

STATEMENT

by Prof. *PhD* Angel Marinov Petrov –

professor at the Faculty of Slavic Philology of the SU "St. Kliment Ohridski"

for a dissertation for awarding the scientific degree "Doctor of Science"

subfield of higher education: 1. Pedagogical sciences, professional field: 1.3. Pedagogy of education in... (Methodology of literature education)

Author: Prof. Magdalena Petrova Kostova-Panayotova

Topic: *Contemporary linguistic and didactological aspects of the continuing training of teachers in Bulgarian language and literature*

Prof. Magdalena Kostova-Panayotova is a well-known Bulgarian literary scholar and long-time university teacher. Her numerous contributions, resulting from in-depth studies of literary history and theory, are popular among the scientific community, both in our country and outside the country's borders. Her whole life and professional path is related to the problems of literature and the possibilities of teaching it to students and pupils. Over the years, Prof. Panayotova has proven that she is not only a talented and hardworking researcher, possessing professional abilities for implementing large-scale scientific projects, but also an excellent administrator who knows how to lead teams of specialists to achieve significant goals set in advance.

Dissertation work on a topic *Contemporary linguistic and didactological aspects of the continuing training of teachers in Bulgarian language and literature*, which is the subject of discussion, presents the author as a specialist literary scholar who has set herself the task, on the one hand, of expanding the field of her professional pursuits and, on the other hand, of providing the personal experience and knowledge of literary science accumulated over the years for the benefit of teachers of Bulgarian language and literature, thereby helping to develop and perfect their communicative or literary competences. The topic of the dissertation is relevant to the modern educational sociocultural context. The development presents perceptions and interpretations of both classical Bulgarian literary works and newly appeared works of art whose qualities mark trends in today's native fiction, poetry, and drama. The information in the individual parts of the text can serve as a valuable and reliable source of ideas for planning, organizing, and implementing literature lessons in both high school stages. It could also be a kind of guide for teachers in the variety of "modern" interpretations of certain aspects of "old" and "new" texts, which have become the subject of heated discussions in humanitarian and educational circles in the last few decades. The unmistakable style, the precise statement, the well-measured phrasing, the rejection of complicated and sometimes unclear theorizations, the "kaleidoscope" of different statements, some of which the author accepts as credible and others she rejects as untenable - these are indisputable

qualities of the dissertation text that make it extremely useful for education in Bulgarian language and literature in secondary school.

The dissertation includes an introduction, six chapters, a conclusion, and a bibliography.

The subject of the study is precisely formulated - teaching literary works that are the subject of study in the high school stages of secondary school (p. 12). *The aim* is to construct a corpus of methodological solutions and outline the characteristics of literary competence, which is formed as an educational result in the dialogue between the teacher and the students. Achieving the goal is a consequence of applying methodological models in pedagogical practice, through which communication with literature is carried out as a process of non-linear, multi-vocal, provocative interpretation of the literary work (p. 12). *The concept of literary competence* is understood as a dynamic and integrative model for teaching and communication related to the new needs of literary education and the new sociocultural features of the time about the topics of modern literature (p.13). Already in the initial parts of the work, the conceptual "instrumentary" of the research defined in this way directs attention to a serious methodological basis of literary and methodological research with undoubted heuristic effects for both the theory and the practice of literary education.

The essential parts of the work present the author's reflections related to concepts from literary theory (*classics, canon, and modernity*) and a unique history of Bulgarian literature - from Botev and Vazov to today's contemporary artists. Most often, popular interpretations of the individual authors are given. However, the exhibition also includes analyses of problematic images and ideas, which become the object of rethinking given the contemporary sociocultural and educational context. Quotations from the works of leading Bulgarian literary historians and theorists who have paid attention to the relevant writer or poet over the years serve as support. These are mostly excerpts from books by Nikola Georgiev, Radosvet Kolarov, Svetlozar Igov, Valeri Stefanov, and others. The exposition is functionally oriented to the teaching audience through professionally worded methodological notes, emphasizing how to teach a particular work or part of a larger text. The attached quotations from books or literary, scholarly articles expand educators' knowledge and point them in different directions of interpretation. Most of the exposition is presented as theses, connected with analyzing and interpreting specific works. However, there are also places in the dissertation where this pattern "breaks." For example, such is the overall developments in preparation for creating literary interpretative works on problems from Yovkov's stories - "The problem of the beautiful in Y. Yovkov's stories" (p. 165), "Man and his world in the work of Y. Yovkov" (p. 169), "Man and Work" (p. 173) and others. However, what is characteristic of the overall presentation - regardless of the ways of concrete presentation of the teaching material, is Prof. Panayotova's desire to impress upon her future readers that the modern educational discourse in Bulgarian literature classes will be practical if it is carried out through dialogue, empathy, play, provocations when communicating with students, if opportunities to share their own experience are stimulated, by creating conditions for applying a productive pragmatic approach to the specific literary work (p. 27).

The last part of the dissertation can be characterized as a kind of "Pedagogical practicum." They bear the marks of a methodical model for teaching and mastering the skills of writing

metatexts on literary topics from works of art studied in high school. Guidelines have been developed to construct the individual elements of student essays (literary interpretive papers and essays) - structure, title, thesis, introduction, argumentation, and conclusion. With a practical focus, the orthographic instructions for observing the literary Bulgarian language when creating the texts have been brought out and arranged. The leading idea of the author dominates the overall text of the dissertation: "Literary education is not teaching texts, but a stimulus for the student's imagination and intellectual potential; it provokes critical thinking, sensitivity to human problems and ideas, meets the young person with values, survived through the ages." (p. 355)

The dissertation's bibliography is rich and designed according to the requirements for this genre standard.

Based on the text of the dissertation, thirteen publications were made in the scientific and pedagogical press.

I accept the attached reference to the contributions of the dissertation research.

The abstract accurately presents the information from the text.

Conclusion:

The dissertation on *Contemporary linguistic and didactological aspects of the continuing training of teachers in Bulgarian language and literature* contains scientific and applied results that represent an original contribution to science and meet the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria (LDASRB), the Regulations on the implementation of the LDASRB and the relevant Regulations of the SU "St. Kliment Ohridski."

The dissertation shows that Prof. Magdalena Petrova Kostova-Panayotova possesses in-depth theoretical knowledge and professional skills in the scientific specialty "Methodology of Literature Education," demonstrating qualities for independent conduct of scientific research.

Due to the above, I confidently give my positive assessment of the conducted research and propose to the honorable Scientific Jury to award Prof. Magdalena Petrova Kostova-Panayotova the scientific degree "Doctor of Sciences" in the field of higher education 1. Pedagogical sciences, professional direction 1.3. Pedagogy of education in... (Methodology of literature education).

12.03.2024 г.

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(Prof. *PhD* Angel Marinov Petrov)