

## **REVIEW**

**of a dissertation on the topic: "Pedagogical ideas in the work of Ivan Vazov", developed by PhD student Valentin Vergilov for obtaining the educational and scientific degree " PhD " Field of higher education 1. Pedagogical sciences; Professional field 1.2. Pedagogy (Theory of education)**

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**Reviewer: Prof. Dobrinka Todorina DSc.**

The problem posed in the contemporary contradictory social and pedagogical reality, both nationally and internationally, is in the direction of seeking optimal opportunities for the establishment of educational innovations in the name of personal development, enrichment of his soul and the development of spirituality. of the people. In this context, we can accept the outlined as a priority task of educators. And since the role of national leaders in solving such global tasks is decisive, the place of the Patriarch of Bulgarian Literature - Ivan Vazov, who is undoubtedly a spiritual leader in Bulgarian history and literature, and why not in Bulgarian pedagogy, cannot fail to stand out. .

This fact gives meaning to the development of a dissertation by doctoral student Valentin Vergilov. The conducted in-depth research is satisfactory both as an idea, and as an inspiration, and as a realized aspiration for reliable assessment of the creative heritage of Ivan Vazov and proving his effective strength and competence to give valuable ideas in the field of education and training of our people. These basic concepts of pedagogy as a science are inherent in the ideas of Ivan Vazov. His vision is reflected in his work, and the doctoral student contributes to their discovery, interpretation and evaluation.

Given that PhD student Vergilov graduated in pedagogical specialties - Bachelor in Preschool Pedagogy and Foreign Language, Master in Pedagogical Interaction with Children with Problem Behavior, and his work experience with a longer duration is pedagogical (as a teacher of children in a mixed group , from a preparatory group and at the initial stage of primary education), it can be said that he chooses for his dissertation research a suitable and inspiring topic. It is clear from his autobiography that his publications, for the most part, are on the same issue or more generally - pedagogical. Chooses to publish in pedagogically renowned publications - magazine "Pedagogy" (4 articles); Journal of BAS (1 article); magazine "Strategies of educational and scientific policy" (1 article); in the yearbook of the Faculty of Pedagogy at SWU (1 article); in University Publishing House "N. Rilski "of SWU - a book (co-authored with Prof. Y. Kolev and Prof. N. Filipova); 4 publications in scientific collections of FP of SWU - a total of 12 publications. The paper submitted for review contains 202 pages of scientific text and includes: research statement, three chapters, conclusion and bibliography.

### **Analysis of the scientific achievements of the doctoral student:**

#### **I. On the selection and formulation of the topic of the dissertation and the formulation of the research:**

1. PhD student Valentin Vergilov clearly presents the significance and relevance of the chosen research problem. The arguments in his defense are very precise. The topic is dissertable, given its place in the national educational space.
2. The formulation of the topic briefly, clearly and specifically orients to the specifics of the dissertation.
3. Very accurately, in full adequacy and in the required sequence, the doctoral student derives the object, subject, purpose, tasks and scientific thesis of the research.
4. The methodology of the scientific research is adequate to the specifics of the work and is determined by the presented three dimensions: the basic principles, to which each pedagogical research must correspond; scientific approaches that are very well founded;

research methods - adequate to the specifics of research and the socio-cultural atmosphere at a given historical moment, as rightly noted by the author himself.

5. The organization of the research in the direction of research of: the works of the best researchers of the life and work of Ivan Vazov is very well outlined; works on pedagogy and history of pedagogy and Bulgarian education; publications in collections, yearbooks, periodicals, press, memoirs, documents, web-based sources; shorthand diaries from the sittings of the IX Ordinary National Assembly (1897-1899). Therefore, every available opportunity is covered, with a view to a full study of the issue.

6. The nature of the research is precisely determined - theoretical pedagogical research, as well as the presumed scientific effect of the research results.

## **II. On the existence, argumentation and approbation of scientific ideas, concepts, paradigms:**

1. The chosen approach for analyzing the problem provides an opportunity for gradual and gradual coverage and clarification - conceptually and meaningfully of the ideas within the individual chapters: Ivan Vazov and the spirit of the new time (Chapter One); The author Vazov on the spheres of education (Chapter Two); "Under the Yoke" - The Vase View on Bulgarian Education (Chapter Three).

2. It is commendable that Vergilov appreciates the ideological heritage of Vazov's work through his pedagogical messages not only to the child but also to the whole nation, discovering their dimensions in the modern understanding of upbringing, education and education, revealing the educational aspects of education. .

3. In the first chapter the spirit of the new time is truly reflected; the favorable influence of the family environment (of both the mother and the father) for the upbringing of the little Ivan Vazov in an enlightened spirit is justified; the teacher-reformer Yordan Nenov from Pazardzhik; the role of the school library in Kalofer and the meeting with the head teacher Daskal Botyo; the beneficial influence of the Bulgarian educator Hristo G. Danov, who teaches children to love books and promotes their development.

