

S T A T E M E N T

**OF SUBMITTED WORKS FOR PARTICIPATION IN A COMPETITION FOR
THE ACADEMIC POST "PROFESSOR", ANNOUNCED BY SOFIA
UNIVERSITY "ST. KL. OHRIDSKI", IN THE NATIONAL GAZETTE № 49
DATED MAY 29, 2020**

REVIEWER: PROF. DR. KATERINA KARADZHOVA

CANDIDATE: ASSOC. DR. EMILIA EVGENIEVA

I. Brief Candidate Biography

Assoc. Dr. Emilia Evgenieva is the sole participant in the competition for the post of "Professor" with the professional qualification: Pedagogics 1.2. (Special Education)

Assoc. Dr. Evgenieva has completed two Master's programs in Bulgarian Philology and Special Pedagogy. She has acquired a Doctor's scientific degree.

Since she completed her higher education, Assoc. Dr. E. Evgenieva has worked consecutively as a Bulgarian Language and Literature teacher, an assistant (Sr. And Jr.) and an associate to the Department of Special Education in Sofia University "St. Kl. Ohridski".

As a scholar and a teacher, Assoc. Dr. Evgenieva has actively engaged in dealing with problems related to the methodology of teaching Bulgarian language and literature to children with special educational needs, reduction of the learning content, the possibilities of including children with special educational needs in mainstream environments and others.

Assoc. Dr. Emilia Evgenieva has taken part in the development and accomplishment of a number of research projects, teaching courses with pedagogy specialists, directors and academic lecturers. She has participated in many scientific conferences (national and international) and has made popular her views of innovation in the conditions of an inclusive education. She is also actively involved in the Master's and Doctor's programs to the Department of Special Education and Speech Therapy, which are taught in English. Ten (10) of her students have defended PhDs, six (6) of which have done so in English.

II. Characteristics of the scientific and applied research output of the candidate for the academic post of "Professor"

Assoc. Dr. E. Evgenieva has an interesting scientific output, including monographs, articles and reports published in various types of peer-reviewed and non-peer-reviewed scientific journals, publications in collective volumes, the compilation of omnibuses and reports from national and international scientific conferences and others.

Assoc. Dr. Emilia Evgenieva is participating in the announced competition with the following scientific publications:

1. Independent Monograph – 1 (Indicator C);
2. Articles and reports published in the scientific journals, reviewed and indexed in world renowned data bases – 2 (Indicator D);
3. Articles and reports published in non-peer-reviewed magazines – 15 (Indicator D);
4. Three chapters of monographs (books) in co-authorship – no distribution protocol (Indicator D);
5. Book reviews and presentations of new books.

I will focus on some of the more important publications related to the specificities of the announced competition, as well as the scientific and teaching qualities of Assoc. Dr. Emilia Evgenieva.

The **Monograph: *Inclusive Education – Innovations and Paradoxes*** is dedicated to a very important matter, related to the culture of including and its formation in the conditions of mainstream learning environment. During the past years, the number of children learning in the conditions of inclusive education has increased, as has the emergence of new, social-educational realities. This fact has made reviewing the ideas for innovation in the field of education imperative and thus, justifies the need to search for and discover new learning models that respond extensively to the new educational needs and challenges. From this point of view, the monography presented by Assoc. Dr. Emilia Evgenieva is very genuine and unconventional.

The monograph is developed on 176 pages and includes an introduction, three (3) chapters, a conclusion and a list of the literature used.

The introduction accurately and concisely places the main points of emphasis on the research position of the author. Introducing virtual technologies into the education process justifies the need to adapt and transform the system in the direction of the new and contemporary trends and requirements.

The first chapter deals with the penetration of a new kind of literacy: the digital literacy, related to the new technologies, the way they are used and applied in life, in addition to the formation of new educational interactions. The axiological and axiomatic approach the author uses stimulates the deduction of prognostic trends, oriented towards the learning process in the current moment.

Assoc. Dr. Emilia Evgenieva competently and professionally tries and succeeds in concluding evaluation criteria for the contemporary innovations and paradoxes in education and describing the possibilities of their effective functioning.

