

OPINION

by Associate Professor Doctor GALENA IVANOVA,
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of a dissertation work on the topic:

„Formation of personal experience through experiencing emotions – variable applied strategies in the activity of the modern pedagogue”,

developed by

RUMYANA ALEKSANDROVA GEORGIEVA-ILIEVA

for the award of the educational and scientific degree "Doctor"

Scientific direction 1.2. Pedagogy (theory of education and didactics)

Scientific supervisor: Assoc. Prof. Dr. Vladislav Gospodinov

Proposed dissertation is a comprehensive scientific and applied research with a volume of 276 pages. It is structured in 3 chapters and a bibliography of 80 literary sources. There are included 11 appendices.

The dissertation work developed by Rumyana Georgieva-Ilieva is dedicated to an insufficiently researched, but current and significant problem for pedagogical theory and practice. The topic of the dissertation is a challenge and to some extent an innovation in the implementation of pedagogical interaction in the Bulgarian school.

In the introduction, the doctoral student reveals some basic problems of the upbringing and education of students, such as stereotyping, the class-lesson school system, the rational distribution of time, immobilization, etc. On this basis, the doctoral student's motivation to bring inspiration back into the learning process through experience in a pedagogical context sounds particularly impressive. She concretizes these intentions by revealing the essence, features and role of the pedagogical experience in the context of personality formation using variable applied strategies.

The subject and object of the research are defined clearly, precisely and correctly and allow the doctoral student to develop and prove her hypothesis, and to reach significant theoretical and applied generalizations.

The theoretical conceptualization of the topic is presented in the first chapter, which discusses the multifaceted nature of the experience in pedagogical interaction and the related aspects of scientific interpretation, reflected in the specialized literature.

The conceptual apparatus in the field of experiential pedagogy is revealed informatively and comprehensively, and the scientific argumentation of personal experience is examined.

The doctoral student pays special attention to the basic concept of "experience" as a complex construct present in various scientific fields, including the history of experiential learning. In addition, there is paid attention

to the relationship between the concepts of reflection and sustainability, associated with the acquisition and awareness of personal knowledge, its transfer and its implementation in everyday life.

The author makes a thorough analysis and skillfully interprets a pedagogical educational situation, which undoubtedly possesses valuable educational potential and the closely related educational time as one of the most valuable resources within the pedagogical experience and a basic tool in the hands of the modern educator.

The characteristics of pedagogical specialists as leading figures supporting positive experience in their activities are presented sufficiently comprehensively. In the context of the changing role of teachers, it is emphasized that the modern educator not only teaches the basics of the relevant science, but also builds on them attitudes, values, and motives aimed at forming personal qualities.

It should be emphasized that Rumyana Georgieva-Ilieva has coped excellently with this difficult task of theoretical analysis for any researcher, that she knows the problem and manages to achieve a scientific and logically sound interpretation.

The methodology is adequate to the set goals and hypotheses. The doctoral student demonstrates good skills and competence in describing the organization and stages of the research conducted. The empirical framework of the subject and object is clearly outlined, adequate methods and tools, which are used, which allow the results obtained to be presented precisely and reliably.

For the purposes of the study, two types of questionnaires were developed for the diagnostic and control stages. The theory is successfully transformed into concrete technology in the form of scenarios, games, and designs for conducting proactive workshops. A design for conducting training for facilitators has also been developed. The essence, structure and specifics of the educational game "The Path of Change" are described in a sufficiently informative manner.

The theoretical and applied model for integrating experience in a pedagogical context into the work and activities of the modern educator was created on the basis of humane and democratic principles, which fully correspond to the doctoral student's research intentions. The methodological framework includes cooperative games, persuasion, competition, personal example, the discussion method, etc. The created comprehensive model for integrating the pedagogical experience in the daily educational activities of educators is an undisputed achievement of the doctoral student.

The dissertation work shows that the doctoral student possesses in-depth scientific knowledge and professional skills for independently conducting and presenting scientific research, which successfully leads her to search for little-used perspectives for the development of students' personalities.

The scientific self-assessment of the **contributions** adequately reflects the achievements of the doctoral student. I acknowledge the contributions and

encourage the intentions of Romyana Georgieva-Ilieva to further develop and rethink theoretical and applied concepts in the field of experiential pedagogy, they truly can actually be used for a conceptual change in student education at the modern stage.


The number of publications submitted, their subject matter and content are sufficient and related to the topic of the dissertation research. The author abstract correctly reflects the main points and content of the dissertation in a condensed form. The style and layout of the dissertation work are distinguished by linguistic precision, clarity and logic of the presentation.

Considering the undeniable merits of the dissertation work, I also allow myself some **critical remarks**. The research methodology specifies a method for statistical data processing, but such processing has not been established. The work would have benefited if the conclusions from the research conducted had been highlighted, which would have summarized the achievements of the doctoral student.

Conclusion: The dissertation work presents scientific and applied results that can be defined as an original contribution to pedagogical practice for the formation of personal experience through experience and use of variable applied strategies in the activities of the modern educator.

In this regard, I give a **positive assessment and propose** to the members of the esteemed scientific jury, because of the demonstrated achievements in the dissertation research, to award the educational and scientific degree of "doctor" in area of higher education 1. Educational Sciences, professional field 1.2. Pedagogy, doctoral programme of "Theory of Education and Didactics" of Romyana Alexandrova Georgieva-Ilieva.

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prepared the opinion: 
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