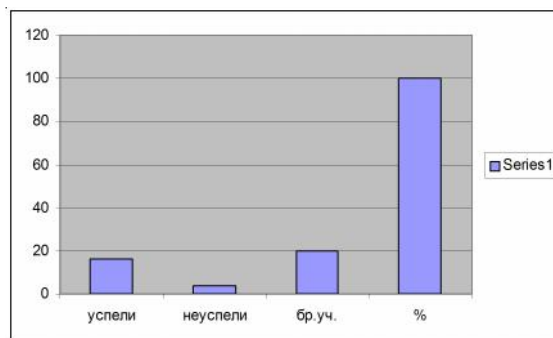
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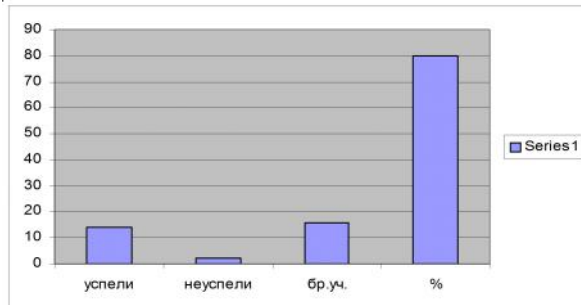
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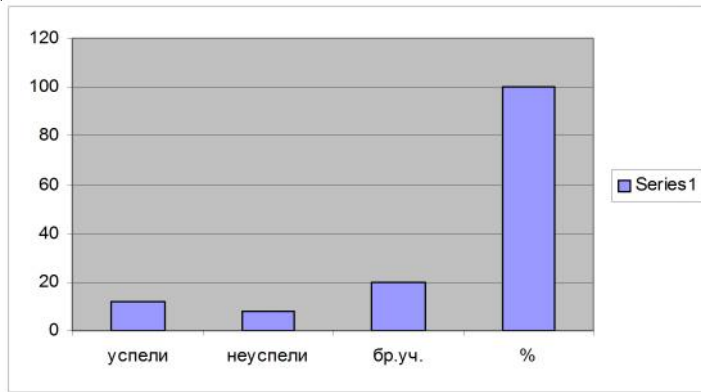
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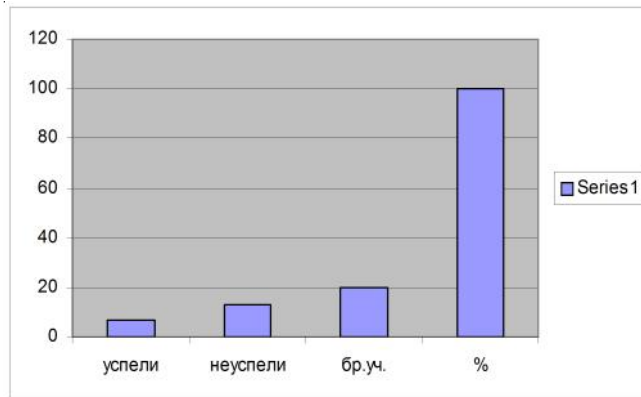


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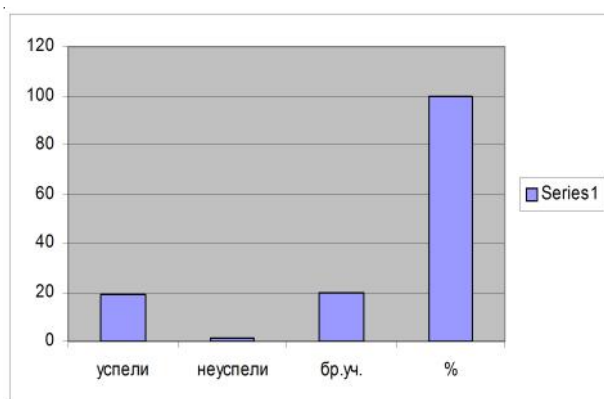


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TEACHING ENGLISH TO HEARING-IMPAIRED
CHILDREN
USING SIGN SUPPORTED SPEECH

*Prof. Veneta Katsarska, PhD,
Diyana Georgieva*

***Abstract:** The article considers the issue of teaching English to hearing-impaired children with the help of sign language. It is used synchronously with verbal expression. This way it is easier to make the message understood.*

An experimental study was conducted in the context of the issue considered herein.

