

OPINION

on Milena Stoyanova Plugarova-Raicheva's dissertation,
full-time doctoral student at the Philosophy Department of the Faculty of Philosophy at the
University of Sofia, "St. Kliment Ohridski"

"DEVELOPMENT OF TRANSFERABLE COMPETENCES THROUGH PHILOSOPHY TRAINING IN SCHOOLS"

As a candidate of the educational and scientific degree "doctor" in philosophy

by Prof. Dr. Veselin Hristov Dafov

Milena Stoyanova Plugarova-Raicheva's dissertation submitted for defence is 200 pages long and consists of an Introduction, four chapters, Conclusions, Appendices and Bibliography, List of 40 online publications, Normative documents and Used textbooks.

On page 5 of the Abstract it is said that: "The object of study of the dissertation work is philosophy education in secondary school in Bulgaria. The subject of research of the dissertation is the key problems and possible solutions related to the application of the competence approach in the teaching of philosophy." Obviously, by "subject" here is meant a "field" of study, since after all "subject" is the word by which "object" is translated. Indeed, the dissertation is in the field of philosophy education, and it has as its focus, it is objectified in the problems of competence.

I agree with the statement on page 6 of the Dissertation which states: "The Dissertation outlines some important pedagogical and methodological approaches to learning and teaching; the regulatory framework relevant to the introduction and application of the competence approach in philosophy education is analysed; the idea of emotional intelligence, linked to the LifeComp conceptual framework, is presented as a basis for the development of transferable personal and social competence. Experience from the application of innovative educational resources and practices in philosophy classes are shared." Thus, the topic of the dissertation turns out to have a high degree of significance for the theoretical as well as practical progress in the teaching of philosophy.

The observation made on the same page 6 of the dissertation makes a very pleasant impression, namely: "The development of various techniques and activities in the teaching of philosophy, developing skills, knowledge and attitudes that are transferable in various spheres of life and civil society is not new for the study of philosophy. Methodological practices have been developed since the beginning of the democratic changes in Bulgaria, therefore the main

ones have been examined briefly in a historical aspect." The fact that the philosophical collegium in Bulgaria has made a lot of efforts over the years for the constant modernization of philosophical education really deserves to be noted and examined, but above all to be researched and revealed the philosophical achievements that make possible the methodological practices in question. This is precisely my main question-criticism towards the dissertation - what are these philosophical grounds from which the idea of competence is derived at all? What kind of reality is one that can be thought of not just as knowing and able, but also as competent?

I have no objections to the structure of the dissertation, nor to the stated goal. However, it should be noted that what is presented in the dissertation goes far beyond the performance of tasks related to the goal - namely "analysis of the regulatory framework, goals and activities in the education of philosophy in the first high school stage in connection with the practical application of a model for the development of transferable key competences" (p. 4). I mean the fact that the dissertation also presents a 10th grade philosophy textbook in English, as well as other applications. All this goes beyond the "analysis" of documents, regulations, etc.

Regarding the formulated contributions of the dissertation: I accept the First and to some extent the Second as correctly stated. As for the Third and Fourth contributions, what is stated there, although indeed important and significant, can hardly be accepted as an achievement of the dissertation itself, but rather stands in additional relation to the goals and realization of the dissertation. In this sense, without further explanation or theoretical justification, I could not recognize the Third and Fourth Contributions in question as contributions to this dissertation.

In conclusion, I consider the presented dissertation work to be an interesting and significant attempt to understand the role of philosophy itself for the development of education through competence in general, and although there are quite a few gaps and inaccuracies, the philosophical courage and commitment to meaning and deep knowledge must still be recognized. There are specific proposals and even developed innovative projects and initiatives related to the topic of the dissertation, which give density to what is said in the dissertation.

My attitude is to vote "yes" to the awarding of a scientific and educational degree "doctor" to my colleague Milena Plugarova-Raicheva, but I still rely on the defense to clarify the questions I raised and the critical remarks I made.

Plovdiv

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