



## **R E V I E W**

of dissertation work on theme

### **"INDIVIDUALIZATION AND DIFFERENTIATION OF THE PEDAGOGICAL INTERACTION IN THE KINDERGARTEN"**

for acquiring the educational and scientific degree "Doctor of Science"

area of higher education 1. Pedagogical sciences

professional field 1.2 Pedagogy (Preschool education)

**Author: Assoc. Prof. Dr. Rosalina Plamenova Engels-Critidis**

Faculty of Studies and the Arts

Sofia University "St. Kliment Ohridski "

Department of Preschool and Media Pedagogy

### **1. Structural parameters of dissertation work**

The dissertation consists of 312 pages and consists of an introduction, five chapters, a conclusion, conclusions and recommendations, a bibliography and annexes. The text includes 14 tables, 47 figures and 56 photographs. The literature includes 190 titles, 140 of which are in Cyrillic and 50 in Latin. It is of high quality because it presents monographs in its defining part.

Structurally, the dissertation contains all the necessary components for its evaluation:

- Relevance of the problem, conceptual rationale and purpose of the dissertation presented in the introduction;
- Analytical interpretation of the problem area in terms of the psychological, historical and normative aspects of the individualization and differentiation in education, as well as the educational perspectives for the acquisition of knowledge and social experience in childhood;

- Target, subject, object and hypothetical parameters, methodological justification, criteria and indicators for psychological and pedagogical study of the results of the process of individualization and differentiation of pedagogical interaction in kindergarten. The study was implemented in five stages, three of which present the ascertaining, conceptual and experimental projections of the research, and two of them relate to the analysis of results and training of target groups in the implementation of educational technologies developed and experimented by the author;

- Effective and analytical parameters of the psycho-pedagogical study of respondents' orientations;

- Variation-dynamic educational model for positive individualization and differentiation of pedagogical interaction in kindergarten.

## **2. Summary of abstracts and publications**

- The abstract is correctly presented and corresponds to the structure and content of the dissertation.

- The dissertation publications are related to it and have scientific value.

- There is a correctness of bibliographic citations.

## **3. Administrative timeline and regulatory framework**

Regulations related to the Law on Academic Degrees and Titles, the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Regulations for the Implementation of the Law for the Development of the Academic Staff in the Republic of Bulgaria have been complied with and have not violations committed:

- The dissertation does not repeat the topic and the content of the doctorate submitted for the degree;

- There is no plagiarism in the work, there is originality of the dissertation and it does not infringe the copyrights and intellectual property rights of anyone;

- The reference to the scientometric indicators related to the applicant's scientific and publication activity indicates that Assistant Professor Rosalina Engels meets the requirements for the degree of Doctor of Science.

#### **4. Content of the dissertation thesis**

In the introduction, the author presents the relevance of the problem, namely, ensuring the emotional well-being of the child and stimulating his / her activity by creating conditions and opportunities for effective pedagogical interaction, in the context of individualization and differentiation of the educational process, aimed at stimulating the experiences and learning of a personally meaningful childhood experience.

It is quite logical in this part of the dissertation to define the concepts of "individualization" and "differentiation", as well as to derive the purpose of the dissertation: discovering, in theoretical and practical terms, the role of individualization and differentiation of pedagogical interaction in kindergarten.

**CHAPTER ONE, "Individualization and Differentiation in Education: Psychological, Historical and Regulatory Aspects"** contains seven paragraphs:

In the section "The concept of individuality in psychology" the author presents the views of psychologists and educators on the personality parameters of individuality as a genetic and social phenomenon;

- The paragraph "*The uniqueness of the child and his or her personal potential*" specifies the global vision of individuality in the context of the age parameters of childhood development, which are influenced by a wide range of developmental factors for socialization and the emergence of the "I-concept";

- The following paragraphs of Chapter One focus on the relevance of education to stimulate individual differences in historical-pedagogical and contemporary contexts, with the author's vision being placed on the need for

appropriate implementation in the educational process of individualization and differentiation in pedagogical interaction.

In this regard, there are the following **positive highlights in CHAPTER ONE:**

- Availability of an analytical approach to the phenomena described, in the context of their consistent gradation as psychological, historical and normative aspects;

- Presence of pedagogical interpretation of individualization and differentiation in the educational process not only in theoretical but also in practical and technological terms.

**CHAPTER TWO, “Educational Perspectives on Learning by Experiencing and Personally Significant Children's Experience in the Context of Individualization and Differentiation of Pedagogical Interaction”** contains seven paragraphs:

- In the first one, "Learning by experiencing and personally meaningful childhood experience", Assistant Professor Engels presents the role of learning by doing and in this context, pedagogical technologies for stimulating the educational process in kindergarten, taking into account the teacher's individual peculiarities and needs kid.

- In the following paragraphs, there is a consistent vision regarding the goals of stimulating experiences and transforming the child's experience at a conceptual and regulatory level in Bulgarian pre-school education. In particular, the author presents the possibilities of the pedagogical situation in the educational process in kindergarten as: provoked by the teacher; a space for children to learn by experiencing and personally meaningful children's experiences in games and independent activities.

**CHAPTER TWO The following are the positives:**

- In-depth knowledge of the author on the interpreted issues;
- Detailed analysis of the possibilities of organizational forms for the educational process in kindergarten for provoking the individuality of each child, emotional intelligence and educational progress.

**CHAPTER THREE, "Psychological-pedagogical study of the effect of enhanced individualization and differentiation of pedagogical interaction in kindergarten"**, presents four paragraphs:

- In the first three paragraphs, the author presents a global experimental vision of the study related to the importance of individualization and differentiation of pedagogical interaction in the educational process in kindergarten for stimulating the children's individuality through a variable-dynamic model.