***Key words:** children with hearing impairments, education, speech, Sign Supported Speech, Simultaneous Communication (Sim-Com)*

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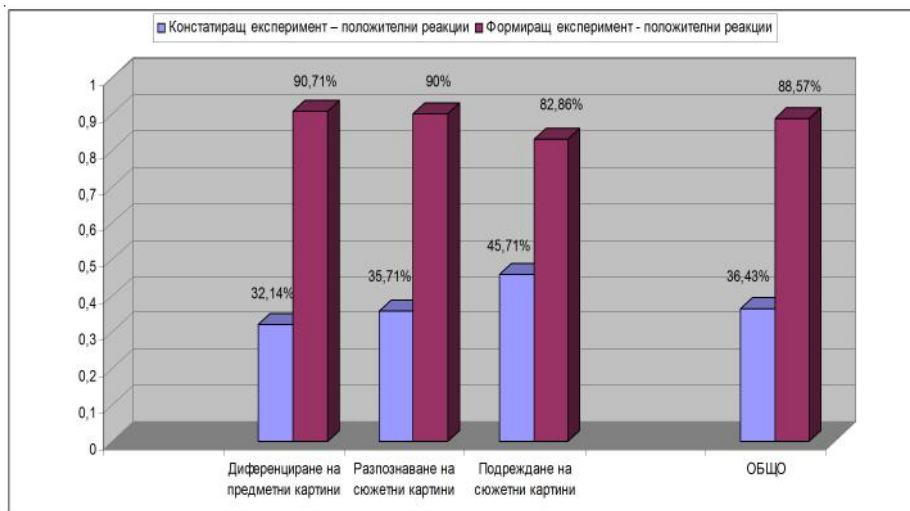
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SELF-DEVELOPMENT AND SELF-ACTUALIZATION OF THE PERSON

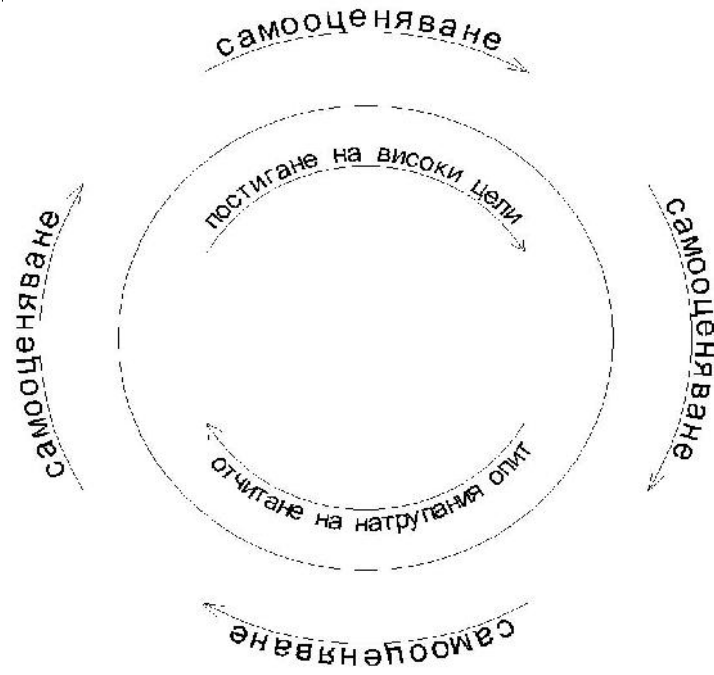
Assoc. Prof. Maria Teneva, PhD

Abstract: *The main objectives of education and self-education are to mobilize the psychological reserves of the person, to form its realistic self-evaluation, to reveal to a greater degree its creative potential. The concepts of self-development, self-evaluation, personal self-actualization should be considered in the required unity and the relationship between them.*

