

## LEITURA NORMATIVA E SEÇÃO DIDÁTICA PARA LOCALIZAR O LUGAR E O PAPEL DOS CARTAZES NA FORMAÇÃO DE GEOGRAFIA E ECONOMIA NA ESCOLA BÚLGARA

### NORMATIVE READING AND DIDACTIC SECTION TO LOCALIZE THE PLACE AND ROLE OF POSTERS IN GEOGRAPHY AND ECONOMICS TRAINING IN THE BULGARIAN SCHOOL

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#### Abstract

The new modernity of the competence approach in training and lifelong learning are massively popularized mostly in the educational system, developed at a complex-active level and in combination with other approaches such as - interdisciplinary, reflexive, constructivist, activity-oriented, person-oriented, systemic, innovative, problematic, project-research, multicultural, etc. All approaches are interconnected and interpenetrating, interactive and multi-functionally dependent in the training process. If the approach represents a principle of action, then every activity is based on a given principle, and the implementation of the principles is carried out through approaches. The implementation and application of the approaches is done through different methods, which united in groups and with a common goal, hierarchical structure and tools form the foundations of technology in the training.

In the new educational conditions, there is an added specificity, in line with global educational trends and educational strategies, where the educational perspective is also placed on the study, interpretation and presentation of information from different sources in order to form skills. Undoubtedly, the normative framework has been extended beyond specific geographical skills, being extended in the context of ICT, the requirements of the information society and digital transformations.

The situational analysis of the geography and economics curricula in general preparation reveals the place and the scheduled expected results with a requirement to present geographic information only through a poster in school geography.

The goals of this article are research, analysis and didactic interpretation of the normative framework of the competence for presenting a geographical object through a curricula poster; creating and justifying the life program-structural cycle of competence as an expected result for presenting geographic information through a poster; study of the connections and interactions of the competence for presenting a poster and in other subjects of the general educational preparation; identification and analyzation of examples of poster presentation and the relationship with key competence groups; systematizing the connections and creating a general model of the connections between the competence for presenting geographic information through a poster with the groups of key competences; presentation of an author's generalized model of a rule for making a poster in geography and economics.

Within the research and didactic interpretation of the subject, methods such as content analysis, situational and comparative analysis, systematization, generalization, deduction and induction, multidisciplinary and integral approach, complex and systemic approach, scientific research approach, etc. have been applied.

The content analysis for the application of the posters in geography and economics covers competencies as expected training results according to the curricula for general education (grades V - X) and profiled preparation (grades XI - XII) in the Bulgarian school - characterization and presentation through a poster of a geographical object, process or phenomenon. The overall structural model of application of the expected poster presentation result in terms of geographical objects, processes and phenomena is as follows:  $8=[3(VI)+4(VII)]+[1*(X)]+[1(XI)]$ . Besides the author's model of the life cycle, other important results are: a normative systematization and didactic interpretation of the posters in geography training was made; it is ascertained that the normative framework does not contain rules and requirements for the manner and form of creating and presenting a poster; the deductive-inductive approach was applied in the spatial determination of the application of the posters by continents; an author's generalized model of a sequence of steps for making a geography and economics poster is proposed.

**Keywords:** geography and economy, poster, curricula, geographical information

## Resumo

A abordagem do desenvolvimento de competências na formação e na aprendizagem ao longo da vida, hoje está fortemente popularizada principalmente no sistema educativo. É um conceito complexo e ativo em combinação com outras abordagens, tais como a interdisciplinar, a reflexiva, a construtivista, a orientada para a atividade, para a pessoa orientada, sistémica, inovadora, a problemática, de pesquisa de projeto, multicultural, etc. Todas as abordagens estão interligadas e interpenetrantes, interativas e multifuncionalmente dependentes no processo de formação. Se a abordagem representa um princípio de ação, então cada atividade é baseada num determinado princípio, e a implementação dos princípios é realizada através de abordagens. A implementação e aplicação das abordagens é feita através de diferentes métodos, que unidos em grupos e com um objetivo comum, estrutura hierárquica e ferramentas formam os alicerces da tecnologia na formação. Nas novas condições educativas, há uma especificidade acrescida, em linha com as tendências educativas globais e as estratégias educativas, onde a perspetiva educativa também se coloca no estudo, interpretação e apresentação de informação proveniente de diferentes fontes para desenvolver competências. Sem dúvida, o quadro normativo foi alargado para além das competências geográficas específicas, sendo alargado no contexto das TIC, das exigências da sociedade da informação e das transformações digitais.