4. Ivan Vazov's contributions to the Bulgarian school in the Enlightenment were precisely determined; emphasis is placed on his teaching work in the boys' school in Svilengrad (then Mustafa Pasha), where the application in practice of the important principle of education - the principle of clarity - is of particular importance.

5. Vergilov skillfully researches one of Vazov's most valuable works on Bulgarian education after the Liberation - "Bulgarian Reader" (co-authored with Konstantin Velichkov), where in 2 volumes - for poetry and prose, includes selected samples of works, with appendices of brief biographical descriptions of the most notable writers of the time. Therefore, this collection is of great cognitive value. The doctoral student rightly notes that this work for a long time remains only for pedagogical practice in Bulgaria and contributes to the improvement of the educational process at a time when pedagogical science is not yet developed in our country. And since this textbook also includes texts by foreign authors, the doctoral student especially emphasizes that Ivan Vazov considers it especially important to study foreign literature and culture, which is important even then for inclusion in European values. It is expedient for the doctoral student to note that on the basis of the good achievements of world culture it is necessary to build our Bulgarian culture, which "meets the needs of society, its value system and the way of thinking of the people."

6. The texts highlight the educational role of the book with an emphasis on common democratic values: the right to freedom, philanthropy, creative thinking, civic consciousness, ie. adheres to the education of the reader in certain civic virtues.

7. The doctoral student duly appreciates Vazov's remarkable manual, developed on the basis of the book "Poems for young children", which shows the transfer of the national ideal in children's literature, where the author proclaims valuable educational ideas that have a modern sound: diligence, patriotism, scholarship, faith in God, environmental protection, attitude to animate and inanimate nature.

8. The activity of Ivan Vazov as Minister of Education is also reflected in the dissertation. Although he was a minister for a short time, he managed to modernize the teaching of gymnastics, science, handicrafts; passes well-founded laws. The doctoral student notes that the national poet is against the participation of teachers in politics and believes that the sphere of their activity should remain educational.

9. In the second chapter the doctoral student analyzes the separate spheres of education, which are present in Vazov's work. The educational idea of the family as an educational factor stands out clearly - the essence of the family as the smallest social group is precisely defined, but of fundamental importance for the socialization of the younger generation; positive examples are given from Vazov's work for the favorable influence on the child's personal development, interpersonal relationships, education of moral values; it is revealed that everything is based on the personal example of the parents (in the novel "New Land").

10. The role of the mother in the upbringing of children Vergilov finds in the story "Nora", as well as in the poems "My Mother", "My Mother", "Awake Nights" and others. The existence of a negative role of parents (especially the father) in stories such as "Brotherly theory" is not overlooked, where according to the father children can gain a path in life only through their bad instincts (aggression, audacity, devilry). In his analysis, Vergilov adequately refers to Fromm's thesis that "selfishness and self-love are not identical, but opposite." The doctoral student demonstrates competence in drawing accurate summaries and conclusions and their justification by referring to specific examples from the story.

11. The doctoral student defines family education as the most important prerequisite for a successful educational process in the family - the creation of a peaceful home atmosphere, characterized by mutual love, trust and respect, tolerance, charity, empathy, respect for the opinions of others. Appropriate to give examples of the two extremes of the educational process in the family.

12. The credible presentation of the moral value system deserves attention. Extensively and on the basis of illustrated examples from the work of Ivan Vazov, the doctoral student reveals a number of moral virtues. The manifestation of the moral category "humanism" Vergilov finds in the story "Paul Fertig", where the main character shows in addition to kindness and other essential features of humanism: attitude to the person as a value, belief in the limitless possibilities of man, protection of personality, providing conditions for the development of abilities, protection of the freedom of personal expression, charity, empathy, mutual aid, charity. These are moral virtues that are still highly valued today, but do not manifest in everyone and always.

13. The doctoral student skillfully combines literary and pedagogical analysis. Gives relevant examples of this. The analyzes show that the author knows very well the age and psychological characteristics of the children. Emphasis is placed on the role of personal example, on giving positive patterns and patterns of behavior. Here Vergilov emphasizes that these ideas are manifested in the stories "The Porter" and "Out of the Curves".

14. There is a place for other moral virtues: honesty, integrity, love of truth. Chorbadji Marko from the novel "Under the Yoke", Vasil Levski from the story "The Clean Way", Konstantin Velichkov from the story "Memorials about K. Velichkov" are correctly mentioned as bearers of these qualities. The doctoral student correctly theorizes the essence and meaning of truth as a category, its role in life in choosing friends; the example of parents in educating the quality of honesty is emphasized. Reasonable attention is paid to the fact that Vazov declares himself against the lie by presenting the character Margaritov, who because of a lie fails his relationship with his interlocutor.

15. Vergilov directs his attention and analyzes other negative patterns of behavior, which Ivan Vazov convincingly presents in his work: greed, selfishness, hypocrisy. Here are the stories: "Candidate for a hammam", "Sets of windows", "Ah Excellence", "Doctor Androzov", the comedy "Mr. Mortagon", the poems "Our Doctor" and "Earth and sky screamed at us without fear".