Key words: *education, self-education, self-evaluation*

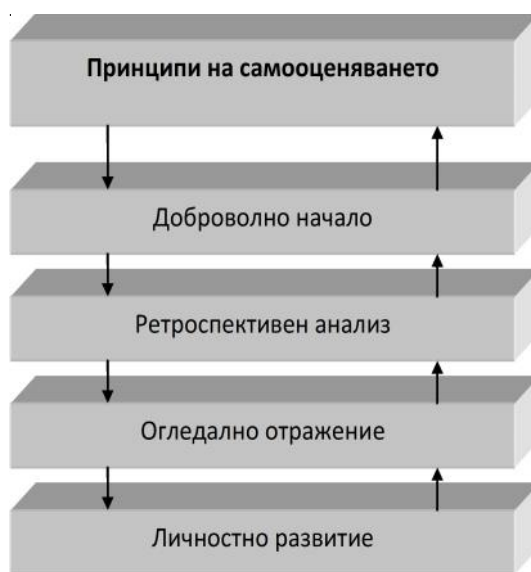
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INNOVATIVE TEACHING METHODS IN TRAINING

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ASPECTS OF THE EDUCATIONAL DEVELOPMENT IN STUDENTS' METHODOLOGICAL TRAINING

Assoc. prof. Veselina Ivanova, PhD

Abstract: *The ability to teach through reflection is one of the main indicators for the level of professional experience. The scientific presentation puts a focus on the forming of pedagogical reflection in the future teachers in the nursery school and the primary school. The presented technology for conscious practice of reflection in the physical education, applied in different educational forms – observation, current practice, pre-graduation training, extra auditory studies, reveals possibilities for optimizing the special training and pedagogical competency of the students for the effective realization of the physical education of children and students.*

Key words: *reflection, reflective teaching, students-educators, physical education in the nursery school and the primary school*