Temos por objetivo neste artigo pesquisar, analisar e interpretar do ponto de vista didático, o quadro normativo das competências geográficas, usando o poster como meio didático; criar e justificar o ciclo de competências estruturais do programa da disciplina, utilizando o poster para apresentação de informações geográficas; estudar as conexões e interações das competências geográficas e em outras disciplinas da preparação educacional geral, utilizando o poster; identificar e analisar exemplos de apresentação de posters e relacionamento com grupos de competências-chave; sistematizar as ligações e criar um modelo geral das ligações entre a competência de apresentação de informação geográfica através de poster com os grupos de competências-chave; apresentação de um modelo generalizado de autor de regra para a construção de poster em geografia e economia.

No âmbito da pesquisa e interpretação didática da matéria, têm sido aplicados métodos como análise de conteúdo, análise situacional e comparativa, sistematização, generalização, dedução e indução, abordagem multidisciplinar e integral, abordagem complexa e sistémica, abordagem de pesquisa científica, etc. A análise de conteúdo para aplicação dos cartazes em geografia e economia abrange competências como resultados de formação esperados de acordo com os currículos do ensino geral (graus V - X) e preparação específica (graus XI - XII) na escola búlgara - caracterização e apresentação através de um poster de um objeto, processo ou fenómeno geográfico. O modelo estrutural geral de aplicação do resultado esperado da apresentação do poster em termos de objetos geográficos, processos e fenómenos é o seguinte:  $8=[3(VI)+4(VII)]+[1*(X)]+[1(XI)]$ . Além do modelo de ciclo de vida do autor, outros resultados importantes são: foi feita uma sistematização normativa e interpretação didática dos cartazes na formação em geografia; verifica-se que o quadro normativo não contém regras e requisitos quanto ao modo e forma de criação e apresentação de um cartaz; a abordagem dedutivo-indutiva foi aplicada na determinação espacial da aplicação dos cartazes por continentes; é proposto um modelo generalizado do autor de uma sequência de etapas para a construção de um poster de geografia e economia.

## 1- Introduction

The application of modern approaches in the teaching of school subjects, including the subject *Geography and economics*, is part of the national educational strategy. The application of contemporary approaches determines the path of development of school and academic education at the present moment and in the next ten years. Teaching based on the competence approach, the project-based, activity-oriented, holistic, interdisciplinary, integral, constructivist approach, etc. is in the direction of moving towards the normative-functional pillars of education policies for lifelong learning. This policy is aimed at high-quality and inclusive education, introducing new ways of learning and investing in basic skills, a mobile society and social cohesion, universal literacy and development. The educational policies are oriented towards forming competences, organising and conducting training and learning for the purpose of personal realization, health

and employability, automation and digitization, creating a flexible learning environment adapted to the requirements of modern society, digital technologies and transformations, ensuring sustainability and the ability to adapt to changes.

The competence vision of education policy and strategy envisages a change of direction and a move towards an educational environment that “equips” the young person with life skills. Or a move towards competence to shift the focus from subject-based learning content to competence-based teaching. The educational strategy is aimed at training and learning, based on performance, adaptation and reorganization of a complex of knowledge, skills and attitudes. The qualitative change along the entire life cycle takes place in parallel with the application of information and communication technologies, e-training, STEAM training, blended training and the complex of interconnectedness of competences. (Chavdarova-Kostova, 2022, 10–13, 21-27)