16. It is very good that the doctoral student condemns through the works of Vazov another negative trait of character - cruelty, which borders on insanity, inhuman treatment and unforgivable crime (in the stories "Dark Hero", "La Traviata", "A corner of peace and forgetfulness" and the poem "Letter to Mr. Vatsova"). Attention is drawn to the fact that the author looks for the reasons in lawlessness for the manifestation of this negative quality.

17. The necessary place is given to the influence of another factor for the upbringing of adolescents, namely - the social environment. The doctoral student discovers in the story "Generation" the influence of bad examples of the environment outside kindergartens, schools and family (the protagonist is outraged by the "dirty words and phrases" used by children). It also emphasizes the role of imitation in the process of education and self-education.

18. The doctoral student's conclusion is correct that "it is necessary to educate adolescents to be critical and self-critical in selecting patterns of behavior."

19. Vergilov highlights a number of other reasons for vandalism of children, which Vazov presents: excessive employment of parents, scolding, corporal punishment, undeserved praise and tolerance, creating an atmosphere of emotional rejection, living in constant fear.

20. In connection with the need to pass on social experience and prepare adolescents for life, the doctoral student rightly gives an example with the elegy "Our generation is lazy". There is a call to the Bulgarian, defined as primitive and uneducated, to make sense of their responsibility to both the previous and the future generation, and children not to be deprived of the right to receive the necessary knowledge, values and social experience. In this aspect, the doctoral student points to several more poems by Vazov: "And I often think sadly", "Emptiness", "On St. George's Day" and others.

21. Vergilov is also impressed by the tragedy reflected in the poem "Memory of Batak", written on a real case about the fate of a child who during one of the most tragic moments in our history - the Batak massacre - lost all his relatives, and Ivan Vazov gives him shelter and takes care of him for a long time until he is educated. The doctoral student rightly notes that "such catastrophic events are among the greatest catalysts of public sensitivity to the problems of children and their rights."

22. With the corresponding insight and commitment V. Vergilov is sympathetic to the consequences of poverty described by Vazov in the ordinary Bulgarian house: it leads to the weakening of family ties and destabilization in the family. His statement that the family in such a situation cannot normally perform its educational functions is also correct, leading to the depersonalization of the child's personality and individuality. In connection with the children as a scapegoat, the doctoral student points to the story "Landscape", as well as the poems "The Song of the Storm", "Poor Woman", "First Snow", "Traveler" and others.

23. Vergilov does not fail to emphasize that Vazov describes human imperfection and condemns many other human vices: murder, betrayal, envy, drunkenness, lust, hypocrisy, apathy, laziness. In counteracting the negative manifestations, the doctoral student comes to the correct conclusion that "any situation that has the potential to affect adolescents must be purposefully used", to approach the other with love and understanding, not to violate his right for personal expression.

24. The doctoral student correctly assesses that the role of labor education is presented by Vazov on the basis of his connection with all other components of education. There is the definition of the national poet as a supporter of the idea of peaceful social progress through agricultural labor. He sings of physical labor, as precisely defined by the doctoral student, and points to the poems "Before the Plowman", "The Fields", "The Stone Cross", "Mountaineers", "Under the Barn" and others as an illustration of this idea.

25. Vergilov correctly perceives that the main motive is diligence as a national virtue. Workers are described as pure, honest, charming, strong in spirit, brave, enterprising, spiritually and physically beautiful, believing people. He reveals Vazov's testament to the people through the message in the poem "Let's work!". The goal is to "suggest that it is thanks to work that a person manages to realize his abilities and thus adapt to the environment."

26. The question of the preparation of the young generation for work is also raised, because, as the doctoral student determines, the society values and respects only the people who work in good faith, there is principle, mutual responsibility and cooperation.

27. Reading is defined as fruitful work for children. In "Read, Cattleman" Vergilov shows Vazov's idea of the awareness of reading as a public duty and social value. Here the love for the book stands out as "a form of storage and exchange of human knowledge, social experience and ideas." The doctoral student outlines the connection between labor education and physical and mental education. He especially emphasizes the need for both physical and intellectual work. Proof and given through the novel "The Queen of Kazalar", in which teacher Chakalov has theoretical knowledge, practical skills and moral values.

28. The opinion expressed is also true that the training should be connected with the socially useful, productive work. Important is the statement of the doctoral student that work is considered as a factor in forming a proper attitude towards nature and hence emphasizes the role of environmentally friendly education. The issue of environmental protection is also raised and it is emphasized that according to Vazov "one of the biggest absurdities in the post-liberation reality is the encroachment of the Bulgarians against nature". That is why in his works he rebukes his compatriots for their irresponsible attitude towards natural values. Examples of this are given in the travelogue "A corner of the Balkan Mountains", and for forests as a means of gaining power, presented in "Candidate for hammam". He also raises another topical issue - the planting of new forest areas (in "Walk to Iskar"). practical needs in agriculture).

