

РЕЗЮМЕТА НА ТРУДОВЕТЕ СЛЕД ЗАЩИТА НА ДОКТОРСКА ДИСЕРТАЦИЯ

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представени в конкурс за заемане на академичната длъжност „доцент“ по
„Педагогическа и възрастова психология (адлериански подход)“
в област на висше образование 1. Социални, стопански и правни науки, професионално
направление 3.2. Психология, обявен от Тракийски университет – Стара Загора,
и публикуван в ДВ бр. 60 от 14.07.2023 г.

В.3. ХАБИЛИТАЦИОНЕН ТРУД – МОНОГРАФИЯ

3.1. Здравкова, Н. (2023) **Стил на живот и социален интерес в предучилищна
възраст**, Стара Загора, ИК „Кота“, 142 стр., ISBN: 978-954-305-650-7

Lifestyle and social interest in preschool age

In preschool age, according to the classics of individual psychology Alfred Adler and
Rudolf Dreikurs, the lifestyle is formed and social interest develops.

The importance of preschool age, the intensive development of children at this age and the
place of preschool institutions in the educational system require a thorough solution of the
problems in this age period. Development is a dynamic, multidimensional and complex
process that is determined by the interaction of hereditary factors with the external
environment - material and social. At any moment, natural factors and environmental
conditions can be both a source of influences that favor and support children's development,
as well as a source of risks.

The monograph is aimed at researching social interest in preschool children of
different ethnic origins. The ethno-cultural features in the development of social interest in
children are outlined. The family and the kindergarten have their own atmosphere, each of
which has its usefulness for the child's development, and when united together, they can
achieve very good results. The ability of parents to ensure a safe, stimulating and fulfilling
environment for development plays a key role in ensuring that children get the best start in
life.

Lifestyle is formed in the family environment during the preschool years, when
children absorb the values, traditions, culture and views of the parents who are raising the
child.

The present monograph is dedicated to the study of these mental phenomena in
preschool children of different ethnic origins.

В.4. МОНОГРАФИЯ, КОЯТО НЕ Е ПРЕДСТАВЕНА КАТО ОСНОВЕН ХАБИЛИТАЦИОНЕН ТРУД

4.1. Здравкова, Н (2023) **Социалната отговорност и социалният интерес –
предиктори на професионалната пригодност на учителите**, Стара Загора, ИК „Кота“,
188 стр., ISBN: 978-954-305-653-8

**Social responsibility and social interest – predictors of teachers'
professional suitability**

Modern society places high demands on the training of specialists in various fields, insofar as the development of various spheres of public life depends on their competence and personal qualities. The teaching profession is of high social importance, the essence of which is not only to transmit knowledge, but it has the mission to create personalities, to affirm the human in man. In the conditions of reforming and renewing the society, the education of the broad strata of the society, its culture and morality, as well as the further social development depends to a large extent on the pedagogue. In the present monograph, an attempt has been made to study the significance of the characteristics "social interest" and "social responsibility" for the effective exercise of the teaching profession.

Social interest and social responsibility are important mental phenomena with a complex and ambiguous structure, which have their role in the professional development of the future pedagogue, since a responsible approach to studying at the university largely predetermines the success of the professional activity. The specific study is related to the study of social interest and social responsibility among teachers who are improving their qualifications and among students - future pedagogues. A correlation was also sought between the magnitudes of the characteristics "social responsibility" and "social interest" in the two samples. The trends are outlined when comparing the statistical measures of social interest and social responsibility among current teachers and students studying in pedagogical specialties.

Г.5. ПУБЛИКУВАНА КНИГА НА БАЗАТА НА ЗАЩИТЕН ДИСЕРТАЦИОНЕН ТРУД ЗА ПРИСЪЖДАНЕ НА ОБРАЗОВАТЕЛНА И НАУЧНА СТЕПЕН "ДОКТОР"

5.1. Здравкова, Н., (2023), Социален интерес и възпитателна среда, Стара Загора, ИК „Кота“, 185 стр., ISBN: 978-954-305-636-1

Social interest and educational environment

The monograph is devoted to one of the key concepts in Alfred Adler's Individual Psychology, namely "social interest". Social interest is a multi-layered concept that unites around itself many social phenomena that are related to the social life of the person, developing depending on the environment. The individual development and personal well-being of each person depend to a large extent on the successful socialization of the person, on the degree of his integration into society. Therefore, in modern scientific literature, a number of authors attempt to investigate the factors of successful socialization in order to study, skillfully apply and manage them. Various social, biological and psychological influences are described as such factors, which determine and guide the development of the individual in a certain direction. Individual psychology, as the main scientific base of the current work, assumes that a key factor that influences the development of personality and its socialization is social interest. This thesis is also the basis of the theoretical and empirical studies in the monograph.