*The educational strategy for the period 2021 - 2030* envisages the responsible mission of the Bulgarian education system „to prepare for personal and professional realization the generation of children and students who will enter active working age in the next five decades at least” through quality education. (Strategy, 2021, 3)

The educational policy for quality education is synchronized and related to goal 4 of the UN's sustainable development. Priorities are clearly listed in the *National Development Program of the Republic of Bulgaria 2030* in the following areas of impact: coverage in the education system, support for full participation in the educational process, motivation for learning and modernization of the material base. (The National Program, 2020, 4-6) The strategic vision is drawn up against strategic documents at the global and European level with a common shared direction of movement towards „high-quality, inclusive, value-oriented and lifelong education, training and learning”. (Strategy, 2021, 2-3) An important point in the strategic framework is its compliance with national educational traditions and following national priorities.

The competence to make a poster in the training of geography and economics has educational traditions before the educational reform, but as a written normative requirement it appears after the educational reform of 2016 in the curricula. The State Educational Standards of the general education and profiled preparation in geography and economics do not identify the presence of the poster in the ways and forms of presenting geographic information. (Ordinance No. 5, 2015, 72-76; Ordinance No. 7, 2016, 67-70; Dermendzhieva, Draganova, 2023, 50)

The realization of the state policy is carried out by the teachers, to whom since 2016 and the educational changes in the Bulgarian school there has been a normative requirement for pedagogical competence and the application of the „competence approach in their work in acquiring the key competences by the students”. (Ordinance No. 15, 2019, 73)

Content analysis, situational and comparative analysis, systematization, generalization, deduction and induction, systematization etc. are applied in the research and didactic interpretation of the topic, combined

with the interdisciplinary and integral approach, the complex and systemic approach, scientific research approach, etc.

## 2 – Normative cut of the competence to present a geographical object through a poster according to the curricula

The formation of competences in the school subjects of general preparation is a function of achieving quality education. In the training of geography and economics in the general education and profiled preparation, many competences are normatively prescribed as expected results of the training for knowledge, skills and attitudes. One of these competencies is **the presentation of a geographical object/objects through a poster**, which is integrated into the geography and economics curricula in grades VI, VII and XI - table. 1. (Dermendzhieva, Draganova, 2022, 296-297; Dermendzhieva, Draganova, 2023, 51-52)

Table1 - A systematized vision of the place of the poster as an opportunity to present geographical information in curricula of geography and economics classes VI, VII and XI

GRADE	THEME OF THE LEARNING CONTENT	COMPETENCES AS EXPECTED RESULTS FROM TRAINING
VI	Geography of continents and countries. South America	<i>Presents a natural zone</i> of South America in various forms (text, <b>poster</b> , presentation)
	Geography of continents and countries. North America	<i>Characterizes the natural zones and mountain area</i> in North America and <i>presents</i> them through text, <b>poster</b> , presentation
	Geography of continents and countries. Asia	<i>Characterizes the natural zones and mountain area</i> in Asia and <i>presents</i> them through text, <b>poster</b> , presentation
VII	1.6. Natural zones	<i>Presents the natural zones and mountain area</i> in Europe in different forms (text, <b>poster</b> , presentation)
	1.10.-1.12. Countries in Europe	<i>Presents a selected country</i> in Europe in various forms (text, <b>poster</b> , presentation)
	1.16. Balkan countries	<i>Presents a selected country</i> from the Balkan Peninsula in various forms (text, <b>poster</b> , presentation)
	2.4. Soils, vegetation and wildlife. Protection of the natural environment in Bulgaria	<i>Presents the specific features of Bulgaria's nature</i> in various forms (text, <b>poster</b> , presentation)
XI	2.4. The geospheres and formation of the natural geographical complexes of the Earth (module 1)	<i>Presents a typical landscape from the native region</i> in various forms (text, <b>poster</b> , presentation, etc.), including using ICT

Source: (Curricula - VI grade, 2020, 2-4; Curricula - VII grade, 2017, 3-5; Curricula - XI grade, 2018, 2)

In general, for the general education preparation in geography and economics (grades V - X), the competence to present by means of a poster is normatively localized in only two grades of the junior high school stage of the basic educational degree and includes seven expected results (3 expected results in grade VI and 4 expected results in class VII). In the classes of the first high school stage of the secondary level of education or in the VIII, IX and X grades, no requirement is included as a competence to present geographical information through a poster.