29. In search of the reasons for the negative attitude of civil servants to environmental problems, Vergilov points out not only their greed, but also their incompetence - so not only the people but also politicians must be educated.

30. The doctoral student's insight is very true that Chakalov's face is embedded in Ivan Vazov's idea of the national teacher, who must lay the foundations of society to a higher cultural and moral level. According to Vergilov, Tolstoy's philosophical conception of the place of man in history is felt here, as well as Pestalozzi's call to return to the village to teach people how to cultivate their lands.

31. The important statement of the doctoral student that "The Queen of Kazalar contains a socio-pedagogical model" deserves special attention, which refers to education as the main means of changing the way of life of the Bulgarians from the post-liberation era. The ideas are - training to connect with social and productive practice, which will contribute to the enrichment of knowledge about objective reality, will create material and spiritual values, will open to adolescents new opportunities for learning and enriching social experience, and this will lead to building their characters and their development as individuals. Attention is also paid to the positive influence on the inner world of man - his thoughts, feelings, actions. There is a manifestation, as the doctoral student notes, of the educational nature of the implemented activities.

32. Vergilov lists a number of works by the author and his ideas about the connection between ecological and moral education. The ruthless attitude of man towards his peers ("Dark Hero", "La Traviata", "Cannibals", etc.), as well as human cruelty to animals ("The Beaten Dog") are shown. The misunderstanding of the whole society about the meaning of nature and life in it is revealed ("Teachers"). The doctoral student came to the logically correct statement that "humans mechanically transfer moral judgments from the world of the ethics of human relations to the world of nature." The helplessness before the secret of human existence and the incomprehensible soul of man is also shown. The emphasis is on the author's appeal to adults to build a moral attitude towards nature in adolescents, as the guiding principle is the definitions of good and evil (in "The Beaten Dog", "Kardashev on the Hunt", "Denunciation").

33. It is very important to realize that there are no useful and harmful animals - every organism has its place in nature, and the human species is dependent on nature. Here, however, we may disagree with the statement that the adolescent must learn to "distinguish the necessary from the senseless cruelty." Is there the necessary cruelty?

34. Vergilov reveals other useful ideas, such as: fostering caring for animals (the poem "Horse"); keeping the rivers clean (in "Danube", "Maritsa", "Vardar", "At dusk", etc.); the motive for the freedom of animals (in "Captured Bird", "Nightingale", "May Symphonies", etc.); about the power of nature and the message that man is a part of nature, not the other way around (in Pompeii, Lightning, Vesuvius, Ella, etc.). Vazov's idea is inserted, which the doctoral student skillfully reveals - "by taking care of animals, plants, inanimate nature, children will become better to the person opposite."

35. The doctoral student is convinced that in the texts of Iv. Vazov present motives for the educational value of art and not only through the magic of speech, but also through the perception of the beauty of nature, human feelings, emotions, relationships. He also cites the relevant evidence for this statement: highlighting the beauties and riches of the native nature, the beauty and fertility of the Bulgarian land (this is how the connection between aesthetic and moral education - in particular patriotic) is manifested. There are also many works in which this idea is reflected: "I am a Bulgarian", "Where is Bulgaria", "Fatherland kind, how beautiful you are!" And others. It is emphasized that nature is the most perfect creation of God, more perfect than man; the poet adores her, admires her and thanks her. In connection with the education of patriotic feelings, the comparison between patriotism and patriotism is appropriate. Criticism of mistakes should not be ignored.

36. Vergilov pays attention in Vazov's work to the revelation of the secrets of poetic art by S. Saykov in the Kalofer school, to the beneficial influence of speech and knowledge in the mutual school in Sopot of teacher Parteni Belchev, who "enchants" the ears and hearts and is a spiritual delight for students and encourages them to their own creativity, which is especially important for the future poet.

37. The teacher's mission to pay tribute to European pedagogy in applying the principle of emotionality, alongside the principle of artistry and in unity with the requirement of science, is emphasized. In this way, the teacher evokes empathy in his students, which guided Ivan Vazov during his teaching years later.

38. The doctoral student analyzes the issue of the social and moral-educational role of poetry, paying attention to the opinion of some authors who reject the possibility of using poetry as a means of building the personality. Vazov defends the role of poetry, giving an example of the transformation into a positive aspect of the main character in "Feldfebel Stambolkov", thanks to the beauty of poetry.

39. Vergilov emphasized Vazov's insight that after the Liberation one of the surest pillars of the Bulgarian people was their language. He is the essential factor that helps him to preserve himself through the centuries as a nation, to differentiate himself as a nation and to preserve his original values and virtues.