Based on the review of scientific and specialized literature, as well as research on the formation and development of social interest by like-minded, followers and modern Adlerian authors, an attempt was made to analyze the factors that influence and contribute to or hinder the development of social interest.

The study in the monograph is oriented to the study of social interest in children of preschool age, raised and educated in family and non-family environments. Results, interpretation and summary conclusions are presented.

The targeted comparative analysis of the features of social interest and the relationship with the environment in which children live and are brought up reveals the principled and practical possibility for qualitative changes in the upbringing of children.

The studies and reflections in the third chapter of the monograph are directed in this direction. Considerations The conceptual model of care for the development of social interest in children raised in a non-family environment, despite the non-representative sample, strongly confirms that not only the quantity, but the structure and quality of social contacts enhances the sense of belonging to the group and social interest. In the conceptual basis of the conceptual model lies the understanding that the education of children should be in the direction of the criteria that are fundamental for the development and determination of the level of social interest at this age, presented in the second chapter.

Г.7. СТАТИИ И ДОКЛАДИ, ПУБЛИКУВАНИ В НЕРЕФЕРИРАНИ СПИСАНИЯ С НАУЧНО РЕЦЕНЗИРАНЕ ИЛИ ПУБЛИКУВАНИ В РЕДАКТИРАНИ КОЛЕКТИВНИ ТОМОВЕ

7.1. Здравкова, Н., (2023) Равнище на социалния интерес при учители, повишаващи професионалната си квалификация, Е-списание „Педагогически форум“ ISSN: 1314-7986, брой 1, DOI: 10.15547/PF.2023.002, <https://www.dipkusz-forum.net/article/413/ravnishe-na-socialniya-interes-pri-uchiteli-povishavashi-profesionalnata-si-kvalifikaciya>

Level of social interest in teachers improving their professional qualification

The article is devoted to the key concept of the creator of individual psychology A. Adler about social interest as a potential and predictor of socially useful personality activity. In the specific study, the form of manifestation of social interest is referred to as “lifelong learning”, ensuring and maintaining high qualification of the teachers. Establishing the level of social interest of qualifying teachers mainly within the limits of high, advanced and medium levels confirms the thesis of the increased social responsibility of educators in realizing the tasks of education and upbringing.

7.2. Здравкова, Н. (2023) Социална отговорност и социален интерес при студенти – бъдещи педагози, Годишник за студенти, докторанти и научни ръководители – Великотърновски университет, том 3/2, с. 647 Университетско издателство „Св. св. Кирил и Методий“, ISSN: 2815–357X

Social responsibility and social interest in students - future teachers

In this article, an attempt has been made to study the significance of the characteristics “social interest” and “social responsibility” for the effective exercise of the teaching profession. These are important mental phenomena with a complex and ambiguous structure, which play a huge role in the professional development of the future teacher, to the extent that a responsible approach to studying at the university largely redefines the success of professional activity. The study is related to the study of social responsibility and social interest in students, future teachers. A correlation was also sought between the magnitudes of the “social responsibility” and “social interest” characteristics in the student sample.

7.3. Здравкова, Н. (2023) Лонгитюдно проучване на характеристиките в развитието на социалния интерес при деца в предучилищна възраст, В: Science & Technologies, Volume XIII, 2023, Number 4: EDUCATION. ISSN 1314-4111, с. 1-7, <https://www.sustz.com/bg/?f=journal&number=98>

A longitudinal study of developmental characteristics of social interest in preschool children

The preschool age is a sensitive period in the social development of a person and, as A. Adler claims, also for the development of the child's social interest.

The present article presents the results of empirical research on the level of social interest in preschool children. On the basis of the obtained results of the research, a number of peculiarities and different dynamics in the development of social interest in relation to the criteria constituting it are found. The general conclusion of the study is that most of the children participating in the study have a medium and high level of social interest.