The competency as an expected training result for *presenting geographic information through a poster* applies to the following geographic objects:

- **natural zone** (South America, North America, Asia, Europe);
- **mountain area** (North America, Asia, Europe);
- **selected country** (Europe, Balkan Peninsula);
- specific features of Bulgaria's **nature**;
- a typical **landscape** from the native region.

The presentation of a total of five geographical objects has a certain horological scope and a deductive-inductive approach of content-structural unfolding in the curricula - *continents, peninsula, country, homeland*. There are five geographical objects in total, but only one refers to the profiled preparation – a *typical landscape from the native region*. The overall object vision mainly includes the group of natural objects - natural zone, natural area, landscape and nature, the latter having a complex character and including the previous ones. The poster representation of a country also includes the natural environment of the selected country, which can also refer to the group of natural objects for poster representation.

The competence to present geographical objects, processes and phenomena through a poster is one-sidedly content-didactically positioned, and the poster as a form is undeniably suitable for presenting natural objects, processes and phenomena (for example: sailors and explorers, Solar system, geospheric construction and interactions, landforms, minerals, river system, water cycle, World Ocean, Earth's oceans, altitude zonation, ozone hole and greenhouse effect, vertical structure of the atmosphere, solar radiation, types of clouds, adverse natural phenomena, warm and cold front, landslide, circus, vertical construction of the soil, photosynthesis, etc.), as well as socio-economic objects, processes and phenomena (for example: demographic processes, problems and policies, human races, life and culture, world religions, settlements, urbanization processes, international organizations, production stages and production cycle, circular economy, green economy, blue economy, economic activities - characteristic, trans-national corporations, tourist destinations, environmental crises and catastrophes, global problems, conservation and restoration, concept of sustainable development, alternative energy sources, green energy, major energy projects in the world, regional conflicts, etc.). It is not justified in the curricula to require the presentation of the same geographical objects in several classes, because the educational content implies the development of competences through a poster with a content upgrade, didactic diversity and presentation of other geographical objects, processes or phenomena.

The competence to present through a poster is localized simultaneously with other forms, keeping the central place in the curricula: **text, poster, presentation**. (Dermendzhieva, Draganova, 2022, 298)

The listed geographical objects for poster presentation can be related to the poster classification of J. Osa and L. Musser, explicitly to only one of the four groups of posters - the first group, as well as implicitly to the fourth group:

- *illustrates a concept or an object;*
- process demonstration;
- inferring differences between similar objects;
- *attracting interest and stimulating an emotion.* (Osa, Musser, 2004, 17)

The presentation of a typical landscape from the native region during the profiled preparation is required once only in one of the six modules: module 1 - in XI grade – „Natural resource potential. Sustainable development” to topic 2.4. *The geospheres and formation of the natural geographical complexes of the Earth*. The geographical information about the typical landscape from the native region is tied to the application of the local science principle in the program design and the competences of the learning content is a reflection of the need to know and explore the local space, as well as to achieve synchronicity between the learning content, theoretical theses and the reality of the nearby environment. (Dermendzhieva, Draganova, 2022, 299)

**The life program-structural cycle of the competence as an expected result for the presentation of geographical information through a poster** in relation to geographical objects, processes and phenomena is as follows: **8=[3(VI)+4(VII)]+[1\*(X)] +[1(XI)]**. (Dermendzhieva, Draganova, 2023, 54) The model has a unique conditionality in the part of presentation of geographical information through a poster in X grade [1\*(X)], due to the presence of the requirement not on the topic of the learning content, but on *Additional clarifications for the specific school subject*: making a poster.

