

OPINION

regarding a dissertation for awarding the educational and scientific degree "Doctor" in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of Education and Didactics - Theory of Education)

Prepared the opinion : Assoc. Prof. Snezhana Atanasova Popova, Ph.D.
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Author:

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Subject:

Formation of personal experience through experience - variable applied strategies in the activities of the modern educator

Supervisor:

Assoc. Prof. Vladislav Gospodinov, PhD - Sofia University "St. Kliment Ohridski"

1. General presentation of the procedure and the Ph.D. student

By order No. PD-38-184 of 31.03.2025 of the Rector of Sofia University "St. Kliment Ohridski" I am appointed as a member of the scientific jury for ensuring a procedure for the defense of a dissertation on the topic "Formation of personal experience through experience - variable applied strategies in the activity of the modern educator" for the acquisition of the educational and scientific degree 'doctor' in the field of higher education 1. Pedagogical Sciences, professional direction 1.2. Pedagogy (Theory of Education and Didactics - Theory of Education).

The author of the dissertation is Rumyana Aleksandrova Georgieva-Ilieva - a doctoral student in a full-time form of study at the Department of "Theory of Education", with scientific supervisor Assoc. Prof. Dr. Vladislav Gospodinov - Sofia University "St. Kliment Ohridski".

The doctoral student has submitted the necessary documents related to the procedure for the defense of the dissertation. Attached are:

- Dissertation on the topic: "Formation of personal experience through experience - variable applied strategies in the activity of the contemporary educator", which consists of 276 pages, of which 221 pages are the main text, 7 pages of bibliography (including 80 literary sources, of which 65 in Cyrillic, 8 in Latin and 7 Internet resources) and 48 pages of appendices;
- Abstract of the dissertation for the award of the educational and scientific degree 'doctor';
- Autobiography;
- Certificate of compliance with the minimum national requirements for the ONS 'doctor';
- Declaration of originality of the dissertation.

The candidate for the educational and scientific degree 'doctor' Rumyana Georgieva-Ilieva graduated from the German Language School "Karl Liebknecht" in Sofia in 1992. In 1997, she obtained a Master's degree in Bulgarian Philology from Sofia University "St. Kliment Ohridski", and in 2000, she retrained in German

Philology from Sofia University "St. Kliment Ohridski". Romyana Georgieva-Ilieva specialized in German language tour guiding at Balkan Tourist in 2004. In 2018, she specialized as an Outdoor Educator at the Institute of Experiential Pedagogy at SVJM / Kassel / Germany.

Since 2022, she has been a doctoral student at the Department of Theory of Education at the Faculty of Pedagogy at Sofia University "St. Kliment Ohridski".

Her career development began in 2006 at Nomadiya OOD /until 2024/ as a travel organizer and outdoor instructor. Since 2019, he has been a German language teacher at Uvekind OOD and a volunteer chairman at the Center for Experiential Learning Association.

2. Relevance of the topic

The dissertation work is focused on the study of a current and significant problem. The relevance is determined by the fact that the specific dimensions of the question of the role of learning through experience and experience in stimulating and promoting the personal development of adolescents are insufficiently clarified in Bulgarian pedagogical theory and practice.

The significance of the work is related to the fact that the use of variable applied strategies in the activities of educators to promote learning through experience and experience and to use the educational potential of pedagogical interactions contributes to increasing the effectiveness of the educational process.

It is for this reason that the presented dissertation research represents a contribution to pedagogical theory and practice, as it proposes for discussion the significance of learning through experience and experience for the overall personal development of adolescents.

The topic is dissertable and presents a unique view on the question of the role of pedagogical experience in the educational process.

3. Knowing the problem

The candidate for the educational and scientific degree of 'doctor' Romyana Alexandrova Georgieva-Ilieva demonstrates: 1) knowledge of the specific practical dimensions of the state of the problem in contemporary Bulgarian society; 2) scientific awareness of the way in which the targeted problem has been developed in the scientific literature.

4. Research methodology

The dissertation has a clear paradigmatic definition. The main parameters of the study (object, subject, goal, hypothesis and research tasks) are formulated precisely and testify to a sufficiently high level of scientific and research competence of the doctoral student and a pronounced personal attitude to the issues under consideration.

The research methodology used corresponds to the research tasks set.

5. Characterization and evaluation of the dissertation work and contributions

The dissertation submitted for review is structured into three chapters and the corresponding paragraphs and subparagraphs to them. The dissertation also contains an introduction, conclusion, contributions, bibliography and appendices. The total volume of the dissertation is 276 pages, of which 221 pages are the main text, 7 pages of bibliography (including 80 literary sources, of which 65 are in Cyrillic, 8 in Latin and 7 Internet resources) and 48 pages of appendices.

The structure of the dissertation is logically related to the topic and allows the scientific and scientifically applied aspects of the study to be highlighted more clearly. The structure of the dissertation thus used contributes to the consistent and scientifically substantiated interpretation of the problem of the possibilities of learning through experience and experience for stimulating and promoting the personal development of adolescents, as well as to its practical application in pedagogical practice in new realities.

In the introduction, Rumyana Georgieva-Ilieva justifies the relevance of the topic and emphasizes that the main goal of the dissertation research is aimed at revealing the essence, features and role of pedagogical experience in the context of personality formation through the use of variable applied strategies in the activities of educators. The strong personal position of the doctoral student and the emotional involvement in the issue are pleasantly impressive.

