

OPINION

by Prof. Dr. Emilia Evgenieva,
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of a dissertation on the topic: Prosocial behavior of high school students in the context of
general support for personal development, inclusive education

PhD student: Stanislav Petrov Pandin

for awarding the educational and scientific degree "doctor"

field of higher education: 1. Pedagogical sciences

Professional direction 1.2. Pedagogy

Doctoral program: Special pedagogy

The presented dissertation examines a topic relevant to today's educational reality. The creation of inclusive models for work in the general education environment is an important stage of the process of deployment and application of the introduced new requirements in the education system. The emphasis is on the high school stage of education, which is key in the process of forming active members of modern society and future participants in the labor market, as well as the system of their behavioral models, which requires the construction of a complex theoretical construct in order to make a specific reading of the general support structure as part of the philosophy of inclusion. Achieving this task requires a constructive approach, systematic tracking of process characteristics, ability to transform administrative requirements into procedural structures so that they can be monitored with certain tools. This gives me reason in the presented opinion to pay attention to the research qualities of Mr. Pandin and the way they are presented through the text of the dissertation.

The dissertation has a volume of 218 pages, of which 196 pages are actual text and 22 pages are appendices. The text contains an introduction, four chapters, conclusions, conclusion, references, appendices. The analytical part presents 17 figures, 2 tables, questionnaires and artifacts. The literature review is based on 156 Cyrillic and Latin sources.

The introduction of the dissertation development presents the relevance of the research topic, as well as the basic structure of the completed research work. The text is arranged in four chapters.

As usual, the first chapter introduces the survey of literature sources and structures that part of existing theories concerning the student's prosocial behavior and the formation of altruistic attitudes. The logical structure of the chapter is impressive, the equality in the clarification of the terms included in it, which is the basis of the modeled construct for the needs of general support in following the inclusive policy.

In the second chapter, the PhD student analyzes general and additional support. Rather, it looks for the markers to track during the study. In this way, a significant review of the administrative setup of the process is made. Those of its components are structured, which give an opportunity to influence the behavior and interaction of the high school students. Already at this level of the development of the dissertation research, the practical contributions are set.

In the third chapter, a research module of an empirical study on construction of an empirical-theoretical pedagogic-psychological model for developing prosocial behavior in the high school student. The empirical study was developed in three stages, each involving a similar number of students. Their total number for the overall study is impressive. This gives reason to consider the obtained results as close to representative in terms of the built picture for: modern classes, informal subcultural groups, as well as forms of

student self-government. A wide array of social formats in which today's young people function.

The fourth chapter presents an empirical-theoretical pedagogical-psychological model for developing prosocial behavior in the student from the high school stage of school education. According to Mr. Pandin, "For the development of the prosocial behavior of students from the high school stage of school education within the framework of the general support for personal development, an approach is necessary, with an emphasis on a basic competence-educational policy." The sought-after practical-applied value is developed in the idea to develop technology of basic and additional forms of pedagogical interaction by the teacher, relative to the markers of the specific educational environment. The forms of educational interaction implemented in this way will have the effect of developing prosocial behavior of the student in high school. Levels, limitations and risks for the application of such an approach are analyzed. Models of pedagogical interaction are presented. The integral approach was used in relation to the content of the pedagogical-psychological model in the educational system.

The style of the dissertation development is impressive – concise, clear and precise. Research ideas develop from the general to the particular and set clear parameters of the author's views and observed processes.

I would like to pay special attention to the presented abstract. Its structure does not follow the structure of a dissertation. It presents a synthesized new reading of the problem at hand. In this way, the text of the abstract presents an additional point of view on the problem. It primarily emphasizes the research program. Thus, for its goals, assumptions and tasks, we have the opportunity to get another version of the author's interpretation. The good structure of the text of the abstract makes it possible to follow the logic of the doctoral student's research thinking, which verifies his qualities and scientific reflection.

The contributions are presented in two plans – theoretical and applied. The theoretical analysis is the pedagogical models that function in the educational system and their influence on the prosocial behavior of students. While the practical ones are aimed at setting the potential, functionality and reflection of and in the educational system towards the proactive behavior of students at a certain stage of their education.

Featured publications are on the topic of the dissertation and make the ideas of the dissertation public and accessible. They cover almost all aspects of dissertation research. I am focused on practical problems such as the work of the team, the work of the school psychologist, as well as the way of reading and understanding the regulations. It is also impressive that two of the publications are jointly with Prof. Valchev, which reinforces the value of the work done.

In conclusion, I would like to emphasize once again that my main focus in the presented evaluation is on the style and structure of the dissertation research, which I find extremely successful. Moreover, the delay in the processes of real work on the personal formation of students, despite the changed normative system, is a fact. This reinforces the relevance of the problem and the research contributions made.

The research presented in the dissertation work is at the required scientific level, without claims to be an exceptional achievement.

I believe that the dissertation work meets all the requirements for this kind of scientific work. On these grounds and in view of the general positive impression of the doctoral student's competencies with professional conviction, I propose to the respected members of the

Specialized Scientific Jury to give their positive vote for the acquisition of the educational and scientific degree "doctor" to Stanislav Petrov Pandin.

7.02.2023

Prof. Emilia Evgenieva PhD