40. It is positive that the doctoral student notes the possibilities of art to create conditions not only for experiencing certain emotional states, but also for thinking about them. Vergilov is adamant that it is in this feature that his enormous formative and educational power lies. The understanding of the unity between beauty and good is reflected - ie. between the aesthetic and the ethical. It is rightly noted that this idea is also accepted by Nelly Boyadzhieva. The doctoral student confirms Vazov's opinion that "where there is beauty, there is sympathy and love nearby", and Vergilov truthfully adds kindness. Examples are given from the works: "Some Memories of My Mother", "My Meetings with Lyubena Karavelov", "Memorial Notes on Konstantin Velichkov", "A Corner of Peace and Oblivion", "The Queen of Casalar".

41. The doctoral student also reveals the idea of the teacher-artist, in connection with which he demonstrates his competencies in History of Pedagogy and reveals the influence of the reformist direction of didactic art, especially on the role of visualization - external and internal. He quotes H. Sharelman on these issues, and from the Bulgarian representatives Vergilov chooses to give an example with the practice of the teacher J. Nenov, who has a positive influence on the development of his student Ivan Vazov as a person. Here, the doctoral student justifiably outlines the very important principle that the development of the student's personality is

determined by the constantly evolving personality of the teacher, thus emphasizing the role of continuing education. Under the beneficial influence of his teacher, Vazov applied one of the fundamental principles in pedagogy - educational education.

42. The idea of the magic of music is also presented, which is widely used in Vazov's work and shows the close connection between aesthetic and moral education. Through music, Vazov's characters become better and nobler. The works in which the relevant evidence is found are also indicated (in the short stories "A Corner of Peace and Oblivion", "The King in White", etc., etc., in the novel "Under the Yoke").

43. Vazov's idea of the role of holidays in the educational process (in the story "The Big Day") takes its place. The doctoral student describes what a school holiday is, the teacher's speech, the participation of students in its preparation, its positive impact on uniting students, on increasing their organization and responsibility. The role of extracurricular activities is especially noted, as is the form of the holiday, which contributes a lot to touching the children to the historical past of the people, integrates them into the Bulgarian way of life and soul and thus, as the doctoral student rightly claims, lays the foundation of national identification. The possibility of a mass school holiday to facilitate the socialization of adolescents during the Enlightenment is revealed. The main task of the songs for awakening the freedom-loving aspirations of the Bulgarians in the spirit of the enlightenment tradition is described.

44. There is also the motive for the role of the game on the construction of the child's personality (in the poems "Teacher and Spring", "Our School", in the novel "The Queen of Casalar").

45. A special place is given to the one uniting all other arts - the theater. Vergilov rightly emphasizes that the educational significance of the theater is reflected mainly in the novel "Under the Yoke", in the chapter "The Performance". The doctoral student refers to Klavdia Sapundzhieva that the drama "Mnogostradalna Genoveva" can be defined as a symbol of theatrical life and work in our country before the Liberation and as a Renaissance theatrical model. The doctoral student's statement that the aesthetics of the Revival theater is subordinated and woven into the national liberation context is true; the idea is put forward that the persons involved in the national liberation movement also take part in the theatrical practice. Emphasis is placed on the power of the revolutionary song, which "merges the stage with the hall" and, as Vazov eloquently states: "ascended to heaven as a prayer."

46. (theatrical art); The Solomon Circus (circus art); "Drama", "Sweet guest at the state table", "New land" (dance art); Margarita, Chopin's Nocturno (musical art); "Colosseum", "In front of the Colosseum" (art as a political tool).

47. The meaning of art is presented to carry out global human communication, to break down borders and to remove restrictions, to achieve immortality through long and hard work dedicated to the spiritual needs of the people ("My Songs"). Vergilov's conclusion is important that "the artist and the reader join the universal values, and art develops the universal ability of man to creatively transform the world in every kind of activity."

48. The doctoral student's insight that the "red thread" in the overall creative activity of Ivan Vazov is precisely his call to the Bulgarians to outgrow their suspicion, to increase their national self-confidence and to join the ideals and way of life of civilized humanity is true.

49. After a theoretical understanding of the Christian religion, the doctoral student reveals Ivan Vazov's longing and faith in the possibilities of human existence by presenting historical examples of greatness and courage regarding the role of national liberation struggles in nation building and spiritual transformation. Vekilov's statement that Vazov finds the example, the divine beginning in the cycle "Epic of the Forgotten" is true. Here is the idea of "education by example, by doing good to everyone and to humanity as a whole." This idea, of course, is contained in Christian morality and values.

50. It is also preached that social weaknesses and vices should be treated with good, not evil ("Love is necessary"). The doctoral student emphasizes that the poet seeks the divine beginning in natural harmony, where man finds a real chance to discover man in himself, ie. "God in

himself." A correct summary of Vazov's idea is made that the moral self-improvement of the personality should be the meaning and goal of man's earthly life (in "Forward", "Suffering Traveler", "On Black Peak", "Prayer in the Mountains" and others). ). It is noted that the idea of healing society with good is contained in the teachings of Jesus Christ. He preaches to love even enemies. This is shown by the thoughts and actions of Patriarch Euthymius, Grandmother Elijah. There are more examples in "Christian values", "Pink bush", "Two enemies", "Bulgarian kindness", "The kiss of Judas", "Gramada" and others.