In this regard, the objectives of the study relate both to the theoretical aspects of the problem and to the educational perspective of the goals to stimulate the experiences and the goals to transform the experience through an adequate diagnostic experiment in ascertaining and formative terms.

From this point of view, the hypothetical guidelines look at the possibilities of individualization and differentiation of the educational process to stimulate the individuality of each child, such as age dynamics and sexual differentiation, the degree of well-being of individual children and their individual educational progress. The attitudes of the pedagogical specialists regarding the individualization and differentiation in the pedagogical interaction in the practically applied aspect are also subject to analysis and evaluation.

In accordance with the mentioned accents, the author presents a system of criteria and indicators for psychological and pedagogical research, oriented towards the child, the teacher and the principal, the assistant director and the head teacher of the kindergarten.

The fourth paragraph presents the stages of the research, methodology and respondents in summary and specific variants with sufficient volume of participants, phases, stages and toolkit.

**In CHAPTER THREE there are the following positive accents:**

- Clear visual stylistics of the psycho-pedagogical study;
- Detailed specifics of the dynamics of the study by an adequate methodology, including both subjective and objective diagnosis of the phenomena studied;
- Exactly correlation between ascertaining and forming projections of the study.

**CHAPTER FOUR, “Analysis of the Results of Psychological-Pedagogical Research”** presents its ascertaining parameters related to the impact of enhanced individualization and differentiation on children's educational progress such as age dynamics, sexual differentiation and individual profiles, emotional well-being, activity, readiness to participate in the educational process.

There is also an analysis of the expertise of childcare teachers, students and management staff in the pre-primary education system.

**There are some positives to this chapter:**

- Detailed statistical processing of data, supported by tables and diagrams;
- Very good analytical culture in interpretation of results;
- Presence of individual profiles of children, enabling characterization of the processes of individualization and differentiation;
- A clear relationship between the individual parameters of the ascertaining experiment.

**CHAPTER FIVE, "Variational-Dynamic Model for the Individualization and Differentiation of Interaction in Kindergarten"**

presents the author's vision for the shaping projections of the research through a conceptual model for stimulating the child's personality.

It is well structured as a goal, conceptual apparatus, key prerequisites and specifics related to: the active implementation of learning by experiencing and personally meaningful children's experiences; promoting activity and a discoverable spirit by taking into account individual children's interests; promoting personal children's initiative and children's choice; search for a constructive projection of individual children's facilities, features, abilities, skills, interests and needs.

From this point of view, the model has also accents focused on the work of pedagogical specialists: planning of the educational process and selection of educational content; respect for the value and self-confidence of all children in the group; the relationship between individual characteristics and team work in the group; interaction with the family.

The model is also detailed in terms of its variable-dynamic, empirical-research, professional-pedagogical, subject-spatial, regulatory-managerial and technological dimensions.

In this context, it also contains practical applications such as pedagogical experimentation for the individualization and differentiation of interaction in kindergarten: summarizing good pedagogical experience; organization of grouping and regrouping processes; author developed educational technologies for individualization and differentiation of group pedagogical interaction in kindergarten within the pedagogical situation, as well as specific age parameters of the educational content.

**There are some positives to this chapter:**

- A well-founded, structured and implemented dynamic-variational educational model for individualization and differentiation of interaction in kindergarten;

- Current technological culture of the author through the developed pedagogical experiment for personalization of interaction with each child through alternative possibilities;

- Adequate connection between ascertaining and forming projections of the psycho-pedagogical experiment.

**THE CONCLUSIONS AND THE RECOMMENDATIONS** summarize the achievements of the development, prove its relevance and are the starting point for reflection on the unification of the educational process in kindergarten in the context of the production of homogeneous children, without taking into account and stimulating their individuality. In other words, at a global theoretical level, this problem is not new to pedagogy, the question is how to design and implement it in practice?

### **5. Critical notes, questions and recommendations**

**- I have no critical notes and recommendations for the thesis and its author.**

**- Question:** How can the approved model be implemented in the educational content of the different program systems, starting from the prescriptive regulation of pre-school education?

### **6. Major contributions to the dissertation**

**I accept and agree with the main contributions of the dissertation, stated by Assoc. Rosalina Engels.**

**In summary, I mention the author's contributions:**



1. There is an author's conceptual justification of the problem area and the actuality in stimulating the individualization and differentiation of the educational process in the system of pre-school education;

2. A new function of the pedagogical situation is introduced as an opportunity for individual approach to the age characteristics and sexual differentiation of each child through the key role of the teacher and the differentiation of the educational content;

3. There is a detailed system of criteria and indicators for psychological and pedagogical ascertainment of the problem area;

4. The developed and approved author's variable-dynamic model for the individualization and differentiation of pedagogical interaction in kindergarten is a reliable technology for optimizing the system of pre-school education;

5. The presence of individual profiles described in the ascertaining and formative aspects is a typological basis for the individualization and differentiation of communication and the educational process such as age and sexual differentiation.

**IN CONCLUSION**, the positive accents and contribution points give me reason to give a **POSITIVE evaluation** of the dissertation work and to offer with conviction to the scientific jury **TO AWARD THE SCIENTIFIC DOCTOR OF SCIENCES in the field of higher education 1. Pedagogical sciences 1.2 Pedagogy (Pre-school Pedagogy)**, by Rosalina Plamenova Engels-Critidis, **BECAUSE DISSERTATION WORK CONTAINS THEORETICAL SUMMARY AND SOLUTIONS OF BASIC SCIENTIFIC AND SCIENTIFIC APPLICATION PROBLEMS.**

Sofia  
16.01.2020

Reviewer: .....  
/Professor Radoslav Penev, DSc /