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# Student Scientific Conferences as a Own Research Path

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## Abstract

Student scientific conferences are a kind of continuation of the innovative educational trend and established academic base called project-based learning. As an extremely promising research approach for training students, they carry a special charge for adolescents, by putting them in front of new situations, challenges, perspectives, cases, for the resolution of which they themselves must seek a working solution. They strengthen their interest, motivation and resilience. Thanks to scientific conferences and forums, students add new qualities to their personality, improve their differentiation. At the same time, they develop their critical and synthetic thinking particularly well. The knowledge and skills of adolescents are focused in a specific direction, as a result of which they perceive their beliefs and strengthen their entrepreneurial spirit. Setting frameworks/boundaries when preparing a project, report or other scientific work develops their organizational and coordination abilities. It makes them particularly sensitive to public and socially significant problems. In this way, they build personal and professional characteristics that are particularly sought after and significant in the modern labor market [1].

**Keywords:** Students; Conferences; Education; Scientific work; Project-based learning.

## Introduction

This report presents a problem from the scientific research field. It is associated with a large dose of creative activity on the part of adolescents, but it is always purposeful, thorough and self-initiative. It is an indispensable part of the modern educational system.

The goal is to present a synthesized and overview of the issue of student scientific conferences as a way of their own research, discovery and development in adolescent students.

The main tasks on the way to the goal are:

1. To illustrate the scientific and theoretical formulation of the problem.
2. To propose a methodological toolkit for conducting future research.
3. To present information refracted through the prism of the author's point of view.

Student scientific conferences are a particularly promising platform for the innate enthusiasm of modern adolescents. In addition, they feel significant and valued. The awareness of the importance of scientific conferences for the life and professional path is a key element for increasing the motivation and active participation of adolescents in scientific forums. Having become traditional, scientific youth forums are a driving force in the process of self-evaluation. They celebrate events, personalities, initiatives, spheres of

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Neviana Petkova., J Pediatr Perinatol Child Health 2026
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realization, important historical dates. In this way, they leave their mark and make their contribution to the development of science. Categorized into separate sections and directions, scientific forums are already well integrated with established long-standing traditions. They are broadcast by educational institutions and are distributed publicly primarily in an electronic environment in order to gain popularization and audibility from the respective audience for which they are intended. Limited in scope (thematic and chronological), youth forums are specifically and practically oriented. Always topically oriented, according to the age needs and interests of students, they help in the final shaping and construction of their thought processes and are a particular predicate for their future orientation in realization [2]. Regulations for participation in youth science forums usually include the following mandatory parameters:

- form of participation;
- thematic direction;
- organizational requirements;
- technical requirements;
- appointment of a supervisor/mentor/scientific consultant for preparation, presentation and writing of the scientific work;
- program model;
- requirements for the layout of the scientific work;
- language of conduct;
- evaluation criteria;
- awards/prize fund;
- participation deadlines;
- public participation and presentation of the scientific work;
- contact information;
- filling out an application for participation;
- formation of an independent topic for a project, report, presentation, essay, etc.;
- preparation of materials for presentation/presentation [3].

Youth scientific conferences awaken the creative impulse in adolescents. They encourage them to self-study and study the world around them. They are especially indicative of the level of proficiency in linguistic and literary culture. They deeply present the research searches, hesitations and questions of the students, growing into in-depth scientific works. They open up issues such as piety towards truth, humanity and duty towards society and national identification. By examining a vast scientific space, the students have the opportunity to establish their own cultural, personal and future professional affiliation. They discover universal human values and master the professional precision of the scientist. They stimulate interest in search and research. They provoke debates on socially significant and key problems of modernity. In-depth knowledge, conscious reflection, discovery of inspiration in values and worth are invariable positive aspects suggested in the students [4].

**Table 1:** Scientific conferences for students – benefits [5].

| |
|---|
| Concentration of attention |
| Focus on important socially significant topics/problems |
| Inspiration and enthusiasm |
| Provoking research and creative pursuits |
| Broadening and deepening the horizons and worldview |
| Stimulating cooperation |
| Active improvement of internal motivation |
| Moral and moral education |
| Formation of civic position, thinking and behavior |
| Development of personal and professional qualities |
| Development of organizational skills and skills for working with different methods and approaches |
| Acquisition of important empirical knowledge |
| Acquisition of distinctive personal characteristics |
| Clarification of thought, argumentation and justification |
| Enrichment of general culture and digital skills |
| Development of consistency, perseverance and perseverance |
| Realization of own ideas |
| Development of potential thinking for solving problems |
| Building models for imitation |
| Developing students' language, literary and oratory skills |
| Developing a sense of balance and appropriate tone in an appropriate audience |
| Developing a sense of balance in creativity and provocation |
| Opportunity for promotion and new platforms for expression |
| Achieving progress and entrepreneurship |

