

Opinion

On the dissertation for the award of the degree of Doctor of Education and Science in the field of higher education 1.3. Pedagogy of Teaching in...
(Methodology of Teaching in Literature)
on the topic: "Contemporary Linguodidactological Aspects of the Continuing Education of Teachers of Bulgarian Language and Literature".

With author: Magdalena Petrova Kostova- Panayotova

In the contemporary educational context of significant changes in the teaching and education of Bulgarian language and literature in secondary school, the work presented for discussion is distinguished by the relevance and topicality of the problem studied. The ongoing training of Bulgarian teachers acquires new methodological and practical-applied meanings. The thesis that the Bulgarian teacher has a key function in the process of learning related to Bulgarian literature - classical and modern, as well as in the formation of textual competence in secondary school students, which determines their cognitive and speech development, does not need to be proved.

The work of M. Kostova-Panayotova is characterized by methodological significance, because it explores the problem of studying the literary canon in school, the inclusion of works of contemporary literature, forming reader's taste in high school students. The introduction of new curricula in Bulgarian language and literature raises acutely the question of the professional training of Bulgarian teachers. The inclusion of new authors, new works, through which the study of Bulgarian literature and the Bulgarian literary canon is "broken", implies a serious qualification activity of Bulgarian teachers.

The proposed work of M.K Panayotova is an impressive scientific tool to meet this need. A significant advantage of the dissertation is the methodology of research, the application of classical and modern scientific formulations from the theory of literature and the history of literature in the development of aspects of the research problem of continuing education of Bulgarian teachers.

A key contribution in the development of the work is the preference for modern didactological theory (Vesselinov: 2018). It allows the author to achieve integrity to her study through which her work acquires a convincing explicative value. Let us not forget that in Bulgarian schools the subject of Bulgarian language and literature is traditionally complex.

Productive as a methodology is also the application of a genre-based pedagogy of language through the methodological aspects pertaining to two key academic speech genres - interpretive composition and essay composition. The development of these aspects supports not only the professional education of the Bulgarian teacher, but also the students' preparation for the high school matriculation exam, an exam on which admission to higher education institutions depends. Therefore, the presented work is distinguished by its marked functionality.

Last but not least, it should be stressed that the preferred intertextual approach proves to be particularly productive in the development of problems related to the study of Bulgarian literature in secondary school.

The text structure corresponds to the author's conceptual design. The structure of the work consists of an introduction, six parts, a conclusion and a bibliography.

In the *introduction* of M. Panayotova raises the question of the debates about literary education in today's Bulgarian schools, about the changes in literary educational discourse. The researcher rightly states that "the basic problems of knowledge as a reproductive model, the mimetic nature of teaching literature, which have been alarmed by educators, have not been solved" (p. 4). The author seeks her own answers to the big questions about the student as a reader, about his reading culture, about the changed educational paradigm that provokes the Bulgarian Language and Literature teacher and the student he teaches to seek new ways to literary education as dialogue. Therefore, she summarizes, "Provoked by the lack of adequate value priorities of contemporary society, the present text chooses as its subject the teaching of literary works at the secondary school stage, which as a rule are the object of study, continuously open to the different spheres of knowledge." (p. 12). The thesis of linguodidactology as "a basis for optimizing educational outcomes in the contemporary dynamic and integrative model" is convincingly defended (p. 13).

A significant contribution has been made by clarifying the notions of "classic, canon, modernity in relation to literary heritage". In the *first and second parts*, theses and analyses of the "golden" Bulgarian classics are presented. On the basis of the intertextual approach, literary-critical texts are included for each author from Hr. Botev to D. Dimov, which provides the teacher with the opportunity for dialogical readings of the texts studied. *The third part* is devoted to the unstudied literary works included in the new curricula. It is aptly named "The New Classics at School". This part is particularly useful for the Bulgarian teacher, because it prepares her/him for teaching new works, hitherto unstudied authors, about which there are often controversial interpretations.

The most interesting part is *the fourth part*, about which the researcher claims: „In the fourth part "Outside the Canon", we advocate the idea that by revealing the pluralistic images of literature before 1989, (p.14). This part, as well as *the fifth part* „Contemporary Canon - Is It Possible? Perspectives and Problems", has a distinctly contributory character, because they make the object of study in secondary school previously not included literary works that enrich the reading culture not only of today's student, but also of today's Bulgarian.

The sixth part has a distinctly applied character with an exploration of issues related to genre-based language pedagogy - the methodology of working on interpretive composition and essay composition.

The conclusion summarizes the conclusions drawn from the overall study and outlines predictions for the future of Bulgarian language and literature education in the world of constantly changing socio-cultural conditions and the dynamics of information technology.

The exposition is written in clear, precise academic language.

The minimum scholarly requirements for a Ph.D. Habil. defense have been applied as met.

I accept the described contributions as well as the presented abstract as fully satisfying the thesis.

Recommendation: it would be good to publish the work as a book to help Bulgarian Language and Literature teachers.

In conclusion, it can be summarized that the work presented for defense is distinguished by its methodological significance for the professional training of the Bulgarian Language and Literature teacher and respects the scale of the research work, the volume of its development and its scientific and applied value. On the basis of the foregoing, I take the liberty of proposing to the distinguished scientific jury that the degree of Doctor of Education and Science be awarded in the field 1.3. Pedagogy of Education in...(Methodology of Education in Literature) to Magdalena Kostova-Panayotova.

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Opinion's author: Prof. PhD Tatyana Angelova

