

STANDPOINT

for a dissertation for obtaining the scientific degree "Doctor of Sciences"

Author of the review: Prof. Boncho Valkov Gospodinov, PhD
(St. Kliment Ohridski University of Sofia, Faculty of Pedagogy)

Scientific field: Pedagogical sciences

Professional field: Pedagogy

Scientific specialty: Theory of education and didactics

University: Thrace University, Stara Zagora

Faculty: Faculty of Education

Department: Pedagogical and Social Sciences

Dissertation title: Reflexive (re)thinking of qualification interactions with pedagogical specialists (multimodal meaning -centered model)

Name of the dissertation student: Sofia Hristova Dermendzhieva

1. Information about the dissertation student:

Assoc. prof. Sofia Dermendzhieva, PhD, is a full-time teacher in the "Preschool and Primary School Pedagogy" Department at the Faculty of Pedagogy of the "Neofit Rilski" South-west University.

In 1989 she graduated from Preschool Pedagogy at University of Veliko Tarnovo "St. St. Cyril and Methodius". After a successful defense of a dissertation on "Multimedia environment and transformation of children's play in 5-7-year-old children" in 2006. acquired the PhD degree, and in 2011 The Higher Attestation Commission awarded her the academic title of "associate professor". She worked as a preschool teacher, expert trainer (RAABE) and university lecturer (University of Veliko Tarnovo "St. St. Cyril and Methodius" - Vratsa branch and "Neofit Rilski" South-west University).

2. Data on doctoral studies

Assoc. prof. Sofia Dermendzhieva presented her dissertation work and the necessary documents to the Pedagogical and Social Sciences Department of the Faculty of Education at Trakia University. The procedure was disclosed according to the Regulations for the acquisition of scientific degrees at Trakia University - Stara Zagora.

The preliminary discussion held in the department on 20.06.2023. After the presentation of positive reviews and statements by members of the department, it was decided that the presented scientific work is ready for defense before a scientific jury and it is proposed to the Faculty Council that a procedure for public defense of the dissertation for awarding the scientific degree "Doctor of Sciences".

At its meeting on 06.07.2023, the Faculty council of the Faculty of Pedagogy Education, in accordance with the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Regulations for the Regulations on the Development of the Academic Staff at Thrace University, votes to open the procedure, approves the proposed composition of the scientific jury and proposes a date for public protection – 02.11.2023

Admission to public defense and the composition of the scientific jury are fixed by order of the rector of the university No. 2556/17.07.2023.

No violations or deviations from the Regulations were found in the implementation of the procedure for presentation, discussion and initiation of the defense of the doctoral dissertation.

3. Dissertation and abstract data

Significance of the dissertation

The dissertation is dedicated to a current and of significant practical importance - the continuing qualification of teachers and other pedagogical specialists and, in particular, the qualification interactions with them. Currently, there is not much dissertation research in this area, and at the same time, problems in it abound. The mentioned circumstance, together with the high quality of the theoretical analysis, research design and professional mathematical-statistical analysis and qualitative interpretation of the empirical research data make the dissertation work presented for discussion and review particularly significant and up-to-date.

Structure and content of the dissertation

Submissions for review dissertation is structured in an introduction, 4 chapters, a conclusion, a bibliographic reference from 301 sources (110 in Cyrillic and 191 in Latin) and 15 normative documents and Internet resources, as well as 4 appendices.

The introduction substantiates the relevance and significance of the research problem and presents a clear and precisely constructed conceptual framework of the study with a clearly differentiated and well-formulated object, subject, goal, tasks and hypothesis.

The first chapter is devoted to a review and analysis of educational policies and practices in the basic training and continuing qualification of pedagogical specialists (primarily teachers) in our country. A comprehensive review of the existing laws and by-laws related to the researched issues was made, and they were analyzed through the prism of the concept of "Lifelong Learning". This enables the author to bring to the fore the main problems and contradictions in the field of professional qualification of teachers and to formulate and substantiate recommendations for its effective management.