When preparing the scientific work for a conference, the students are particularly responsible and engaged. They devote the necessary time to build a good development at a high professional level. In doing so, they comply with certain requirements, as dictated by project-based learning and project preparation, such as:

- purpose of the scientific work/project;
- allowed tools, sources, materials;
- rules and requirements;
- shaping of structural and thematic content;
- following a sequence of steps/stages/phases;
- familiarization with a detailed work manual;
- digital applications;
- ethical considerations;

Neviana Petkova., J Pediatr Perinatol Child Health 2026
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- format and printing;
- detailed familiarization with the evaluation criteria;
- control and monitoring of the scientific work before submission;
- self-reflection [6].

*EXAMPLE REPORT ON THE TOPIC IN HISTORY FOR 9TH GRADE "FAMILY PHOTOGRAPHS AS A HISTORICAL SOURCE"*

Main program: Microsoft Word.

Deadline: 2 weeks.

Fieldwork: individual.

Main goal: Students to select and analyze family photographs as a type of historical source and to connect the personal history of their family with the broader historical, economic and social processes of Bulgarian and world history.

Main tasks:

1. To structure the content of the report: introduction, collection of materials, interviewing, development of family history, historical analysis, final product.
2. Students to carry out search and research activities.
3. Students to prepare a questionnaire and conduct a kind of interview.
4. Students should carefully follow and research the historical events from the time of the photographs.
5. Students should write their research work on a short but detailed report.
6. Students should prepare a short presentation for the report, with which they should present/illustrate it in the best light.

Main components:

- characteristics of the photograph – who/what it depicts, when it was taken, identification of objects and subjects;
- information about historical figures and events related to the photographic material – information carrier from the interview;
- historical context – parallel with a historical event, process, person;
- comparative characteristics – discovery of similarities and differences;
- conclusions – how history suggests the personal life of society.

Evaluation criteria:

- selection and analysis of the photographs;
- interviewing and investigative activity;
- historical parallel;
- layout of the final product.

Expected results and positive aspects of preparing the report:

- students to develop critical thinking and visualization skills;
- students to acquire in-depth journalistic skills;
- students to develop skills for interpreting and synthesizing information;
- students to acquire skills for making historical parallels;
- students to develop good organizational, coordination and presentation skills.

Student's name:…… Years :……

Date: from……..... to…….. Years :……

**Table 2:** Students' attitude towards scientific conferences (sample questionnaire for conducting a survey) [7].

| Question | Answer |
|---|---|
| Have you heard of student science conferences? | |
| If so, do you consider them publicly/massively accessible? | |
| Have you ever participated in such a scientific forum? | |
| What was the last scientific conference you attended? | |
| And how many scientific conferences have you participated in so far? | |
| Do you consider them promising and necessary? | |
| Do scientific conferences encourage your research? | |
| In which scientific fields are you interested in participating in a scientific conference? Specify! | |
| Does the topic of the scientific conference matter to you? | |
| For what purpose do you participate in scientific conferences? Tell us! | |
| Do you feel inspired to develop your potential after participating in a scientific forum? | |
| Do scientific conferences instill values in you? Specify which ones exactly! | |
| Do scientific conferences help shape your future scientific views? How? | |
| Which form of participation do you support the most: report, presentation, essay, video, other? Why? | |
| What motivates you the most when preparing for a scientific conference – the prize fund/certificate or the writing process itself? | |
| Do you agree with the statement: scientific conferences present science in an interesting, accessible and contemporary way? | |

Neviana Petkova., J Pediatr Perinatol Child Health 2026
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|---|---|
| Do you think that student conferences help create new educational content? | |
| Do you think that scientific conferences provide open positions on the labor market? | |
| Do you like working in a team? | |
| Do you think that scientific conferences have a future? | |
| Are you interested in teaching your knowledge and skills gained during scientific conferences one day? | |
| Are you interested in being an organizer of student scientific conferences one day? | |
| Will you participate in future scientific conferences? | |

Scientific conferences for students are a special predicate for the future revision of students. To a large extent, they predetermine the professional field of adolescents. They include them in communities, with the help of which they develop good communicative and social skills. Thanks to scientific forums, students learn to correctly express their emotions and thoughts, as well as to defend their opinions. Students, being children, offer a different perspective on topics, problems, and ideas. This makes science particularly fascinating [8].

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