



Approved:
Dean:
(Prof. Milen Zamfirov, DSc.)

STUDY TOPICS
in Preschool Pedagogy – Intercultural Education
for PhD candidates

1. Subject area and objectives of modern preschool education – contemporary theories and models.
2. Essence and organization principles of educational interaction. Modern theories and models related to upbringing of children.
3. Social development and acquisition of particular behavior culture. Self-regulation in pedagogic interaction.
4. Forms and methods of knowledge acquisition and speech development. Cognitive and psychomotor development of children in preschool age.
5. Development of mathematical concepts in preschool age.
6. Development of aesthetic culture in the preschool period.
7. Psychological and pedagogical foundations of education in the context of educational interaction.
8. Communication and creativity in the context of educational interaction in the kindergarten.
9. Diagnostics of child achievements and projection of educational objectives.
10. Preparation for the transition to primary school – ensuring continuity between the kindergarten and the first year at the primary school.
11. Modern aspects of family education.
12. Empathy and good communication in preschool education.
13. Intercultural communication in preschool education.
14. Intercultural competence of preschool teachers.
15. Intercultural education and early foreign language teaching.

Reading List:

Baila, D. & Engels-Kritidis, R. The Role of Literature in Overcoming Negative Emotions in Children with and without Special Educational Needs. In: Engels-Kritidis, R., Stathopoulou I., O. Filippou, D. Baila. *Inclusive approaches to pedagogical interaction with 4 to 7 year-old children*. Sofia: “St. Kliment Ohridski”

Beleva, C. A Pilot English Language Literature Module for Preschool Education with Foreign Language Undergraduate Students. In: R. Engels Kritidis, B. Angelov, D. Kostrub, & Robert Osad'an (Eds.), *Views of Contemporary Preschool and Primary Education in Bulgaria and Slovakia* (pp.246-257). Brno: Paido, 2016

Cheng, Na & R. Engels-Kritidis. “Let’s Celebrate Chinese Lantern Festival Together!”- Pedagogical Interaction in Kindergarten, Aimed at Intercultural Education. В: *Сборник с доклади и презентации от Четвърти студентски научен форум (18.05.2016г.)*. София, Авангард Прима, 2016, стр. 4-14.

Egan, K. *The Educated Mind : How Cognitive Tools Shape Our Understanding*. Chicago: University of Chicago Press, 1998

Engels-Kritidis, R. *Contemporary Aspects of Preschool Education in Bulgaria. Revised second edition with additions and updates*. Sofia: “St. Kliment Ohridski” University Press, 2020

Engels-Kritidis, R. The Concept of “Good/Quality Kindergarten Teacher”: Comparative Points of View of First-year University Students Versus Graduating Students. *Journal of Preschool and Elementary School Education*, 1/2015(7), pp. 69-93. Special issue on topic: „The quality of elementary school education: teachers’ qualifications and competences“.

Engels-Kritidis, R. The Importance of Individualization and Differentiation for Achieving Educational progress in Children in Kindergarten. In: B. Angelov, R. Engels-Kritidis, D. Kostrub, & Robert Osad'an (Eds.) *Specific Issues of Contemporary Preschool Education in Bulgaria and Slovakia*, pp. 294-303, Sofia: “St. Kliment Ohridski” University Press, 2018.

Engels-Kritidis, R. The Similarity between Greek and Bulgarian Proverbs and Sayings: Intercultural Educational Aspects. В: *Балканските езици, литератури и култури. Дивергенция и конвергенция*. Сборник от международна конференция, посветена на 20-годишнината от създаването на специалност *Балканистика*, София, 30–31 май 2014 г. София, Университетско издателство „Св. Климент Охридски“, 2015, стр. 294-301

Engels-Kritidis, R. “We have a lot in common”: educational program for Bulgarian migrant children in Greece based on the similarities between Greek and Bulgarian proverbs and sayings. *Book of Proceedings from 16th Conference of the Balkan Society for Pedagogy and Education “The Image of the “Other”/the Neighbour in the Educational Systems of the Balkan Countries”*, University of Macedonia, Thessaloniki, Greece, 26-29 Sept 2013; editors: Dimitrios B. Goudiras, Maria Rantzou, Publisher: University of Macedonia Press, 2014, pp. 679-690.

