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The efficiency in training and knowledge development to students by integrating the information and communication technologies in the lesson of 'Around the world'

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Abstract

The publication analyzes the peculiar and dynamic educational work on the discipline 'Around the world', studied in the first and second grades of the initial educational degree in the Republic of Bulgaria. It is a continuation of the educational field 'Around the world' in the kindergarten. It takes into consideration the unique conditions in the personal development of the students with their specific experience and the degree of perception and understanding of the information about the objective reality, and their orientation in natural and social phenomena. Through its pedagogical impact on the subject, the teacher takes the life experiences of the children from his state of preschool and pre-theoretical fragmentation and unsystematisation to cognitive and intellectual readiness to master the social sciences at the middle course. The teacher motivates his activity to implement IT not only for teaching, but also for consolidation as well as for reverse connection-test.

Keywords: Around the world, teacher, competencies, high technologies, trained.

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1. Introduction

Educational work on the 'Around the world' is peculiar and dynamic. It takes into account the unique conditions in the pupils' personal development, their specific experience, the degree of perception and understanding of the information about the objective reality, and their orientation in the natural and social phenomena. Through its pedagogical impact on the subject, the teacher takes the life experiences of the children from his state of preschool and pre-theoretical fragmentation and unsystematisation to cognitive and intellectual readiness to master the social sciences at the middle course.

2. Exposition

The University discipline Training methodology of 'Man and society' integrates the content of two cultural and educational fields, which are:

- Social sciences and Civic education with teaching subjects – 'Around the world' and 'Man and society'.
- Natural sciences and Ecology with Learning Objects—'Around the world' and 'Man and nature' (Ordinance No. 2, 2000).

The refinement is necessary because considering, commenting and analysing the 'Around the world' lesson will be taken into account the whole cycle of 'Around the world' in first grade, 'Around the world' in the second grade, 'Man and society' in third and fourth grade.

The training on 'Man and Society' is aimed at forming the foundations of the student's personality—not only the knowledge and information, but also the psychic qualities and properties of the child. Typical here is that the student personality is considered to be individual, original and peculiar, because the different children have a different personal cognitive and social experience for the nature and society formed in their social and personal environment.

On the other hand, despite the typical personality, the impacts on pupils cannot disregard the norms of psychological development and the general psychic characteristics of the primary school age, which leads to the character of the tasks, namely that they act bilaterally—on the one hand in accordance with the general patterns of psychological development, and on the other hand, according to the individual characteristics of the children in the respective class, region, religion, social status and status, as well as the positioning of the school.

Educational tasks are guidelines for the teacher's activity on certain areas of the student's personality. They set the main accents for the formation and development of certain personal qualities and properties. Through the interaction between the subjects in the learning process, these impacts break through specific personality traits in order to be personalised and reflexive.

As Vasileva pointed out, 'The little pupil needs a systematise of his own experience, adequate to his individual personality. He learns and convinces only those laws and relationships that are experienced, felt and discovered in his own way. Naturally, the range of self-learning skills at this age is very narrow. The student needs specific knowledge and above all common approaches to their achievement. Therefore, the teacher's help must meet specific requirements, always individual, always stimulating to certain efforts, extremely direct and never abstract' (Vasileva, 2002). The new age in which it grows, in which the youngest generation is formed and growing, also requires new approaches, ways, means, methods for transmitting, perceiving and understanding knowledge, skills, and competencies (Ivanova, 2017). In pedagogy, didactics and methodologies, there have been long talk of teacher—student interaction, not action, impact learning and understanding. A supportive educational and information environment, an environment in which the role of information, digital,

interactive and IT technologies in the training of pupils from the initial stage is an instrument, a tool in the hands of the modern Bulgarian teacher, not only as a unit, part of the education system in Europe.

Such an example can be given by the e-learning eTwinning (Comenius). The fully multilingual Web site allows schools to register for participation. Electronic twinning takes advantage of the opportunities offered by the Internet and digital media to improve cooperation between educational establishments in Europe, joint training and non-funding of project activity, and above all, provides assistance by finding suitable partners, adherents to work, collaborate with the resources of teaching, teachers within a secure virtual environment using adapted tools. Schools can choose freely the type of cooperation they want: from short-term projects lasting several weeks to long-term cooperation, for example through joint curricula, cross-curricular links, cultural and educational fields and many others. The themes under consideration are also determined by the participating schools themselves. Such flexibility and discretion, coupled with minimal administrative hurdles, are the key elements of eTwinning (Electronic Twinning Portal, 2018).

In this regard, from the above, imagine the following challenge for the modern teacher and the new generation of students: How did the classroom sit on the classes to visit European cultural or historical sites and why not on the territory of our country? The new network of thematic museums and institutes (NEOTHEMES) is available. The network conceptualises the museum as both a physically flexible place and a virtual space where visitors (in these case students) can find and compare physically distant objects, texts, artifacts from different countries but belonging to comparable cultural horizons. The aim is to create a European platform for cultural heritage, a virtual educational museum. The contribution of the thirteen partners from Finland (FI), Italy (IT), Ireland (IE), Denmark (DK), Germany (DE), Norway (NO), United Kingdom of Great Britain (UK) and Portugal (PT) participating countries at this stage are grouped into large areas called thematic pavilions. They cover themes such as folklore and traditions, communication and interaction, art and cultures, or symbols of identity. Respect for national differences has been demonstrated while emphasising a wider European perspective in order to overcome cultural divisions. On the basis of a common approach, each partner institution organises itself on one topic. Activities within the network unite around the creation of a virtual museum and the establishment of thematic pavilions. In addition, meetings, training seminars and conferences are organised within the network (European Commission, 2018).