51. Vergilov's conclusion that the Christian worldview ("Prayer") is evident in the presentation of a secular concept in Vazov's works is true. The idea of justice, harmony and beauty in earthly life is expressed, but at the same time the dedication to the mysteries of God is unobtrusive. It is very important that the poem emphasizes the importance of education for the development of the child and the education of adolescents in a sense of belonging to the family community and the nation. Christ's teaching is preached that people should not do to another what they do not want to be done to them (in the story "Dark Hero"). Here, as the doctoral student emphasizes, the universal human values stand out: humanism, recognition of good and evil, tolerance, justice and equality. Vergilov presents plausibly the essence of these categories, which proves his competence. It is correct to preach the idea that the home is a sacred place where children acquire knowledge of the world around them and learn the most valuable life lessons; emphasis is also placed on the Day of the Christian Family.

52. There is the idea of love for the other - one of the ancient values of the Christian religion (in the stories "Easter Reflection", "Christmas Gift", "Beggar", in the poems "Easter", "Golgotha", "Where is God", etc. ). Another Christian virtue is intertwined - "To know oneself means to know the sublime (good) in oneself. An example is given with Feldfebel Stambolkov.

53. The doctoral view of Bulgarian education is revealed by the doctoral student Vergilov in the novel "Under the Yoke" (**third chapter**). It reflects important issues related to Bulgarian education during the Enlightenment. The influence of the pedagogical factors for the development of the rabbit's personality is traced. The doctoral student reflects on the positive role of Vazov's mother, who breastfed him with love for culture and art, giving a personal example with her deeds. He played a major role in the flourishing of the school in Sopot, created a library, donated books and funds for the education of poor boys.

54. Vergilov also outlines the role of the father - Chorbadi Marko in the novel, whose prototype is the father of Ivan Vazov himself, who has a key role in the upbringing of children. The doctoral student presents some credible evidence of upbringing in the spirit of the new age through the actions of Chorbadi Marko: the manifestation of Christian duty to the other who needs help; the cult of science, education and enlightenment; accessibility of education for the whole nation; faith in God (for Chorbadi Marco, the church is an institution that has a direct bearing on the upbringing and education of children and plays an important role in the moral development and improvement of society); the guiding principle for Chorbadi Marco is love and respect for the child, trust in his strength; considers that a direct ban leads to internal resistance; it is for fair and humane juvenile justice and the fight against fear and stress.

55. The doctoral student rightly notes that during the period in question all educational institutions (family, church, school) preached and instilled fear in the child's soul.

56. It is emphasized by Vergilov that the novel shows a discrepancy between family values and social messages (the children of Chorbadi Marko are influenced by both patriarchal traditions and the general enthusiasm for preparing resistance to the Ottoman enslavers).

57. The doctoral student rightly notes that Vazov puts education on a psychological basis, emphasizing that children are more subject to feelings than to reason and it is extremely important that education is associated with positive emotions, to bring pleasure and joy.

58. Vergilov emphasizes that Ivan Vazov assigns an important place to communication between teacher and student, which should be in a calm and predisposing environment. The role of the democratic style of communication, of the need for high communicative competence of the teacher is rightly emphasized. From a modern point of view, it could be pointed out that

communication at the level of "teacher-student" should be on a subject-subject basis. The doctoral student reasonably argues that unethical treatment can lead to harm to children's dignity, insult and grief, lack of trust and mutual understanding, doubt in the good intentions of the teacher and the emergence of a negative attitude towards school. Attention is paid to the way of asking the questions during the exam - to be short, accurate, clear, consistent with the age characteristics of the students (comparing the questions of Ognyanov and Stefchov). Here the didactic competence of the doctoral student is evident, accepting in a modern aspect the presented requirements. By contrasting the two images, the need for a positively oriented education is updated, this is linked to the requirements for the teacher's personality and his attitude towards the student.

59. The role of communication for the social affirmation of the student's personality is also emphasized. Boycho Ognyanov, as presented by the doctoral student, creates favorable conditions for full performance of all students. Applies adequate methods and means to create an atmosphere of tolerance, goodwill and partnership. His actions highly correspond to the modern principles of humanity and tolerance in the educational process, and they in turn provide conditions for self-development, self-improvement and self-education of each student.

60. Special attention is paid to Vazov's presentation of the artistic image of the modern Bulgarian school. The doctoral student makes several substantiated findings: the purpose, tasks and organization of the new Bulgarian school are defined (in "Radini excitement"); information is given about the profession "teacher": physical appearance, moral qualities, social origin, pay for teaching. It is good that Vergilov refers to the truths about the "teacher - rigorist" (according to Kosta Gerdjikov) and draws his correct conclusions about the impact of the era on the formation of the image of the teacher. The characteristics of the teacher and the teaching profession today are analyzed within the science of Pedeutology (see Todorina, D., Kr. Marulevska. Pedeutology. Blagoevgrad, 2010), but PhD student Vergilov manages to identify which of the presented in the novel are important for Vazov, for him himself and for our modern school.