Papatheodorou, T., Luff, P., & Gill, J. (2012). *Child observation for learning and research*. Harlow, England: Pearson.

Sofronieva, E. *The Magic Teacher. Teacher Efficacy and Empathy in Foreign Language Teaching*. Sofia: St. Kliment Ohridski University Press, 2020. 175 p. ISBN 978-954-07-5017-0.

Sofronieva, E. *The Empathy Concept: Measures and Application in Education*. Sofia: SU “St. Kliment Ohridski” University Press, 2020. 133 p. ISBN 978-954-07-5026-2.

Sofronieva, E. Multiculturalism: The Challenge of Matching Language Learning to Early Childhood Education. – *Journal of Preschool and Elementary School Education*, 3, 2013, 105-119. ISSN 2084-7998.

Sofronieva, E., & T. Shopov. The Swing of the Pendulum – Objectivism or Constructivism in Language Education? – *Journal of Preschool and Elementary School Education*, 2, 2012, 173-190. ISSN 2084-7998.

Sofronieva, E. A Study of Student Reactions and Attitudes to Non-traditional Pedagogy in Very Early Language Learning. – *Journal of Preschool and Elementary School Education*, 1, 2012, 43-58. ISSN 2084-7998.

Sofronieva, E. Empathy and Communication. – *Електронно научно списание „Реторика и комуникации”*, бр. 4, 2012. ISSN 1314-4464. Available at: <http://rhetoric.bg/empathy-and-communication>

Sofronieva, E. Inclusive Language Education: A Case Study. – In: B. Angelov, R. Engels-Kritidis, D. Kostrub, & R. Osad'an (Eds.), *Specific Issues of Contemporary Preschool Education in Bulgaria and Slovakia*. Sofia: “St. Kliment Ohridski” University Press, 2018, pp. 277-293. ISBN 978-954-07-4388-2.

Sofronieva, E. Who is in control? Research on Bulgarian Teachers’ Locus of Control and Empathy Skills. – В: Д. Веселинов (съст.), *Педагогика на добрите възможности за учене на всички*. София: Университетско издателство „Св. Климент Охридски”, 2018, с. 70-78. ISBN 978-954-07-4566-4.

Sofronieva, E. Pre-primary Second Language Learning and Teacher Education in Bulgaria. – In: R. Engels-Kritidis, B. Angelov, D. Kostrub, & R. Osad'an (Eds.), *Views of Contemporary Preschool and Primary Education in Bulgaria and Slovakia*. Brno: Paido, 2018, pp. 219-230. ISBN 978-80-7315-261-1.

Sofronieva, E. Measuring Empathy and Teachers’ Readiness to Adopt Innovations in Second Language Learning. – In: S. Mourão and M. Lourenço (Eds.), *Early Years Second Language Education: International Perspectives on Theory and Practice*. London: Routledge, 2015, pp. 189-203. ISBN 978-0-415-70527-1.

Sofronieva, E. In Quest of the Language Bridge. – In: F. Jarman (Ed.), *Intercultural Communication in Action*. Rockville, Maryland: Borgo Press, 2012, pp. 211-219. ISBN 978-1-4344-4404-2.

Spiridonova, L. Intercultural Education of Students Prepared to Be Kindergarten Teachers in Sofia University - In: "Views of Contemporary Preschool and Primary Education in Bulgaria and Slovakia", R. Engels-Kritidis, B. Angelov, D. Kostrub, & Robert Osad'an (Eds.), p. 246-256, 2016

Spiridonova, L. Intercultural Models for Preschool Education in Republic of Bulgaria - In: "Specific Issues of Contemporary Preschool Education in Bulgaria and Slovakia", B. Angelov, R. Engels-Kritidis, D. Kostrub, & Robert Osad'an (Eds.), p. 264-276, 2018

Stathopoulou, I. & Engels-Kritidis, R. Building Positive Attitude Towards Mathematics in 5 to 7 Year-Old Children With and Without Mild Intellectual Disability. In: Engels-Kritidis, R., Stathopoulou I., O. Filippou, D. Baila, *Inclusive approaches to pedagogical interaction with 4 to 7 year-old children*. Sofia: “St. Kliment Ohridski” University Press, 2020.

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