**R E C E N T I O N S**

*by Prof. Dr. Maryka Ivanova Radeva , on the dissertation for the award of the educational and scientific degree "DOCTOR" on the topic "The teacher - mediator between tradition and modernity XX-XXI century /Ethnological research/, developed by Asya Valentinova Valcheva*

Asya Valentinova Valcheva submits all necessary and compliant with the regulatory requirements documents.

The presented dissertation develops an interesting and, in my opinion, extremely topical for national education theoretical and practical-applied problem. However, it is necessary to specify that the dissertation only peripherally deals with the problems of the 1970s and 1980s, and is entirely dominated by the significant and profound political and social transformations in the Republic of Bulgaria in the early 1990s and the following decades of the twentieth century.

The structure of the work includes an introduction, three chapters, a conclusion divided into two parts /conclusions and conclusion/, appendices and bibliography.

From the INTRODUCTION /p. 3- 12/ it is clear that the work unites two research tasks - pedagogical and ethnological. Such a methodological approach is a serious challenge and requires complete integrity in analysis and results - a task that presupposes high theoretical training, research skills and mental discipline.

The doctoral student argues convincingly for the object and subject of the research.

The aim is clearly formulated /p. 4/ and coherent with the 5 research tasks.

The working hypothesis is presented professionally, but from the perspective of decades of work on the methodological, historical and methodological aspects of school history education in Bulgaria, I find the statement that "the challenges faced by teachers in the 1970s and 1980s are similar to those of today" to be quite inaccurate. In fact, the dissertation confirms the enormous difference in values in the orientation of national education until the late 1980s and the subsequent period of difficult transformation from an authoritarian to a democratic European model.

CHAPTER ONE, "Mediation and Education", deals with the problem of global education, the role of the teacher in it and the contemporary value orientations of the democratic world. Impressive is the paragraph on Eastern educational values centering on the views of Yoshiko Nomura. The functions and the teacher's occupational chart are meaningful details, developed thoroughly and extensively, with the possibility of being instrumentalized methodologically in the full study of the topic.

 CHAPTER TWO, " The School Institution-Development and Directions," has a distinct paragraph that makes an unsuccessful attempt at a brief historical overview of the development of education during the period 1944-1989. The focus is on the 1970s-1980s. The doctoral student searches for rational ideas in the ideologized, authoritarian and completely detached from democratic ideas educational model, referring to statements "insights" of L. Zhivkova. I appreciate this attempt, but unfortunately, her ideas were highly contested in the then current conjuncture and, definitely, did not fit into the state educational policy. There are quite a few publications containing indirect evidence of possible influences of L. L. Zhivkova on intellectuals from her entourage who later occupied responsible positions in the state administration.

Asya Valcheva presents the rich and closely related to the profound value, ideological /not ideological!/ and content changes, information on the documentary basis of the educational reforms after 1991. In this part of the work she shows not only the ability to inform, but especially to analyze the documents of the Council of Europe and the various institutions of the European Union in relation to the difficult transformations in the educational work in our country, with the transition from the educational dogmas of the authoritarian society to the inclusion of Bulgarian schools and teachers to democratization.

Asya Valcheva sparingly but specifically shows the work on the Education and Training 2010 programme after the accession of our country to the European Union /p. 61-67/. She clearly shows the changes in the programmes, focuses on the different key skills, applies a complete list of documents of the Ministry of Education and Science on the fundamental problem of educational standards for modern education.

Competent exposition on STEM education policy reflects recent guidelines for building specific and stimulating school environments.

The proposed structural approach applied by the PhD student - in the first and second chapters dealing with the pedagogical aspects, in the third chapter - carrying out the ethnological study of the topic - for interesting and productive.

CHAPTER THREE, " The Teacher-Tradition, Modernity, and Today"-introduces the ethnological study with a historical overview of the role of the teacher from the nineteenth to the late twentieth century-information that would have been more appropriately collected in a single paragraph. Perhaps driven by the thought of a more synthesized presentation of her thesis, Asya Valcheva makes a number of inaccuracies. Quotations about the period of socialism need comment and critical analysis.

The doctoral student skillfully and convincingly carries out the analysis of the pedagogical interactions teacher-student, teacher-parent, successfully incorporating her personal pedagogical experience.

An undoubted success, in my opinion, is the justification of the field study of the teacher as a mediator between tradition and modernity/ p.93- 124/. This part of the work demonstrates very convincingly Asya Valcheva's ethnological research competences. The rich range of questions developed, touching upon the essence of the work, the surveys carried out and their deep analysis are of undoubted contribution.

The dignity and achievement of the doctoral dissertation are the conclusions /p.121-124/ and conclusion /p. Based on a multifaceted functional analysis of the answers received from the interviewed teachers, they critically reflect on the real situation at the present moment and, with concrete suggestions, show possibilities for the realization of adequate qualification.

The BIBLIOGRAPHY appended by the doctoral student includes, besides the publications used, a respectable selection of documents on education of various institutions of the European Union, UNESCO, UN, Ministry of Education and Science, electronic sources.

APPENDICES - over 90 pages - with questionnaires for the surveys and their results concern all aspects of the study. They reveal the real basis of the functional analysis carried out and prove in an unambiguous way the research skills of Asya Valcheva to systematize and interpret the ethnological aspects of this in-depth study.

OPINION CONCLUSION

- The dissertation presented for defense is devoted to a scientifically significant and socially relevant topic, DEVELOPED DETAILED AND ANALYTICALLY.

 The reached conclusions are adequate to the set research tasks.

- The qualities and achievements of the dissertation, ESPECIALLY IN ITS ETHNIC PART, give me reason to think that it could actually support the activities of educational institutions in the organization of teacher qualification. I suggest that, after appropriate editing, the ethnological part be published.

- In the elaboration of the dissertation topic there are individual structural, stylistic and content irregularities, which do not take away the dominance of Asya Valcheva's rational conclusions.

- The abstract meets the requirements. I agree with the mentioned contributions/ p. 31 of the abstract/. I note correct use of foreign publications.

Being convinced that the dissertation submitted for defence by Asya Valentinova Valchanova possesses a sufficient minimum of research skills and competences, I will vote "FOR" the award of the educational and scientific degree "DOCTOR", scientific field 3.1, "Sociology, Anthropology and Cultural Sciences".

13 September 2023, Signed: ..................

Sofia