61. Attention is also paid to the specifics of the Bulgarian school: separate education of boys and girls, the growth of the mutual school into a classroom, the organization of education is based on the classroom system, at the end of the school year an exam is held; presents the role of the teacher, the preparation of students, the role of parents, the importance of textbooks and the relationship between teacher and students, the manifestation of a sense of responsibility of the teacher to parents and society; information is given about the organization and management of the school and the conduct of the exam, about the documentation of the learning process.

62. The doctoral student correctly determines that it is clear from the students' answers that the goals and tasks of the school are tied to the means and methods in the struggle of the Bulgarian people for national liberation; knowledge of the historical past is perceived as a basis for building a national consciousness and for starting the liberation movement.

63. Very precisely the doctoral student draws conclusions about the education in the Bulgarian school in the XIX century (through Vazov's view): the purpose of education is the prepared for life thinking and socially engaged person in the conditions of practical training, with high quality at European level. the assessment is a guarantee for achieving the requirements; there is a need to introduce a verified common criterion for assessing students' knowledge throughout the country, prepared on the basis of uniform state requirements; each Bulgarian school independently organizes, plans, conducts and controls the teaching process and the work of the teachers; for students, several more important characteristics in the teacher's personality are important, which mediate pedagogical communication.

64. The importance of school boards, which play a major role in the organization of maintenance, school management and education in general, is also presented; they are the only fully autonomous bodies of self-government of the people; the members of these boards of trustees are the most educated, active and conscientious citizens who enjoy public trust (a generalized image of a school trustee is Chorbadji Marko).

65. Emphasis is placed on cooperation between teachers and parents - working together to achieve common goals; the interaction between them allows them to complement their strengths and neutralize their weaknesses. The doctoral student rightly emphasizes that the interaction between the two institutions - school and family, has an impact at the level of society. Public attention is drawn to the educational and training problems of adolescents, including in connection with overcoming their deviant manifestations. Another aspect of the social function of this interaction is considered - the socialization of adolescents, their integration into the environment and their definition as individuals.

66. The doctoral student also presents the place of the incentives as a public assessment of the positive manifestations and inducing of moral satisfaction. The exact conclusion is made, which also has a modern sound, "in his work the pedagogue must rely on the good features of the child, who with this approach will more easily believe in their abilities" (example with the actions of Boycho Ognyanov).

67. Vergilov considers the place of enlightenment within the framework of the national revolution (in *The Drunkenness of a Nation*). It refers to the transformation of a number of characters in the novel. It is clear that the people's teacher manages to fulfill his mission. The doctoral student correctly states that "the peaceful patriarchal man begins to feel the spirit of the new time and expresses readiness to break the established order and make a revolution.

68. An important aspect of the doctoral student's dissertation research is that when the Bulgarian people began to organize for a general revolt, the acute need for education of women also became apparent. That is why the exam in the girls' school of Byala Cherkva is a holiday for everyone. It was emphasized by Vergilov that the Bulgarian girl acquired the right to education and to her own choice (to join the educators and revolutionaries). This is truthfully illustrated by the image of Rada.

69. The importance of education in the national liberation movement is also revealed through the image of Ivan Borimechkata (the role of one of the main driving forces of the April Uprising is shown - the broad rural mass). Borimechka's face illustrates her generalized features - diligence, compassion, sense of humor, willingness to sacrifice, but at the same time limited knowledge, although there is a constant desire to learn and improve. This charming image was developed and enriched, as the doctoral student emphasizes, in *Novaya Zemlya*, where "he was educated, wrote in a newspaper, took part in the Liberation War, was present in the government, adopted the Constitution, carried out the Union."

**In the conclusion** of the dissertation Valentin Vergilov rightly declares that the main thesis about the importance of the personality and creative work of Ivan Vazov for the Bulgarian pedagogy is defended. The doctoral student presents the confirmations of his assumptions successfully, accurately, motivated and objectively, given that in the analysis made in the dissertation, the evidence itself is presented in detail - many examples from the plot of the works, reliable development of ideas, characterization of the characters. , making adequate summaries and conclusions, drawing on their rich knowledge of Theory and History of Pedagogy.

### **III. According to the technological mechanism for conducting the theoretical research and the ability for analysis:**

1. The theoretical research conducted by Valentin Vergilov and the use of appropriate research methods for its implementation shows the existence of competencies for planning, constructing and conducting a comprehensive dissertation research.
2. In the rich research for revealing the pedagogical ideas in Vazov's work, the doctoral student presents in depth and analytically the views of the folk poet, backed by theoretical statements of famous authors from the past and present on the events and concepts, outlining his own position, backed by clear evidence, adequate summaries and conclusions.
3. There is a full coverage of the issue through a very well-defined assumption and dynamics of the problem.