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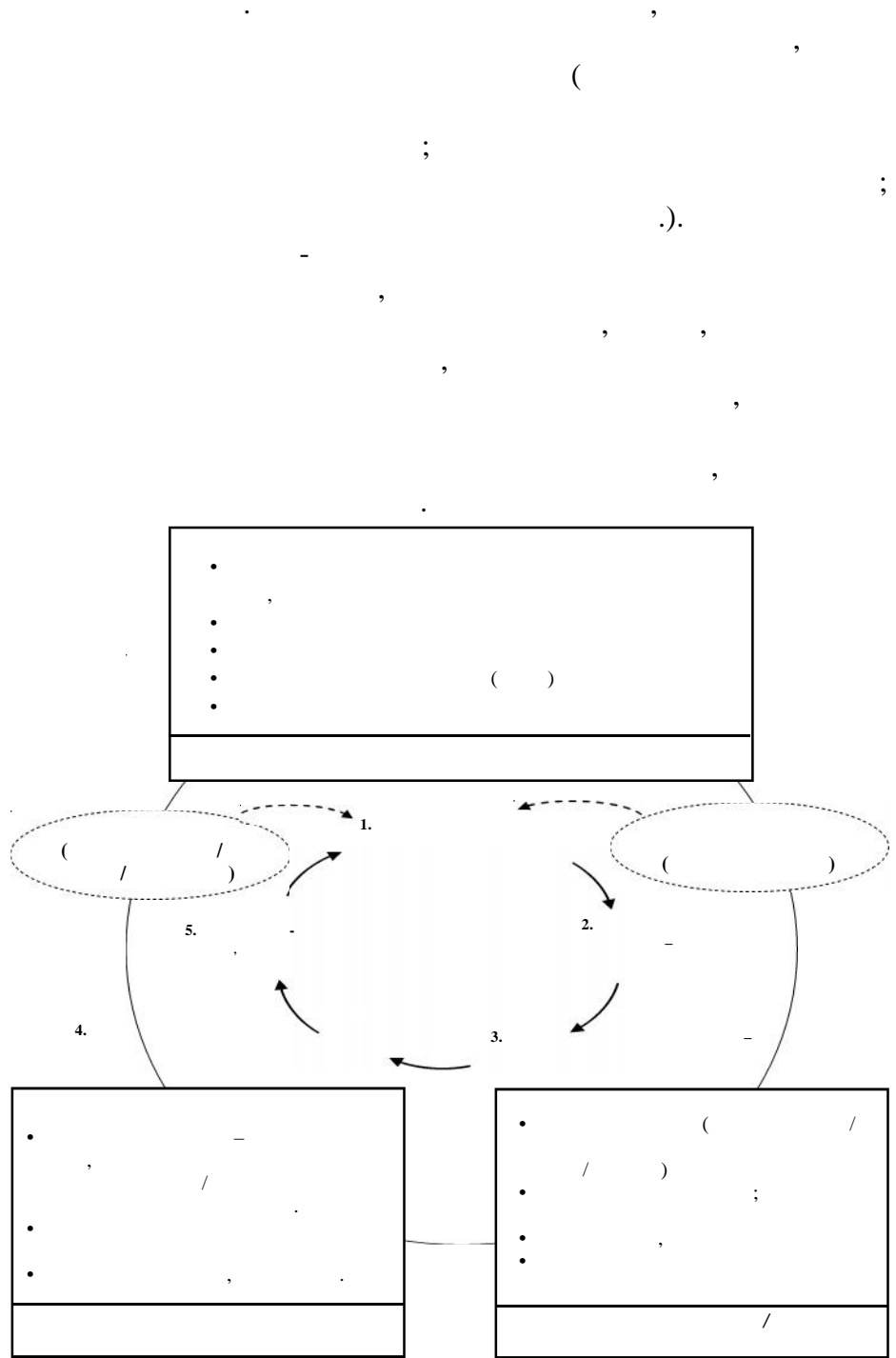
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**ESTABLISHMENT OF THE CONTENT COMPONENTS
IN THE IT PREPARATION OF THE STUDENTS
FROM EDUCATIONAL SPECIALTIES**

Assist. Prof. Mima Trifonova

***Abstract:** The article makes an attempt to define the profile of the students from the pedagogical specialties in regard to their preparation in Information Technologies (IT) from high school. The need for this research was outlined by the recorded differences in the levels of the knowledge with which they enter the Faculty of Education. In order to establish the origin and the contents of their training in the secondary school, a testing questionnaire has been used, based on the curricula for grades 9 and 10 for the subject Information Technology. As a result of the performed research the modules have been defined which will be used for the diagnostics at the entrance level and the way in which the testing will be performed.*

***Key words:** profile of the students in pedagogy, information technologies, diagnostics, entrance level*

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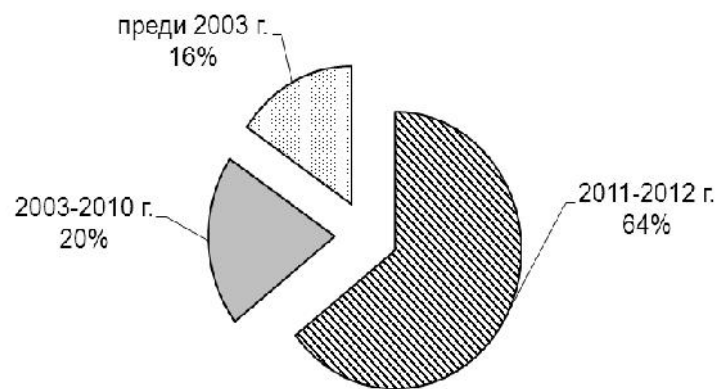
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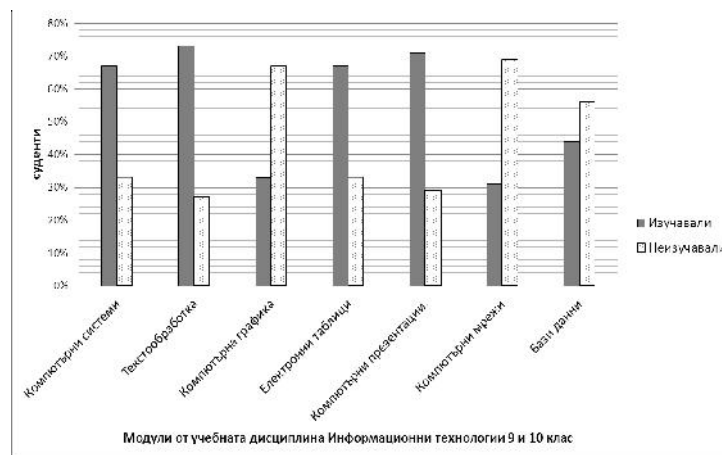
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SITUATION AND CONTEXT IN FOREIGN LANGUAGE LEARNING