The introduction successfully fulfills its purpose in the content of the dissertation work – to prove that the chosen topic deserves the specific research focus, to outline the main unresolved aspects of the problem, as well as to establish the starting points for conducting the empirical study.

The first chapter of the dissertation work analyzes the theoretical aspects of experience in the context of pedagogical interactions. The doctoral student's desire to refine and specify the conceptual and terminological apparatus that he uses in the development of the dissertation topic is pleasantly impressive. The concept of "experiential pedagogy" is introduced and its main parameters are outlined.

This part of the dissertation also presents some of the main challenges for the doctoral student in the implementation of pedagogical interactions in the new realities of contemporary Bulgarian society.

The attention of the doctoral student is focused on the relationship between the concepts of "reflection" and "sustainability"; between pedagogical communication and the microclimate; emotional intelligence and social competence; civic education and proactivity, etc.

In the first chapter of the dissertation, Rumyana Georgieva-Ilieva introduces the concept of City Bound or learning through experience in the city, which is a main component in the empirical research she conducted.

An interesting historical overview of the theoretical and practical dimensions of learning through experience and experience is provided (Experiential Pedagogy in Germany and Touches on Learning through Experience in Bulgaria).

The second chapter of the dissertation presents the design of the practical-applied research. The goal, tasks and hypothesis of the research are clearly formulated. Appropriate methods for objectifying the relevant scientific information and data are selected. A thorough and scientifically based analysis of the results of the empirical study is made.

The results of the empirical study are presented very precisely and correctly by the doctoral student. 37 figures and 4 tables were used, which add clarity and accuracy to the presentation.

The scientific analysis of the obtained empirical data is of high professional development and reflects the main components of the research problem. The conclusions and generalizations made are relevant to the proposed analyses. The specific theoretical aspects of the study and practical conclusions give integrity and completeness to the study, which has a theoretical and applied nature.

In the third chapter of the dissertation work, a model for integrating education and learning through experience and experience in the activities of the modern

educator is presented. This part of the dissertation work is the smallest in volume - 21 pages. Some of the main reasons for refusing to apply the model in pedagogical practice are differentiated and analyzed. The model proposed by the doctoral student has many variable projections that can be multiplied, upgraded and adapted to the needs of the specific age group of students.

On pages 2 and 197 of the dissertation there is a technical error in the writing of the third chapter: "Model to integrate....", instead of "Model for integration.....".

The presentation is unnecessarily burdened by the presentation of some of the original texts of the cited authors - such are contained throughout the dissertation (pp. 16, 17, 18, 24, 25, 27, 29, 30, 37, etc.).

The technical inconsistencies presented do not diminish the merits of the dissertation proposal for review.

In general, in terms of content, the individual aspects of the dissertation topic have been developed by the author competently, thoroughly and in detail. In the development of the dissertation, Romyana Georgieva-Ilieva shows scientific competence, thoroughness and precision, critical thinking, practical sense and compliance with new trends in pedagogical theory and practice.

In summary, I would like to emphasize that the research process was carried out in its entirety, which is particularly convincing in the achieved unity - between the set research tasks and the structure of the dissertation work; between the formulated criteria for evaluating the results and the consistency in the description and analysis of the processed empirical data; between the formulated hypothesis and research tasks, and the specificity of the conducted empirical study.

The contributions of the dissertation are of a scientific and applied nature:

- A comprehensive study of modern scientific and practical-applied theories related to learning through experience has been conducted;
- A model has been constructed for integrating education and learning through experience in the activities of the modern educator;
- An original empirical study has been conducted using an educational game on the topic of road safety for two separate age groups as an applied strategy in the activities of the modern educator, which contains opportunities for variability and educational effects to stimulate and encourage the personal development of adolescents.

6. Evaluation of the publications and personal contribution of the Ph.D. student

On the topic of the dissertation, Romyana Aleksandrova Georgieva-Ilieva presents 3 independent publications, published in 2023 and 2024. Two of the publications (2023) are in the journal "Bulgarian Science" and one (2024) in the journal "Mechanics. Transport. Communications".

The topic of the scientific works is related to the dissertation work.

7. Abstract

The abstract fully and accurately reflects the content, main results and scientific contributions of the dissertation work.

8. Recommendations for future use of dissertation contributions and results

I strongly recommend the author to offer the dissertation work for printing, so that the results of the serious scientific research work can become known to a wide range of specialists.

CONCLUSION

The dissertation contains scientific and applied results, which represent an original contribution to science and meet all the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria (ZRASRB), the Regulations for the Implementation of ZRASRB and the relevant Regulations of Sofia University "St. Kliment Ohridski". The presented materials and dissertation results fully comply with the specific requirements of the Regulations of Sofia University "St. Kliment Ohridski" for application of ZRASRB.

The dissertation shows that the doctoral student Romyana Aleksandrova Georgieva-Ilieva possesses in-depth theoretical knowledge and professional skills in the scientific specialty Theory of education and didactics, demonstrating qualities and skills for independent conduct of scientific research.

Due to the above, I confidently give my positive assessment of the conducted research, presented by the above-reviewed dissertation work, abstract, achieved results and contributions, and I propose to the honorable scientific jury to award the educational and scientific degree "doctor" to Romyana Aleksandrova Georgieva-Ilieva in the field of higher education: 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of Education and Didactics - Theory of Education).

27.05.2025

Prepared the opinion:
(Assoc. Prof. Snezhana Popova, Ph.D.)