Another project that co-ordinates with the topic of the report is 'School for Self-Confirmation and Preparation for European Horizons'. A specific beneficiary of a grant under the direct grant procedure 'Making School Attractive to Young People' (the so-called 'Success' project popularly known as 'Your Hour' in this programming period) Operational Program 'Human Resources Development' co-funded by the European Social Fund, the beneficiary is the Ministry of Education and Science. The fact is, 'The availability of a good material base, which also includes suitable toys, allows educators to feel more relaxed and confident' (Topolska, 2007).

The overall objective of the project is to make sense of the free time of students in state and municipal schools, including students with identified need for specific support, as well as pupils at risk of dropping out and/or aggression and/or violence by participating in extra-curricular and out-of-school activities. More specific goals are:

- To increase pupils' motivation to participate in the educational process according to their interests and needs through specific extra-curricular and out-of-school forms of work.
- To make students develop additional knowledge, skills, and competencies.
- To understand the free time of the students by focusing on their preferred personal expression.
- To limit the number of early school leavers and the number of students with destructive behaviour (aggression) (European Commission, Human Resources Development Center, 2018).

For the needs of the project, a web-based information system is in place to serve all parties directly involved in the project implementation and management process. The information system consists of

various modules supporting records of the technical and financial implementation. Through the different levels of access to the information system created, there is an opportunity for current administration, monitoring and control of the implementation of the activities. In this regard, colleagues Sivevska, Bocvarova and Cackov say: 'The timely and proper inclusion of children from different groups will contribute to the formation and future development of their personality, both emotionally and socially. It will influence children's personal, creative development, interests, abilities, self-initiative, self-confidence, self-confidence, and their ability to adequately socialize in society' (Sivevska, Bocvarova & Cackov, 2013).

These data are not claimed to be a sample, such will be the case in the final report, but over 80% of the basic education, initial stage, are based on information and communication technologies. Developed in a virtual way are topics corresponding to the subject 'Around the world' such as: 'My Birthplace', 'My City', 'Holidays and Customs', 'Tolerant to Differences', 'My Hometown's Historical Past', 'Danube River' and many others. The work on learning projects with technology integration is an excellent opportunity to implement the digital capabilities of the project-oriented approach to learning. Unfortunately, the number of teachers working on international learning projects is minimal. The reasons for this are several: the lack or weak and unilateral overlapping of this topic at university courses, poor English proficiency prevents the use of ready-made thematic projects actively engaged in world-leading education systems, the strong class-lesson form imposed in the Bulgarian school, and many others. In recent years there have been a growing number of project-based primary teachers. Design-based learning enables teachers and students to approach creatively to a particular topic, focusing on more difficult or more interesting accents for students. 'If in the past children were perceived as passive receivers of knowledge and objects of influence, today the emphasis is on the learner's active role in the developing environment of intense pedagogical interaction through constructive communication. It is quite logical that paradigms of person-oriented learning and education can unlock new expectations for educators, which in turn lead to the need to build new competences for both future teachers and teachers' (Engels-Critidis, 2017).

For two years there has been a change in trends in 'Ainitial number of teachers working on learning projects' to increased interest, and these are facts reported to the Operational Program 'Lifelong Learning' (referral from the official website of the Center for Development of Human resources). There is a need for multidisciplinary intervention in the integrated social network representing our relations with the surrounding social and natural world with all available resources (Doncheva, 2014; Ivanova, 2017; Pavlov, 2006; Vassileva-Ivanova, 2015).

The beginning of the development of E-books, textbooks, cognitive books and E-resources in the Republic of Bulgaria is realised by the team of Rumyana Papancheva and is a high start for the native education. They are the foundations, the themes on which many more E-textbooks, educational tools for the relevant subjects and methodologies in school will be developed so that there will be a change in our educational system for a better pedagogical interaction, to the needs of teaching—as set out in long-term education strategies, as well as the development and dissemination of innovative methods, products, services and environments aimed at sharing and sharing knowledge, experience and good practice and learning-multilateral projects aimed at promoting learning using ICT. And this is because: 'Labor market oriented student education is an important requirement of the modern stage of education development. Achieving the correspondence between education and employers' requirements is assessed as a necessity and has been expressed in the last few years in a formed state policy' (Beloev, Yordanova, Evstatiev, Pencheva, Daskalov & Georgieva, 2014).

With the emergence of global and mass-consumption, computers, digital, information and communication technologies have posed the question—Will the mouse eat the booklet? A question with a bipolar response that is particularly interested in people involved in education, training and education, both among children and adults. Undoubtedly, the passive perception of information is the easier, more accessible, the more convenient way, the lighter, even the heavy, bulky, impractical format book, not to go into the subject of ecology, cutting forests to make paper, and so but the

display damages the eyes ... Who can predict with certainty, with absolute conviction about the mouse or the booklet? 'Different forms of work must ensure the realization of the living connection of the child with the surroundings of the natural and social environment in order to overcome informative and declarative learning' (Vasileva & Tsvetanska, 2003).

3. Conclusion

The integration of information and communication technologies into pupils' learning and cognitive development cannot replace the teacher as a constructor, mentor, facilitator of the learning act, but can significantly assist and facilitate his activities. His mission is to guide, explain, support, promote understanding, perception and understanding of educational content, create pedagogical conditions for the adaptation of pupils to social life, the socialisation of the student personality according to the requirements of society and the formation of an adequate cognitive and the social horizons needed by the children of primary education, the first stage–the beginning of the upcoming secondary education stage.

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