

OPINION

by Prof. Maria Stoyanova Alexieva

Burgas Free University

for awarding the educational and scientific degree "Doctor"

Field of higher education: 1. Pedagogical sciences

Professional direction: 1. 2. Pedagogy

Doctoral program: Educational theory and didactics

Faculty of Pedagogy, SU "St. Kliment Ohridski"

Department of "Theory of Education"

Dissertation topic: An innovative model for the formation of personal and social competence in the classroom

Author: Ekaterina Zlateva Tomova

Scientific supervisor: Prof. Siika Chavdarova – Kostova, Doctor of Pedagogical Sciences

1. Information about the dissertation student

Ekaterina Tomova is a graduate of SU "St. Kliment Ohridski" in the city of Sofia. In the period 2009-2013, he completed the educational program in Pedagogy, and in the period 2014-2016 he acquired the Master's degree, specialty "Journalism" at the same university.

Since 2019, he has been an assistant at the Faculty of Pedagogy, where he is currently working.

2. Data on doctoral studies

Ekaterina Tomova is enrolled as a doctoral student of independent training in the field of higher education 1. Pedagogy, professional direction 1.2. Pedagogy, doctoral program "Theory of education and didactics" from 10.07.2020 by order of the rector of SU "St. Kliment Ohridski" No. RD-20-940 of 09.10.2020. The doctoral student has fulfilled her obligations according to the curriculum, taking all the exams.

Doctoral student Ekaterina Tomova was dismissed early with the right to defense by rector's order No. RD20-2294/30.11.2022.

All administrative procedures have been followed.

3. General information about the dissertation and the abstract

The dissertation has a total volume of 331 pages. The results of the research are illustrated with 40 tables and 37 figures.

The applications are presented in a separate book body with a volume of 101 pages. Their total number is 10. They include another 43 tables and 1 figure.

The abstract has a volume of 69 pages. The included content is systematized and specifically reflects the most essential aspects of the dissertation work.

3.1. Relevance of the topic and structuring of the development

In her dissertation "Innovative model for the formation of personal and social competence in the classroom" Ekaterina Tomova develops an up-to-date scientific and pedagogically significant topic for school education and more specifically for the primary educational stage.

The relevance of the problem stems from the fact that the formation of personal and social competence in the primary educational stage is laid down in a number of official documents (ZPUO, Ordinance 13), and the basic requirements for the class hour are the framework requirements specified in the state educational standard for civil, health, environmental and intercultural education. For the initial educational stage alone, they include eight thematic areas. Their distribution is made by classes and includes a minimum mandatory number of hours, which means that more than half of the time in the class hour is worked on precisely defined thematic areas. In this context, conducting such research is timely and necessary. It contributes to the improvement of the organization and conduct of the class hour in terms of the formation of personal and social competence and to the enrichment of the courses for the qualification of pedagogical specialists.

The structure of the dissertation work consists of an introductory part, four chapters, conclusions, a conclusion and a bibliographic reference and is in accordance with the requirements for developing this type of scientific work. During the development of the

dissertation, 162 literary sources were analyzed, of which 135 were in Cyrillic and 27 were in Latin. A reference to the scientific contributions and a declaration of originality of the obtained results are presented.

3.2. Content of the dissertation

In the introduction, Ekaterina Tomova reasoned the choice of the topic of the dissertation work. The relevance of the problem is logically and clearly outlined by presenting the theoretical and the practical need for research on the issues of formation and development of social and personal competence in the classroom.

The need to develop a model for the formation of social and personal competence in the primary educational stage from the point of view of the possibilities for the socio-moral growth of students is argued.

The target groups were chosen appropriately - 3rd grade, where young students enter more and more clearly and consciously into the structure, requirements and their own responsibilities when learning, and 4th grade, where they have already "accumulated" experience in solving more differentiated tasks and commitments. related to distinguishing academic disciplines and their peculiarities, which definitely enriches educational preparation and enables them to approach critically, analyze and evaluate.