Assist. prof. Mariana Pavlova

Abstract: *Through ICT using real situations are being created and thus foreign language skills are directly developed. In this process learners assume certain roles where at their disposal is the natural interaction and the connection between topic, situation, context and foreign language expression. This is when the foreign language actually functions as a means of communication because the parameters of the communicative situation are present.*

Key words: *context, communicative situation, modern technology*

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SCHOOL IN THE VIEW OF THE EDUCATIONAL CHANGE

THE RESOURCES SUPPORT IN THE DEVELOPMENT OF INCLUSIVE CLASSROOM

Kaloyan Damyanov, post-graduate student

Abstract: *This article presents the main points in providing resource support as an important step for the implementation of inclusive education and building inclusive classroom. Bulgarian conditions analyzed the integration of children with special needs and outlines how to act according to the experience in other countries in this field.*

Key words: *education, children with special needs*

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**PROJECTIONS OF PSYCHOLINGUISTICS
OF METHODOLOGICAL WORK FOR CREATING TEXT**

Assist. Prof. Desislava Sider va

***Abstract:** The paper deals with the development of communicative competence of the pupils through texts and are used in the context of the psycholinguistics and the whole work with Bulgarian language and literature in the primary school.*

***Key words:** text, communicative competence, composition*

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EUROPEAN LANGUAGE PORTFOLIO FOR THE PRIMARY SCHOOL STUDENT

Assist. Prof. Branimira Lekova-Dimitrova, PhD

Abstract: *The article is devoted to the important issue in foreign language learning that reveals the nature of the portfolio, portfolio types and the use of portfolio in teaching foreign languages in elementary school as a means of self-assessment of competencies, achieved according to level A1 of the Common European Framework.*

Key words: *European language portfolio, language biography, language learning aims, language learning history, significant linguistic and intercultural experiences, current language learning priorities, dossier*

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Ecouter/Listening

**•Je peux comprendre quand quelqu'un me salue ou prend congé.
•I can understand when someone greets me or says goodbye to me.**

Je comprends quand quelqu'un me dit bonjour.

I understand when someone tells me good morning and good afternoon.

Je comprends quand quelqu'un me dit au revoir.

I understand when someone tells me farewell.

Je comprends quand deux personnes se saluent.

I understand when two people greet each other.

Je comprends quand deux personnes se disent au revoir.

I understand when two people say goodbye to each other.

•Je peux comprendre des questions simples ou des informations sur mon identité ou celle de quelqu'un /nom, prénom, âge, nationalité/.

•I can understand questions or information about my identity or the identity of someone /last name, first name, age, nationality/.

Je comprends quand quelqu'un me demande mon nom ou mon prénom.
I understand when someone asks me about my first or last name.

Je comprends quand quelqu'un me dit son nom ou son prénom.
I understand when someone tells me their first or last name.

Je comprends quand quelqu'un me demande mon âge et ma nationalité.
I understand when someone asks me about my age or the age of someone else.