7.4. Колева, Н. (2020) Понятието „социален интерес“ в парадигмата на индивидуалната психология. „Диоген“, книга „Психология“ - Творчески предизвикателства в психологията, том 28 (1), 2020 г., с. 118-128. Сб. ISSN: 2367-9549 (Online) ISSN: 1314-2763 (Print) Лиценз: CC BY-NC-ND Издателство и производство - В. Търново : Унив. изд. "Св. св. Кирил и Методий", 2020 – 2020. DOI: <https://doi.org/10.54664/KDRR3357>

The concept of "social interest" in the paradigm of individual psychology

Social interest is a key concept in the theory A. Adler. He is the founder of a new social-oriented approach to the study of the human psyche. A. Adler puts social interest as leading the life value that has many aspects but the other one is the highest value for people, so he sees it as his base.

7.5. Здравкова, Н., (2012) Холистичният психоаналитичен подход на Алфред Адлер, Годишник на Педагогически факултет – Стара Загора, том 12, с. 225-231, ISSN 1312-286X, <https://pf-yb.com/bg/content-of-yearbook/>

Alfred Adler's Holistic Psychoanalytic Approach

Alfred Adler is an extraordinary scientist, psychologist and philosopher. In 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

7.6. Zdravkova, N (2004) **The professional satisfaction of the teachers of the contemporary Bulgarian school.** p.667-670, Vol-II \2nd international balkan education congress. Searching excellence in education, Turkey, 8-10. october, 2004

Nowadays and the following years of the millennium, the education stands out as a determinative for the development of the mankind. In the information societies factor for wealth is the knowledge, which is a value and resource of the human. Some of the most important and principle factors for the functioning of education are the labour resource with

the most important and essential link of the pedagogical process – the teacher. There for the problems connected with teacher's work, its organization, payment, motivation for work and its socio-economic status are of essential importance. The professional and creative growth of the teacher and his/her adaptation to the contemporary requirements of education demand elaboration and realization of a complex of socio-economic measures. Their purpose is to improve the organization and the conditions of work the pedagogues.

7.7. Zdravkova, N (2005) Intercultural aspects of the deviant behaviour of children from the primary school age, p.123-128, Interculturality in the educational process. Shtip Macedonia, 22-24 September, 2005, ISBN 9989-2260-2-2

In Bulgaria live minorities, whose rights are guaranteed by the constitution. In spite of this some of them (the ethnic group of romes) are painfully sensitive and think that they are unequal. Their minority complexes deepen even more and this often leads to conflicts which reflect on children at school age. Characteristic features of Gypsy children at school: low level of their own self-assessment – they feel that they are not needed and not appreciated, they stick to their own world; their social orientation is low; “abused children” - forced to beg for money, and homeless often become objects of aggression; the absence of secure family environment.

Г.9. СТУДИИ, ПУБЛИКУВАНИ В НЕРЕФЕРИРАНИ СПИСАНИЯ С НАУЧНО РЕЦЕНЗИРАНЕ ИЛИ ПУБЛИКУВАНИ В РЕДАКТИРАНИ КОЛЕКТИВНИ ТОМОВЕ

9.1. Здравкова, Н., (2023) Етнокултурни особености в развитието на социалния интерес при деца от ромски произход в предучилищна възраст, Е-списание „Педагогически форум“ ISSN: 1314-7986, брой 3, DOI:10.15547/PF.2023.016, <https://www.dipkusz-forum.net/article/428/etnokulturni-osobenosti-v-razvitiето-na-socialniya-interes-pri-deca-ot-romski-proizhod-v-preduchilishna>

Ethnocultural features in the development of social interest in children of Roma origin in preschool age

In preschool age, according to the classics of individual psychology A. Adler and R. Dreikurs, the lifestyle is formed and social interest develops. In its development, each child is placed at the center of a unique social circle of human relationships, namely child - family - teacher. The specific study focused on the manifestations of social interest in preschool children of different ethnic origins. The comparative analysis of the level of social interest in children of different ethnic origins shows statistical differences in its development. However, a very optimistic trend is emerging related to the results of pre-school education and training. The particular advantages, sustainability and effectiveness and the integrating nature of the paradigm of modern preschool education and upbringing in our country are revealed.

ПОДПИС:

