

## **REVIEW**

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of a dissertation work, for the acquisition of the Doctor of Science degree of Sofia Hristova Dermendzhieva, on the topic: Reflexive (re)thinking of the qualification interactions with pedagogical specialists (multimodal meaning-centered model), in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of education and didactics)

### **STRUCTURE OF THE DISSERTATION**

The dissertation presented for review has successfully defined parameters: total volume - 410 pages, of which the main content is 400 pages; used literature (316 sources) in Bulgarian, English, Russian (301), incl. and regulatory documents and electronic resources (15). The dissertation is structured according to the canons of academic architectonics: introduction, four chapters, conclusion, literature, appendix (33 p.).

Style and language of the dissertation work is precise, it has a rich and accurate scientific stylistics. The technical implementation is correct, the information is supported by appropriate visual images (tables and diagrams) mounted in the appropriate places.

### **DISSERTATION CONTENT PROFILE**

Dissertation is located in a complex research field, because the work problem has multidirectional characteristics and corresponds to serious prospects for the search for alternative approaches, methods and techniques leading to a positive change in the qualification of teachers.

In this context, the main storylines of the research can be commented on, which also mark the strengths of the dissertation.

First, the topic is generally relevant. It is modern, with a futuristic view, in the context of globalization processes and Education 4.0. Modern civilization is faced with unprecedented challenges - social, economic and environmental, which are a

consequence of accelerating globalization and the rapid pace of technological development. A characteristic feature of modern society is the transition of humanity to a historically new state, which is determined by the impact of information, the role of new technological systems and forms, the nature and volume of their influence on all spheres of human life. Modern civilization lives in a world of equalization of opportunities, technologies and information - a "flat world" (according to T. Friedman). The flat world is all about globalization. Humanity is entering a stage when almost everything will be digitized, virtualized and automated. The productivity of those countries, companies and individuals who manage to implement the new technologies will reach staggering proportions. Can education adequately respond to them? Will modern civilization not experience a second "shock from the future" (according to A. Toffler)?

The relevance of both the work problem and the thematic option, which are convincingly presented and justified in the introduction, is indisputable. The arguments range in a wide range: from the need to transform education in general and to reform and modernize the teacher qualification system in particular, the possibility of stimulating the motivation to learn and increasing the competence of teachers through a reflexive (re)thinking of qualification interactions based on a multimodal meaning-centered model, to the lack of developments on the subject in Bulgarian research and academic practice.

Secondly, the topic is presented in depth and analytically, the essence of the concept of lifelong learning, the prospects of educational reform and the meaning-centered management of the continuing qualification of pedagogical specialists, the aspects and levels of the meaning-centered approach to the management of qualification interactions are carefully traced. with teachers in a multimodal educational environment. The interpretation spans wide temporal boundaries – from the past/and the not-so-distant past to their contemporary dimensions. A sense and skill for a multi-layered analysis of the presented ideas and views has been demonstrated. Demonstrated mastery related to the ability to summarize and derive a leading concept from the views and theories of many authors in one sentence. This is done more than once in the dissertation text. Reflection, semiotics, multimodal

educational environment, communication, meaning-centered management, etc. are intertwined in a logically bound "mix". The foundation of the dissertation research is the constructivist philosophy of education. The dissertation work is conceptually very well thought out, structurally the chapters are logically connected and mutually conditioning. The dissertation research is well balanced in terms of the theoretical and experimental part. A very good impression is made by the non-traditionally presented literature review on the topic - it is embedded in each chapter, and not presented in the introduction as tradition dictates. An organic part of the introduction is the research methodology and expected results. It logically presents the object, the subject, the purpose of the research, the main tasks and the hypothesis. All these attributes are correctly formulated. In terms of methods, in reality, much more has been used than is envisaged in the introductory part of the dissertation research. The highlights summarized after each chapter are very well presented.