The presence of the requirement to make a poster in X grade to the additional clarifications gives the teacher the freedom to implement activities to develop the competence to present geographical information through a poster on a selected topic of the learning content.

### **3 – The complexity of the competence to present a poster according to curricula of the school subjects of general preparation and the connection with the groups of key competences**

In the general educational preparation of the Bulgarian school according to the curricula of all school subjects (21 in total), we find that the key competences for poster presentation are introduced in activities for the acquisition of only three school subjects:

- „Man and Nature” in V and VI grades;
- „Biology and health education” in grades VII, IX and X;
- „Chemistry and environmental protection” in grades VII, IX and X.

We find a significant difference in the school subject *Geography and economics*, where the competence to present through a poster is normatively positioned in the learning content for specific topics and subtopics, with clearly written expected results, formulated through an active verb (*present*). In the remaining three school subjects, poster presentation competence is linked to cultural competence and creative expression skills. Competence, as normatively established, is not part of the expected results of the learning content and is described by the verb - *makes*. The two verbs are carriers of different didactic goals and levels of mastery, and when applied together, it is justified to be in the order of action - *makes and presents information through a poster*.

We identify a peculiarity in the four school subjects in relation to the legally stated other ways and forms of presentation. In terms of geography and economics, they are limited to three ways - *text, poster and presentation*, and only in XI grade of the profiled preparation is the possibility of using other manners, including ICT, stated. (Draganova, 2023, 157) In the other three school subjects, the number of ways and forms is in a large permissible range – models, makets, posters, computer presentations, projects, multimedia products. In the school subjects „Man and Nature” and „Biology and Health Education”, the possibility of application in other ways and forms is given everywhere in the educational stages and classes. In the curricula for grade X in *Geography and economics*, under *Additional clarifications for the specific school subject*, there is also an addition beyond the expected results of the learning content by topics, and the requirement to make a poster is spelled out.

The competence to present geographical information through a poster is a carrier of analyticality, creativity, practicality, as well as other competences in a process-integral context. Since 2016, as a result of the educational reform, which is still continuing in stages with new amendments and additions to the curricula, „general educational preparation is acquired in the course of the entire school education” and is constructed in accordance with 9 groups of key competences. According to the Recommendations of the Council from 2018, 8 groups of key competences are listed, to which the competence to make and present geographical information through a poster is also directly related. (Draganova, 2023, 132-133) One of the competency models that has not yet been widely introduced and popular in the educational system is *global competency*. Regardless of the number of groups of key competences and their variability, challenge and necessity is their complementarity, interconnectedness and interaction. Competence as an expected result of geography and economics training for presenting geographic information through a poster is tied to all groups of key competencies, in relation to the didactic goals and the potential in the development of the relevant competency - fig. 1.