The specifics of the research are presented: in object and subject, hypothesis, in goal and tasks, in methodological basis of the research and stages.

In the **first chapter** of the dissertation entitled "PERSONAL AND SOCIAL COMPETENCE - THEORETICAL ANALYSIS" four main paragraphs with corresponding sub-paragraphs are included.

In this part of the dissertation, the theoretical aspects of the research are examined and analyzed. The first paragraph presents the essence and specificity of the category "competence" as a starting point for the experimental work. In the second paragraph, the doctoral student analyzes the relationship between the categories: "intelligence - skills - competence". The third paragraph draws attention to the main specifics and characteristics of the concept of lifelong learning and the importance of the competence approach in education. the complex of eight key competences was analyzed at the European and national level. Logically, doctoral student Tomova pays the most attention to the essential characteristics and components of personal and

social competence, arguing her theses with the integrative processes and interactions between social knowledge, social impact, social behavior.

The theoretical analyzes of categories and points of view in the first chapter clearly outlines the interrelationships between them and the need for formation and development of personal and social competence in young students.

The **second chapter** of the dissertation is entitled "THE CLASSROOM - ESSENCE, SPECIFICITIES AND OPPORTUNITIES FOR THE FORMATION OF PERSONAL AND SOCIAL COMPETENCE". It is structured in seven main information units.

This part of the development is dedicated to the class hour as a non-curricular form of education and an opportunity to organize pedagogical interactions aimed at realizing a variety of activities focused on the personal and social formation of the child's personality.

Based on the analyzed specialized scientific sources and official documents, Ekaterina Tomova presents the main functions of the class hour, its situation in the Bulgarian educational system and specifically in the initial educational stage of direction of promoting the personal and social growth of students still needs modernization and democratization" (p.76). Argumentatively and in an analytical context, the organization of the class time and methods and activities applicable within educational interactions are presented. As a contribution, I would check the formulated author's criteria for establishing the effectiveness of a class lesson (p. 81). Of interest is the comparative analysis of the existing extracurricular forms of work during class time in some countries and the generalizations that the doctoral student makes based on this.

In the **third chapter** of the dissertation, the doctoral student presents the model for the formation of personal and social competence in class - descriptively and graphically. The content parameters of the presented model are conditionally divided into three parts:

- the starting point for creating the innovative model are the ideas of the humanistic direction in pedagogy for the development of the child in the primary educational stage;
- terminological clarifications and grounds for the development of the model, which outline the dimensions of the model itself with the leading general pedagogical grounds for creating a receptive learning educational environment and motivating the young student for self-

knowledge and striving for the formation of important competences needed for interaction with others;

- a methodological perspective of the innovative model for the formation of personal and social competence: with goal setting as a basis for clearly defining the technological stages of work, their content sequence and the expected results in terms of the formation and development of personal and social competence and planning of educational interactions, aimed at formation and development of personal and social competence with D. Kratwall's taxonomy. The model presents the functional content of each level of Kratwall's taxonomy, with its subcategories and technological solutions. Based on this, doctoral student Tomova builds and tests her ideas in practical activities with students from the country.

In **chapter four** "DESIGN OF THE EMPIRICAL RESEARCH AND ANALYSIS OF THE EMPIRICAL RESULTS", Ekaterina Tomova correctly presents the stages - ascertaining, formative and control (what, when, why, how and who) and the sample for conducting the research. The research methods and the scope of the researched persons - teachers, parents and students - are presented in detail. The structure of the classes, oriented towards the formation of personal and social competence, is described. The analysis of the results of the experimental research is presented in detail, analytically and graphically, in the order of the individual stages of the research - ascertaining, formative and control. Initially, the data from the first stage, which included a survey with teachers and parents, was analyzed and interpreted. After that, the results of the applied projective methods in the course of the six classes, carried out with the young students from the seven schools in the country, are commented on. Finally, the data obtained from the control stage of the research - control diagnostic procedures and a survey with the teachers who tested the model in six hours of the class - were analyzed.