4. Objectivity, reliability and accuracy of the research is guaranteed through the use of authoritative authors, different authorial approaches
5. Demonstrated ability to detect problems and make a logical connection between them, comparing the author's approaches, outlining the deficits in the study, expressing their own author's position with relevant arguments, synthesizing appropriate summaries.
6. Full adequacy has been achieved between the correctly formulated object, subject, goal, tasks, research thesis, methodology and research methodology.
7. A good impression is made by the inclusion of a comparative analysis of events and characters, the identification of discussion questions, which will inevitably be useful for future research on the problem.
8. Within the rich research program the main thesis of the research has been proved by presenting adequate arguments.
9. In the conclusion of the paper appropriate summaries and conclusions are made mainly about the importance of the developed ideas and the development of the problem on a theoretical level. It outlines the main characteristics of Vazov's pedagogical ideas presented in the dissertation, as well as of his significant personality. They are rich in content, they are the bearers of a number of valuable productions for upbringing, training and education, which, due to their current sound, are also addressed by modern educators and their students.

#### **IV. By style and language of development:**

1. The doctoral student masters the scientific style of writing both in the structuring of the dissertation and in its development.
2. The language of development is legible, clear and grammatically correct. The competence of the doctoral student for literary and pedagogical analysis is demonstrated, they are skillfully woven as evidence of the expressed ideas and well-selected theoretical statements of pedagogues from the past and our contemporaries, as well as his own categorical position.
3. The doctoral student has a rich literature, skillfully emphasizes the most important by listing or emphasizing the determinant, even by choosing a font that changes if necessary.
4. A rich bibliography was used, which is from a total of 102 various sources - Scientific Archive of BAS (1 item), published documents (3 issues), from the press and periodicals (1 item); sufficient literary sources - 91 in Cyrillic by Bulgarian and foreign authors, 2 in Latin and 9 web-based sources.

**The abstract** meets the requirements for volume and content. Corresponds to the developed dissertation. It correctly presents the contributing moments in the work, as well as a reference to the author's publications on the topic of the dissertation. They are sufficient in number (5) for research of this kind, are published in renowned publications, 4 of the publications are independent and only one is co-authored.

**The contributions** to the dissertation are on a scientific-theoretical level. They are in full adequacy with the content of the work. They correspond to the conducted research, which is why I essentially fully accept them. I believe that the most important contributions outlined in the dissertation relate to:

1. Enriching the pedagogical theory, as well as the history of pedagogy and Bulgarian education with the significant pedagogical ideas of Ivan Vazov rediscovered by the doctoral student in his work, which, connected in a system, can be a reliable basis for modern pedagogical science.
2. Discovering and analyzing the merits of Ivan Vazov for the development of Bulgarian education and culture, establishing his personal profile as Patriarch not only of Bulgarian literature, but also of Bulgarian pedagogical thought in the post-liberation era.

3. Enrichment of the basic concepts of pedagogy - education, training and education, as well as the categories of principles, methods, forms and means of education and upbringing - in the context of their nature, meaning and application in the school education system by deriving time determinants its postulates and decisions, many of which still have a modern sound.

4. Discovering in Vazov's ideas the application of all the main content components of education: moral (in particular patriotic), mental, aesthetic, ecological, labor, physical, religious, as well as the relationship between them.

5. Enrichment of the science of Pedeutology through reliable analyzes of the teacher and the teaching profession, the requirements for the teacher, the qualities of the teacher in the conditions of the new Bulgarian school and his great role in the liberation movement of the Bulgarian people. There is a lining with relevant theoretical statements. Many of the analyzed qualities of the teacher are evaluated positively today

#### **Recommendations:**

1. In order to be able to more clearly highlight the overall pedagogical system in the work of Ivan Vazov, it is good, in my opinion, to present it in a separate paragraph (as a model) listing its components and presenting them schematically, thus the place of each of them and the interrelationships between them can be clearly outlined.

2. Applications could be constructed in the dissertation: with facsimiles of works, photographic material about Vazov or characters from his works. This would enrich the dissertation.

**Question:** What are the main determinants for proving the national and European image of Ivan Vazov?

#### **Conclusion:**

The presented dissertation work, developed by doctoral student Valentin Vergilov, meets the requirements for research for the acquisition of the educational and scientific degree "Doctor".

Competences for detecting a dissertable problem and its successful development through rich theoretical research and adequate tools have been demonstrated.

The high general culture of the author is evident, as well as the deep knowledge of a number of authors from different epochs and scientific schools, the opportunities for deep thinking, conceptualization, transversality, innovation and insight in discovering and solving problems, there is a strong authorial position, critical spirit, true interpretation of events and problems and their updating.

Based on the outlined merits of the work, competencies and contributions of the author, I propose with conviction **Valentin Vergilov to acquire the educational and scientific degree "PhD" in the field of higher education 1. Pedagogical sciences; Professional field 1.2. Pedagogy; Doctoral program "Theory of Education and Didactics" (Theory of Education).**

November 26, 2020.

Reviewer: Prof. Dobrinka Todorina DSc