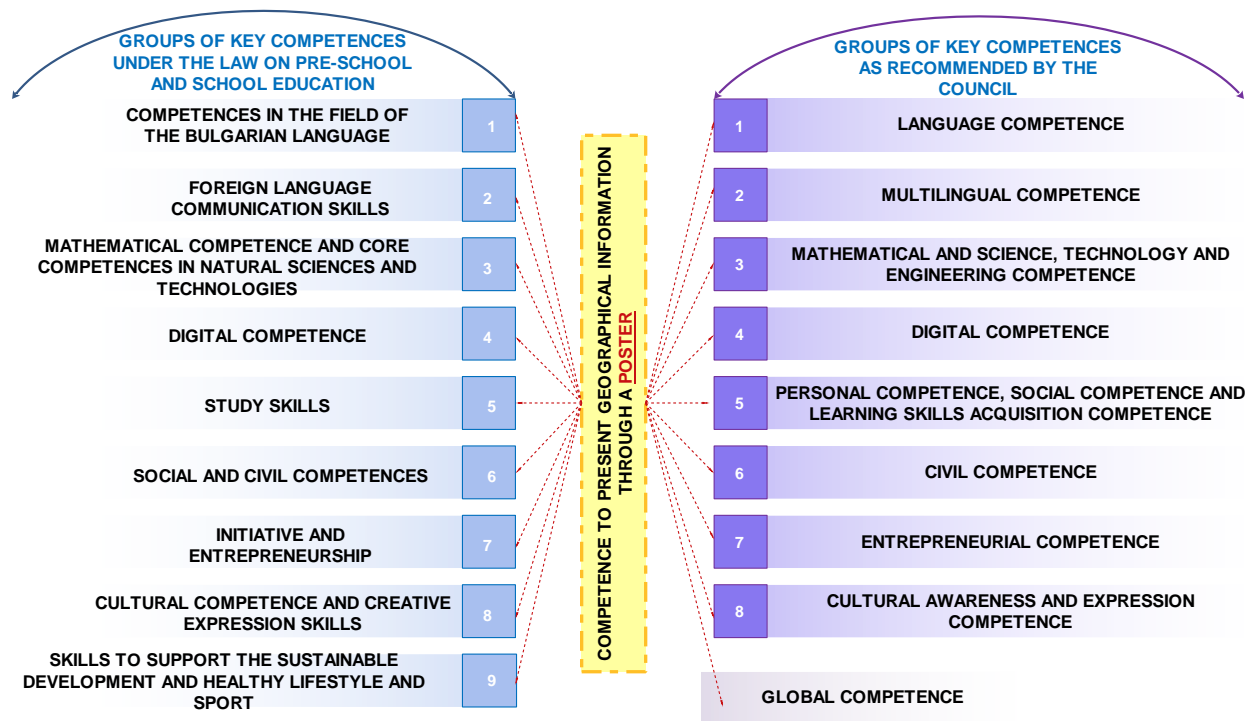


Fig. 1. General model of the relationships between the competence for presenting geographic information through a poster with the groups of key competences (Law, 2015, 23; Ordinance No. 5, 2015, 1; Recommendation of the Council, 2018, 7-8)

#### 4 – General model rule for making a Geography and economics poster

The choice of the way and form of presentation of the geographical information must be in accordance with the didactic objectives, the topic of presentation, the content, the age characteristics of the students, the type of preparation, the interests of the students and last but not least, the digital competences of the students to make a poster through the application of information and communication technologies. The requirement to present a poster is also bound by specific rules for making it.

We offer a summarized and synthesized version of a sequence of steps or a rule for making a poster in geography and economics:

1. **Search, research** and **processing** of information from various sources and sources with geographic information.
2. **Use** and **generation, analysis** and **interpretation** of geographic information.
3. **Formulation of the main idea and sub-theses** to be present on the poster, but to be short and clear, not to be circumstantial and too long as a meaningful sentence. The main and leading idea should be provocatively, conceptually, non-standardly and thematically linked. The main and leading idea should preferably be located and highlighted on the poster in



terms of style and color, placed in the meaningful center of the poster. The meaning center of the poster should not always be perceived as the geometric center.

4. **Systematize** and **rank** text, images, diagrams, geographic maps, and other components for the poster.
5. **Compose the components** according to the size of the poster. The arrangement of all components must be harmonious and balanced (no empty fields should be left), the logical connection of the components must be monitored with a clear direction of movement and reading on the poster.
6. **Verification of the truth and factuality** of the texts (to present facts that are little known and updated on the topic). Placing meaningful accents in the text.
7. **Creation of a complete composition** for placing the selected materials on the poster in a logical relationship and grading by importance, hierarchy.
8. **Requirements for the texts**: avoiding texts with stereotypical content and parasitic words, as well as texts that move away from the topic; use of dark green and dark blue markers when writing large text, but alternating the two colors; choice of font and text size; the text of the poster should be of a size that makes the poster readable and attractive with its message.
9. The poster is not a place to write long **texts that are difficult to understand and take a long time to read**. It is desirable, if there are voluminous texts, to transform them into a diagram, graph, graphically organized model, etc.
10. The poster's texts must be **stylistically, grammatically, and punctuationally formed**, without spelling errors.
11. Poster texts should not be written in red. The color red **can be used for connections, interactions and relationships** between the components of the poster.
12. The texts for the poster should **not be mechanically copied from the various sources of information**, but must be read and edited, the main theses and sub-theses should be found.
13. The overall composition should follow the **„golden” rule (2/3 images, diagrams/schemes, photos, symbols and 1/3 - text)** - more photos, diagrams, schemes, maps, graphics and less text. The poster should be primarily built with images and as a secondary part should be the text or the text to follow the image.
14. **Selection of photos** - to be expressive, to be carriers of information, to be of good quality, to facilitate the perception of information, to be impactful, to be bright and memorable, to be „speaking”, to provoke thoughts and questions, to engage the attention and hold the viewer's concentration.