Third, the design of the empirical study is distinguished by a strict semantic organization: the conceptual framework and methodological parameters of the study are expedient. All components (goal, hypothesis, tasks, object, subject, contingent, criteria and indicators) are available, precisely formulated, in subordination to the topic, in accordance with each other, forming the idea and the location of the research procedure. The specificity of the problem necessitated combining the research sample as a symbiosis of principals and teachers. The methods are well chosen and selected, and the research toolkit is successfully constructed: theoretical analysis, observation, survey method, testing, self-assessment card, observation card, content analysis, statistical methods for data processing (statistical package SPSS398 (IBM SPS Statistics Version 21) and with a "Monte Carlo" program that allows their parallel analysis; "Cronbach's alpha"; Kolmogorov-Smirnov test; two-factor univariate ANOVA; Kaiser-Meyer-Olkin measure test; T-TEST). A classic pedagogic experiment was conducted (globally, in recent years, almost no such experiments have been conducted, mainly confirmatory experiments with small samples are conducted).

Data from the empirical study are presented correctly. The results are visualized in tables and diagrams. The empirical results are impressive in scope and internal coherence. They are presented objectively, taking into account the contrasts, probabilities, cautions and contradictions in the answers. Regarding the conclusions - they are substantively true and derive from the results of the research, they are not trivial and banal. A new theoretical-practical multimodal model for meaning-centered interactions in continuing pedagogical qualification is proposed, which is an author's development and can be verified in practice.

Fourth, there is an in-depth knowledge of the continuing qualification of pedagogical specialists as a basis for building the research procedure and the subsequent correct punctual analysis.

What benefits does the conducted research bring:

- for the qualification practice - specified target, content-conceptual and procedural components of an opportunity to change the approach to teachers in the conditions of the continuing qualification of pedagogical specialists;
- for socio-pedagogical practice - offers a multimodal model for meaning-centered interactions in continuing pedagogical qualification, adequate to societal needs, which can contribute to increasing the quality of the training process (qualification) of pedagogical specialists.

## **DISSERTATION CONTRIBUTIONS**

The research and its results, as reliable empirical material, largely compensate for deficits in the working topic - the qualification practice of pedagogical specialists.

Theoretical analysis as a scope combined with research procedure is a benchmark for systematic scientific research.

A quality text with the possibility of practical application in the qualification of pedagogical specialists is presented.

The presented technological paradigm (a multimodal model for meaning-centered interactions in continuing pedagogical qualification) can be successfully

used in the qualification of pedagogical specialists regardless of the specifics of the chosen topic.

### **RECOMMENDATIONS:**

In connection with the popularization and dissemination of the results, it is recommended that they be published in the form of an independent monograph. To propose the development of an inter-university project on the subject with a view to the more effective qualification of teachers.

### **NOTES:**

It would be good to conclude with a few recommendations.

### **QUESTIONS:**

1. Is inclusive education inclusive in Bulgaria?
2. Is change reform and is reform change?

### **ABSTRACT AND PUBLICATIONS**

The abstract projects the content of the dissertation and follows its logic, objectively reflects the theoretical, research and practical aspects of the problem. The deposited publications (14 – 6 independent and 8 co-authored) are subordinate to the topic and are a certain contribution to the popularization of the empirical results and conclusions of the research.

### **CONCLUSION**

The analysis of the development, the quality of Sofia Dermendzhieva's research activity show the breadth of her interests and her personal commitment to the researched issues.

The reading of the presented materials shows the professional competence of Prof. Dermendzhieva, the detailed knowledge of the theoretical matter, the ability to work with analytical, empirical and statistical information, the ability to formulate and prove scientific hypotheses, to put new research problems to the discussion.

In general, the dissertation meets the requirements for this kind of research. It protects the criteria of heuristic significance, of structuredness, of scope capacity, allows derivation of assertions, has internal coordination, and is balanced in sequences.

The candidate fulfills the minimum national requirements for the HC "Doctor of Science". I have no doubt about plagiarism in scientific work and publications. Based on the demonstrated qualities and skills, the proven scientific contributions and original achievements, I give my positive assessment of the conducted research, presented by the above-reviewed dissertation work, abstract, achieved results and contributions, and propose to the respected scientific jury to award the scientific degree "Doctor of Science" of Sofia Hristova Dermendzhieva in the field of higher education: 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of education and didactics).

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Signature: .....

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