The second chapter presents and analyzes the possible, according to the author, perspectives of the educational reform in our country are presented and analyzed with an emphasis on the meaning -centered management of the continuing qualification of pedagogical specialists. The projections of the educational reform on the professional competence of the teacher (motivation for professional development and interconnectedness of the subjects in the continuing qualification) and on his professional development in the perspective of pedagogy for multiple literacies are examined (multiliteracy). Presenting and justifying the premises and content parameters of the concept of multimodal meaning -centered management of the continuing qualification of pedagogical specialists, the author emphasizes that the meaning -centered design of the continuing qualification "...overcomes the "deficit model" in the continuing qualification and, moving away from the practice of dominance, control and passivity, approaches the practice of self-determination, empowerment, and action in the process of co-creating meaning." (p. 184)

The third chapter presents and analyzes the main aspects and levels of meaning -centered approach to managing qualification interactions with teachers in a multimodal educational environment, naturally going to the presentation and justification of the conceptual-technological model of meaning constructed by the author of the dissertation - centralized management of qualification interactions with pedagogical specialists in a multimodal educational environment.

The fourth chapter is dedicated to presenting the author's well-planned and professionally conducted experimental study of multimodal meaning -centered interaction in the continuing qualification of pedagogical specialists. Skills are demonstrated at a very high level for planning and carrying out empirical research, as well as for presentation (tabular, graphical and statistical quantities) and analysis (mathematical-statistical and qualitative) of research data.

I am convinced that the dissertation proposed for review is the original work of Sofia Dermendzhieva.

The abstract adequately presents the dissertation in terms of structure and content.

4. Scientific contributions

Accepting the contributions formulated by the author in full, I would like to highlight as the main one (in my opinion) the constitution, justification and testing in real conditions of a multimodal a meaning -centred model for managing interactions in continuing qualification of pedagogical specialists, taking into account the dynamics in educational policies and practices in basic training and continuing qualification of pedagogical specialists in the context of transformational aspects of lifelong learning.

Questions for the dissertation student

A thorough familiarization with the dissertation research provokes some questions, the presence of which does not detract from the value of the work itself. Here are the questions:

1. Throughout the text, educational reform is mentioned repeatedly and in different contexts as something that is happening now. My question to the author of the dissertation is what exactly, according to her, is the essence of this reform and by whom is it implemented?
2. On p. 38 we read: "Despite the significant achievements of the legal framework and by-laws, which refer to the preparation and continuing qualification of teachers, the objective analysis establishes that the educational system in Bulgaria is still in the initial stages of its reformation, since the cited documents problematize questions on topics key to education, which are current and at the same time dynamically developing" In this regard, my question is, according to the author, are there any shortcomings in the current legislation regarding the basic training and continuing qualification of teachers? And if so, what are they?
3. On p. 78 we read: "Current observations reveal that instead of promoting the independent development of the adolescent, today's teacher refuses to accept the student as an active subject capable of productively unfolding his own potential." - What is the reason for this, according to the author of the dissertation?
4. On p. 295 we read: "The participants in the experiment are 120 pedagogical specialists - principals and teachers from kindergartens and schools..." - My question is, is this sample of 120 participants part of the sample of 175 people in the ascertainment stage? If so, on what basis is it decided which contestants to drop? And if not, was a ascertainment study done with these 120 people? What is the structure of this sample - how many are teachers, how many - principals, how many women and how many men, from which schools and kindergartens, from which districts? And last but not least, based on what criteria the sample was divided into groups and why the experimental groups are four (do they differ from each other in any way?)

5. Publications and participation in scientific forums

For the period 2015-2022 assoc. prof. Sofia Dermendzhieva has 14 publications on the subject of the dissertation, which are distinguished by their thoroughness and analyticalness and demonstrate her lasting scientific interest in the issues of the dissertation research.

6. Conclusion

The circumstances presented so far give me reasons to confidently declare that the dissertation submitted for review has all the necessary qualities of this type of scientific work, and I **propose to award Sofia Hristova Dermendjieva the scientific degree "Doctor of Sciences"** in the scientific specialty Theory of Education and didactics, professional direction 1.2. Pedagogy, field of higher education 1. Pedagogical sciences.

Date: 25.09.2023

Author of the standpoint:

(Prof. Boncho Valkov Gospodinov, PhD)