**15. Color layout of the poster:** use of red marker only for arrows and for meaningful accents or underlining; use of black color marker for figures, diagrams and graphs; to monitor the contrast between the background, figures and texts; not to decorate the poster with distracting elements, unrelated to the topic of the poster and diverting the viewer from the main thesis; choosing the color of the poster; choice of colors (minimum number of colors to be used).

**16. Writing the authors** of the poster on the back of the finished poster or at a place designated by the organizers. (Dermendzhieva, Draganova, 2022, 305-306; Dermendzhieva, Draganova, 2023, 63-65)

## 5 – Conclusion

Competence from training as an expected result for presenting geographic information through a poster is present in the normative framework for the junior high school stage of the basic educational degree and general educational preparation, as well as in the profiled preparation at Module 1 in grade XI (second high school stage of the secondary education level).

The requirement to present a geographical object, process or phenomenon is established procedurally through the active verb - *presents*. Only in the additional clarifications of the geography and economics curricula for grade X it is listed as an activity - *making* a poster.

In the entire program school cycle, in addition to geography and economics, the competence to present via poster was found in three more school subjects of the general education preparation - "Man and Nature", "Biology and health education" and "Chemistry and environmental protection". Apart from geography education, the other school subjects are part of the natural-mathematics cycle and the requirement to make a poster is not part of the program-defined expected results at the level of learning content. The didactic emphasis in the three subjects is placed on the made, and not on the presentation of the information through a poster. It is justified as a didactic sequence to formulate them as making and presenting information through a poster

Competence for presentation through a poster on geography and economics is limited by law to 5 geographical objects - a natural zone, a mountain area, a selected country, features of the nature of Bulgaria and a typical landscape from the native region. The deductive-inductive approach was applied to the spatial determination of the application of the posters in the training of geography and economics: South America, North America, Asia, Europe, the Balkan Peninsula, Bulgaria.

A didactic variety of geographic objects is needed when presenting geographic information through a poster, in order to avoid presenting only natural zones and mountain areas, but different continents in the junior high school stage.

The normative framework does not specify a rule or requirement for the manner and form of making and presenting the poster, which gives geography and economics teachers the freedom and creative choice to define and introduce requirements for students themselves.

The geography and economics poster presentation can be scheduled for a hands-on activities lesson or set as homework.

The life program-structural cycle of the competence as an expected result for the presentation of geographical information through a poster in general education and profiled preparation can be expressed with the following formula:  $8=[3(VI)+4(VII)]+[1*(X)]+[1(XI)]$ .

The application of posters in the training of geography and economics leads to: motivating students to research and study a specific topic and provoking interest in geographical science, visualizing the learning content and easier perception, developing arts and creativity, searching, selecting and presentation of geographic information from official sites, critical reading of geographic information, etc.

In the conditions of digital educational transformations, the creation and presentation of a poster on geography and economics can be carried out not only in the familiar way using paper, cadastre, cardboard, but also through the possibilities of ICT - through programs, software products, electronic platforms. They can be used to help make geography and economics posters – Canva, Genially, Wordwall, WordArt, AYO, Lucidchart, SmartArt Graphics, Visually, Easelly, MS Visio, Piktochart, Infogram, PagePlus Starter Edition, Designpro, Blockposters, PosterWizard, ArtSkills and many others.

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