Je comprends quand quelqu'un me dit son âge et sa nationalité.
I understand when someone tells me their age or the age of someone else.

Je comprends quand quelqu'un me demande ma date d'anniversaire ou la date d'anniversaire de quelqu'un.
I understand when someone asks me about my birth date or the date of birth of someone else.

Je comprends quand quelqu'un donne sa date d'anniversaire ou la date d'anniversaire de quelqu'un.
I understand when someone gives me their birth date or the date of birth of someone else.

Je comprends quand quelqu'un me demande de quel pays je viens.
I understand when someone asks me what country I come from.

Je comprends quand quelqu'un me dit de quel pays il vient.
I understand when someone tells me what country they come from.

Je comprends quand quelqu'un me demande d'épeler mon nom, la ville où j'habite.

I understand when someone asks me to spell my name, the city where I live.

Je comprends quand quelqu'un épelle son nom, le nom d'une ville.
I understand when someone spells their name, the name of a city.

Je comprends quand quelqu'un me demande si j'ai un frère ou une sœur.

I understand when someone asks me if I have a brother or a sister.

Je comprends quand quelqu'un me dit s'il a un frère ou une sœur.
I understand when someone tells me they have a brother or a sister.

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Prendre part à une conversation/Take part in a conversation

• **Je peux réagir à ce que vient de dire mon interlocuteur.**

• **I can respond to what my interlocutor just said.**

Je peux dire ce que je n'ai pas compris.

I can say that I did not understand.

Je peux demander à mon interlocuteur de répéter.

I can ask my interlocutor to repeat.

Je peux demander à quelqu'un comment on dit un mot.

I can ask someone how to say a word.

Je peux comprendre le sens général d'un texte documentaire.
I can understand the general meaning of a text document.

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Ecrire/Writing

• **Je peux écrire un bref message d'après un modèle.**

• **I can write a short message using a model.**

Je peux écrire des phrases courtes pour donner un titre à une image ou une photo.

I can write short sentences to give a title to a picture or a photo.

Je peux écrire des phrases courtes pour rédiger une carte postale:
dire où je suis,
comment je vais et signer.

I can write short sentences to write a postcard to say where I am, how I feel, and sign.

Je peux écrire des phrases courtes pour rédiger une carte d'invitation ou de vœux (anniversaire, Nouvel an ...).

I can write short sentences to write an invitation card or greeting. (birthday, New Year ...)

Je peux des phrases courtes écrire des phrases courtes pour remercier.
I can write short sentences to thank someone.

Je peux dans un SMS, écrire des expressions que je connais bien à l'oral.

I can write in a text message, expressions that I know well orally.

Je peux écrire un courriel pour donner de mes nouvelles, pour une question ou pour faire une proposition.

I can write an email to tell my news, to ask a question or to make a proposal.

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SPACE IN THE DRAWINGS OF CHILDREN AT THE AGE OF 7 – 9 YEARS

Assist. Prof. Ani Zlateva, PhD

Abstract: *This article presents the development of children's drawings at the age of 7 – 9 years. It describes the most typical ways of reflection of the space in children's drawings from first and second grade in the elementary school.*

Key words: *children's drawings, images, space, monocular signs*

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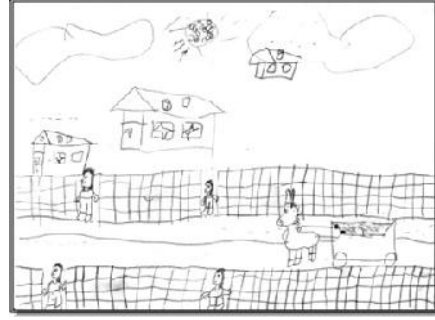
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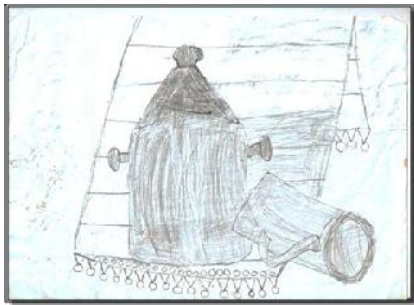
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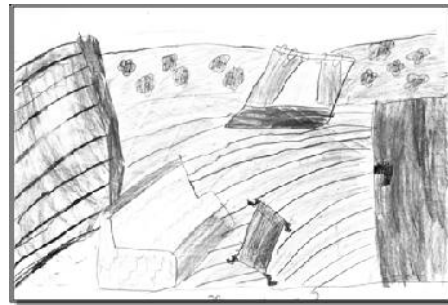
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EDUCATION, SCIENCE, ART, BUSINESS

