

OPINION

By Prof. Ani Dimova Zlateva PhD
to obtain a scientific degree "DOCTOR OF SCIENCES"
at Trakia University - Stara Zagora
Scientific field: Pedagogy
Professional guidance 1.2. Pedagogy,
Faculty of Education, Trakia University - Stara Zagora
With a dissertation on:
REFLEXIVE (RE)CONCEPTION
OF QUALIFICATION INTERACTIONS
WITH PEDAGOGICAL SPECIALISTS
(A MULTIMODAL MEANING-CENTERED MODEL),
developed by
Prof. Sofia Hristova Dermendzhieva PhD

Information about the dissertation student - Sofia Hristova Dermendzhieva was born on 06.01.1966 in the town of Gorna Oryahovitsa. In 1989, she graduated from VTU "St. St. Cyril and Methodius" the city of Veliko Tarnovo, in the Faculty of Education, Department of Preschool Pedagogy with the professional qualification "kindergarten teacher".

In 1998, she started working at Southwestern University "Neofit Rilski" - the city of Blagoevgrad, where she held various positions in which she was involved in scientific research and administrative activities - researching and analyzing research information. In 2006, the Higher Attestation Commission (HAC) awarded the educational and scientific degree "Doctor" - 07.05.01. Theory of education and didactics (Preschool pedagogy), and since t 2011 academic position: "associate professor" at the same university. Currently, the position held by the candidate is a lecturer in the specialties of professional direction 1.2. Pedagogy.

Dissertation and auto-reference data: The dissertation consists of an introduction, four chapters, a conclusion and a bibliography. The content covers a total of 433 pages (400 pages of main text, 10 pages of references and 23 pages of appendices) and includes 6 figures, 9 diagrams, 34 tables and 63 diagrams. 301 literary sources were used, of which 110 in Cyrillic, 191 in Latin and 15 normative documents and Internet resources. The auto-reference correctly reflects the content of the dissertation work.

In the first chapter of the dissertation, the author presents his methodological understanding of the concept of "lifelong learning" by consistently clarifying the thematic issues, focusing initially on the dynamics of educational policies and practices, which refer to the basic training of pedagogical specialists and the continuing qualification of teachers, referring to a number of national and

European normative documents and scientific publications. Next, Prof. Dermendzhieva dwells on dynamic aspects concerning the change in the social context, in which the implementation of the concept of "Lifelong learning" would be effective if the management of the professional qualification of teachers takes into account "the significant goal of education: to stimulate the creative human nature through the deep transformation of individual consciousness in the direction of knowledge, understanding, mastery and interpersonal interaction". (p. 74)

In the second chapter, the perspectives of the educational reform and meaning-centered management in the continuing qualification of pedagogical specialists are presented by clarifying the projections related to the educational reform related to the professional competence of the teacher and the motivation for professional development and interconnectedness of the subjects in the continuing qualification. In this context, the author focuses on "the influence of the quality of the initial professional qualification of pedagogical specialists and their readiness for successful inclusion in professional practice - on the one hand, and on the other - an analysis of the need for continuing qualification to support self-efficacy in the profession and with a view to educational reform." Regarding the projections of the educational reform and professional development of the teacher in the perspective of multiliteracy pedagogy, the concepts, theories and methodologies that the author presents "are understood through the prism of the intensive processes accompanying the social-informational transformations, on the one hand, on the other hand – and their projections in educational reforms." (p. 124) Associate Professor Sofia Dermendzhieva poses one of the big questions for the continuing qualification of teachers, the answer of which she sees in "bringing it into line with the concepts of a multimodal educational environment in the perspective of teaching multiliteracies." (p. 130)

The author considers the prerequisites and content parameters of the concept of multimodal meaning-centered management of the continuing qualification of pedagogical specialists as a reflection of "the peculiarities of the national mentality, moral values in the process of forming motivation for introducing innovations in teaching technologies, developing the skills of multimodal literacy as a component of the professional competence of pedagogical specialists." (p. 158)

Chapter Three presents the aspects and levels of a meaning-centered approach to managing qualification interactions with teachers in a multimodal educational environment. Initially, the qualities and professional skills necessary for the trainer in the continuing pedagogical

qualification and how they are represented in the different policies, approaches and strategies are clarified.

In his analysis of the operants of educational technology, based on a multimodal educational environment and aimed at meaning-centered management of interactions with pedagogical specialists, the author presents his argumentation in support of the thesis that multimodality, as a communication and situational tool, determines the orientation of pedagogical scenarios. These scenarios should include extensive discourse in order to build multiliteracies in educational practice.

The fourth chapter presents an experimental study of multimodal meaning-centered interaction in the continuing education of pedagogic specialists, initially presenting the arguments for predictive inquiry and motivation for research in the field of continuing education of pedagogic specialists. Then, the selected evaluation criteria and indicators for the different thematic areas of the study are presented. The values of the reported results are clearly visible in the attached charts. The author emphasizes that the toolkit used in the predictive study belongs to the methodology of qualitative research, as it is based on focused "observations of experience" and takes into account the professional behavior of the respondents in a real educational environment. It is specified that the analyzed observations were carried out during 16 weeks. In this chapter, the design of the experimental research is also presented - a multimodal model for meaning-centered interactions in the continuing pedagogical qualification, with the stages of the experiment and the methods used. According to an analysis of the current state of European policies and practices in the field of basic pedagogical training and continuing education of teachers, Sofia Dermendjieva concludes that continuing education requires urgent internal reconstruction. This conclusion is based on the observations of the underdevelopment and non-use of its potential to support adequate pedagogical reflection and to facilitate the effective professional development of teachers, through the formation of a new culture of lifelong learning. According to the author, organizing the professional qualification of pedagogical specialists in this way increases its effectiveness by promoting the interaction between the present and the past, between knowledge and emotions, between learning and changed attitudes towards oneself as a teacher. Such a change also promotes new relationships to others as an educational context, as well as to the meaning perspective of educational reform.

Scientific contributions: A multimodal model has been created, oriented towards the meaning and management of interactions in the continuing qualification of pedagogical specialists. This model takes into account changes in educational practices both at the initial level and in the continuing qualification of teaching professionals in the context of lifelong learning. This multimodal meaning-centered model is operationalized at two levels: conceptual-technological and methodological level. At the conceptual-technological level, the model serves as an evaluative mechanism and aims to support conceptual and methodological development. At the methodological level, the model promotes the personal development of pedagogical specialists. The Pedagogical Professional Qualification Program is designed in accordance with this model, focusing on developing various aspects of pedagogical work, including understanding of context, communication, professional identity and reflexivity. The purpose of this program is to promote a better understanding of the professional competencies of pedagogical specialists and to stimulate their participation in educational communities that dynamically generate new ideas and meanings in education.

Publications: The presented scientific publications exceed the required minimum for obtaining the scientific degree "Doctor of Sciences" and are related to the topic of the dissertation work. Their subject matter confirms the author's permanent and deep interest in the problem of qualification interactions with pedagogical specialists, multimodal training and the development of modern educational technologies.

Conclusion: The thesis submitted for opinion on the topic "Reflexive (re)thinking of qualification interactions with pedagogical specialists (multimodal meaning-centered model)" meets the requirements of the law for the development of the academic staff in the Republic of Bulgaria and the regulations of Trakia University, I express my positive assessment.

I propose that Sofia Hristova Dermendzhieva be awarded the scientific degree "DOCTOR OF SCIENCES" in the scientific field: Pedagogy, professional guidance 1.2. Pedagogy.

30. 09. 2023

signature:.....

City. Stara Zagora

(Prof. A. Zlateva PhD)