The second chapter is dedicated to the paradigm of inclusive education. The candidate for the academic post of “Professor” has invested serious attention and time in the need to develop an effective learning environment for all children and learners. Assoc. Dr. Emilia Evgenieva has thoroughly and purposefully researched and analyzed

the attitudes of students in the first year to accept different children and learners in mainstream education. One positive moment in this research is the accent on the motivation of students to establish a society with no isolation. The identified deficits in this regard justify the need of change in university education, which is imminent in view of the changing educational reality.

Articles and Reports Published in Peer-Referred Scientific Publications

In this section, the author presents two scientific publications. The first – *Main Education and Professional Qualification of Teachers in Bulgaria and Turkey* – has been developed in comparative mode. It has been structured based on the analysis of research done by students from Bulgaria and Turkey, who were in teacher training. This is where the pluses and minuses of integrated learning have been described in accuracy, with the accents placed on the cultural factors affecting this process. A positive moment is the fact that the elaboration includes a framework for the trends of the future development of this process. The article is beneficial and interesting for both university students and specialists interested in comparative education.

The second elaboration from this section is The Language Environment of Students Today. It analyzes the trends of student and teacher evaluation of the different sources of information and frames the prerequisites that ensure the inculcation of electronic platforms in the process of education. The article is very interesting and contemporary and could be used as a guide in a time when electronic education is imperative. It contains useful and significant correlations made between the age factor and the legitimacy of media or another.

Articles and Reports Published in Non-Peer-Referred Magazines

I will briefly pause at these publications. In terms of topic, they are united by the ideas of reduction and the approaches to reduce the learning content for Bulgarian Language and Literature, a research and analysis of the semantic and structural specificities of the sentence and its connection to how mentally retarded children think. In these and other publications, the author attempts to revise the conception of language and its production in the communicative practice of individuals with different deviations.

A positive moment in the scientific developments of Assoc. Dr. Emilia Evgenieva is the justification of the changed role of the teacher in the contemporary learning environment and the need to restructure the learning content. This is done in view of the new requirements and realities in the contemporary educational system where all children learn, regardless of whether they have a deviation or outstanding gifts.

A significant position in the works of Assoc. Dr. Emilia Evgenieva is given to the story and its therapeutic reading, in addition to a model she proposes for art-therapeutic work with children having sensory or multiple impairments. In the context of the above, I would add that the mentioned accents are directly related to the processes of integrating children and learners with special educational needs and to the regulation of the new requirements for a supportive learning environment.

Assoc. Dr. Emilia Evgenieva has participated in co-authoring three chapters of collective books, which in my opinion have the character of methodology literature. The author has not presented a distribution protocol for those. They generally deal with processes of literacy and teaching pupils and university students.

Admirations are deserved for the fact that most of the scientific-theoretical elaborations of Assoc. Dr. Emilia Evgenieva have been piloted and incorporated in the real pedagogical process. I'd like to mention the models of learning content reduction, the digitalization of education, the use of untraditional means to influence and integrate children and learners with special educational needs and others, which is a serious testimonial for the author.

III. Contributing Moments

I completely accept the tangibility of the presented contributing moments. I would only add that the presented and peer-reviewed publications all result from many years of serious research and have been conducted with a scientific pathos and serious professionalism.

Assoc. Dr. Emilia Evgenieva has 17 quotes of various weight, some of which are in competent international editions.

With regard to the minimal national requirements in Art. 2b of the Law on Academic Composition Development in the Republic of Bulgaria of the scientific and teacher activity for a minimum of required points in the groups of indicators (A-50, C-100, D-220, E-150, F-505) to hold the academic post of "Professor", Assoc. Dr. Evgenieva fully complies.

CONCLUSION

Based on all that I've described and backed with arguments in my statement, bearing in mind the qualities and capabilities of Assoc. Dr. Emilia Evgenieva, I PROPOSE TO THE RESPECTED SCIENTIFIC JURY to give a positive vote on her election for the academic post of "Professor" in the following professional qualification: 1.2. Pedagogics (Special Education) to the Department of Special Education and Speech Therapy at Sofia University "St. Kl. Ohridski"

Statement Author:

Prof. Dr. K. Karadzhova

30.08.2020