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**OPTIONS TO OVERCOME THE WEAK CONNECTION
OF EDUCATIONAL INSTITUTIONS WITH THE
BUSINESS**

Assoc. prof. Tanya Borisova, PhD

Abstract: *The article gives ideas for symbiosis and how to deal with the problem in these fields:*

- A. Entrepreneurship of universities**
 - Unified digital information base*
 - Real cases, game competitions*
 - Business cases for exams*
 - Large-scale games for selection of staff*
 - Conversations between students, teachers and representatives of different business enterprises*
 - Cooperation between universities*
 - Research and development ventures*
- B. The business after graduating from the university**
 - Internship programs*
- C. Employment**
 - Exhibition of careers*
 - Career centers in universities*
 - Internet centers*

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ALFRED ADLER'S HOLISTIC PSYCHOANALYTIC APPROACH

Assist. Prof. Nedelina Zdravkova

Abstract: *Alfred Adler is an extraordinary scientist, psychologist and philosopher. At the base of his theory is the understanding of the world, the direction and ways to improve it. He is the founder of a new social-oriented approach to the study of the human psyche. Adler's individual psychology and created a theory of personality based on the concepts of unity, purpose and desire for active participation of people.*

Key words: *individual psychology, holism, social interest, contemporary state of individual psychology*

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(1879 – 1940) –

**DIMITAR RADOIKOV (1879 – 1940) –
PAINTER AND INSPIRER OF TALENTS**

Assoc. prof. Marin Dobrev, PhD

***Abstract:** Dimitar Radoikov was born on the 18th of January, 1879, in Samokov. He entered the first class of the State Drawing School in 1896, where he studied painting with Professor Ivan Murkvichka. He graduated with honors in 1901 and was assigned as a teacher at the Pedagogical School in Kazanlak, where he spotted many talented adolescents, including Stanyu Stamatov, Ivan Valchanov, Dimitur Chorbadzhiyski, Ivan Penkov, Dechko Uzunov and others. It was here that Radoikov created his earliest works in genre painting, the portrait and the landscape. Among them are: “Toalette” /1903/, “The Market in Kazanluk”, “The Region of Enina” which later became popular. With the cooperation of Petyo Ganin, his interest in theater was formed. From 1906 onwards, he participated in all the exhibitions of the Union of the South Slavic Artists called “Lada”. In 1907 he became a teacher in Samokov, then in 1910 he settled as a professor of painting in Ruse. Dimitar Radoikov, along with Atanas Mihov and Alexander Lazarov, is a co-founder of the Association of the North-Bulgarian Artists, established in 1919. From this period his most famous works are “Sunset at the Danube River”, “Washing Women at the Danube River”, “Fair”, “Vretenarka”. Part of the artistic heritage of Radoikov are also the dozens of icons, which he painted for churches in the regions of Rouse and Samokov. He died on the 4th of July, 1940. The main part of the works of the artist is stored in the National Art Gallery, the Art Galleries of the towns of Ruse and Kazanluk and the artistic collection of Samokov.*

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10 YEARS FACULTY OF EDUCATION

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**ACADEMIC SPEECH
OF ASSOC. PROF. KRASIMIRA MUTAFCHIEVA –
DEAN OF THE FACULTY OF EDUCATION**

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