This chapter I accept, admire and highly appreciate because of the way in which the results are presented and interpreted using the static processing methods used - descriptively, with attention to every detail of the applied tools. The results are presented in tables and graphs, which further facilitates the tracking of the individual stages of the research.

Based on the theoretical analyzes and the experimental research, E. Tomova generated 14 (fourteen) main conclusions related to the overall development and the hypothesis. They give

reason to assume that the set goals and objectives have been achieved, and the proposed hypothesis has been confirmed.

In the conclusion, the doctoral student summarizes that "the model is characterized by a marked practical applicability", which will facilitate its application in pedagogical practice.

In the overall study - theoretical and experimental - a multi-component "picture" is outlined, in which the parameters of forming a complete system of value orientations and competencies are included, and the constructed model supports and facilitates the process of practical application of the competency approach in the class time in the primary educational stage.

Results of the conducted research are popularized in the publications of the doctoral student on the topic of the dissertation work and reveal various aspects of it.

4. Scientific contributions of the dissertation work

I tentatively divide scientific contributions into contributions of a scientific-theoretical nature and contributions of a practical-applied nature.

4.1. Contributions of a scientific and theoretical nature

4.1.1. A multi-aspect theoretical analysis was made with a focus on "theory of education" and scientific literature related to the essence, characteristics, application of the competence approach was studied; theories about personality and socialization, personal and social competence, organization and conduct of the class are analyzed. On this basis, the author's conclusions and conclusions are formulated, which enrich the pedagogical theory.

4.1.2. Basic characteristics, specific features and components of personal and social competence are analyzed and modern interpretations of the functions and content dimensions of a class lesson, oriented towards the formation of personal and social competence, are presented.

4.1.3. Undoubtedly, the most significant contribution is the structured pedagogical model for the formation of personal and social competence in the classroom. On this basis, the need for experimental work for the formation of personal and social competence in the classroom at the primary educational stage is justified.

4.2. Contributions of an experimental-applied nature

4.2.1. 6 topics (scenarios) have been developed and tested for a class hour, which are implemented with precisely defined components in the structure of the class hours within the model: diagnostic, developmental, reflective and evaluative.

4.2.2. A research toolkit for teachers, for parents and projective methods for students was developed and tested, which were applied in the course of the conducted research.

4.2.3. The conducted studies with primary teachers and parents regarding the formation of personal and social competence in the class time provide an opportunity for a rich empirical and statistical analysis of the results of the experimental research, based on which conclusions and recommendations for pedagogical practice related to opportunities for improvement were formulated and enriching the organization and conduct of class time.

4.2.4. The model for the formation of personal and social competence in the classroom has been successfully tested and provides an opportunity for subsequent application in the practice of elementary teachers.

5. Publications and participation in scientific forums

There are 11 (eleven) publications on the subject of the dissertation, of which 1 (one) studies and 10 articles, incl. publications in publications with an impact factor. They have been published in periodicals and presented at various forums. All publications by Ekaterina Tomova are independent.

6. Conclusion

Ekaterina Tomova's dissertation is comprehensive, complete, with realized research and proven scientific contributions.

Evaluating the qualities of the dissertation work, the abstract and publications, I confidently assert that they meet the scientific and technical requirements, are also in accordance with the scientometric criteria for the minimum national requirements for the activity of the candidate for the acquisition of the educational and scientific degree "Doctor" in the District 1. Pedagogical sciences.

I have no doubts about plagiarism.

This gives me the reason to give a positive assessment and propose to the Scientific Jury to award Ekaterina Tomova the educational and scientific degree "Doctor" in the field of higher education 1. Pedagogical Sciences, Professional Direction 1.2. Pedagogy, doctoral program in Educational Theory.

Signature:

Prof. Dr. Maria Alexieva

21.02.2023