

## OPINION

By Prof. DSc. Snezhanka Dobreva Georgieva

member of the scientific jury - order No. RD-38-134/ 06.03.2024 of the Rector of Sofia University "St. Kliment Ohridski" at the Department for Information and In-Service Training of Teachers, Department of Education in the Humanities for the acquisition of the scientific degree "Doctor of Sciences", professional direction 1.3. Pedagogy of teaching in ...  
(Methodology of teaching literature)

By Magdalena Petrova Kostova-Panayotova, professor, with the topic of the dissertation work "Contemporary linguodidactological aspects of the continuing training of teachers of Bulgarian Language and Literature (BLL)"

### **1. Professional biography of the candidate. Scientific research and scientific-applied activity**

The candidate in the competition for the Doctor of Science degree, Magdalena Petrova Kostova-Panayotova, was born in 1966 in the city of Pleven. Her entire professional biography is related to the field of education and shows consistent upgrading of competencies and dedication to the idea of professional improvement. She worked at 142 language high school, Sofia until 2006, Sofia. She led lecture courses on Bulgarian and Russian literature at Veliko Tarnovo University (VTU) "St. St. Cyril and Methodius" and SU "St. Kliment Ohridski" in the period until 2005. In 2006 she became an associate professor, in 2011 - a professor; in 1997, she obtained the educational and scientific degree *doctor* with the topic "The artistic world of Georgi Ivanov - poetry and prose", and in 2021 she obtained the scientific degree Doctor of Sciences (direction 2.1. Philology). From 2006 to 2015, the candidate held the position of deputy dean for research activities of the Faculty of Philology at the Neofit Rilski University for two terms, and from 2015 to 2023 she was the dean of the Faculty of Philology for two terms. The scientific path of M. Kostova- Panayotova is a real proof of a purposeful and motivated scientist and teacher, developing over time her professional-pedagogical, research-applied and methodical competence. Until 2023, Prof. Magdalena Kostova-Panayotova is the author of 13 scientific books, 3 poetry collections and over 150 articles in specialized periodicals. She is the author and co-author of 4 study aids and three encyclopedias - "From A to Z" by Trud Publishing House, a three-volume encyclopedia by the same publishing house and *Heroes of World Literature* by Marin Drinov Academic Publishing House.

The candidate's educational, academic and applied achievements outline his profile as a competent and well-prepared researcher, scientist and practitioner, with potential for further professional development. The attached reference in the scientific production competition documentation shows that the applicant has the required number of publications and even exceeds the minimum national requirements. For the procedure Prof. D.Sc. Magdalena Kostova-Panayotova presents a dissertation on the topic "Contemporary linguodidactological aspects of the continuing training of teachers of Bulgarian Language and Literature"; published book on the basis of a defended dissertation work for awarding the educational and

scientific degree (ESD) "Doctor of Sciences"; 10 articles and studies, of which 7 in scientific publications, referenced and indexed in world-famous databases with scientific information.

## **2. Evaluation of the submitted scientific works on the subject of the competition**

### **a/ Dissertation work**

The main parameters of the dissertation - content, structure, research design, and approach to presentation of the concept - testify to Prof. Panayotova's skills in organizing and conducting research activities. The topic of the research corresponds to its content, the individual chapters and the semantic accents in them are consistent, logically connected; fully and comprehensively reveal the topic. The dissertation work proposed for evaluation is presented in a sophisticated scientific style and language of presentation in the following format: volume of 391 pages; as a structural layout, it contains an introduction, six chapters, a conclusion and a bibliography (including 302 sources, of which 25 are in Latin). The problem examined in the research is dissertationable, significant and relevant in the search for ways to optimize the study of literature in high school stages in a world of globalization, drastic socio-political and cultural-educational changes. The topicality of the topic also corresponds to the important discussion on the implementation of a change of the entire literary and educational discourse and its educational perspectives in the context of the collective existence of modern statehood. The significance of the topic can also be deduced in the context of objectively stated deficits in the teaching of literature - mimeticity, reproductive modeling, over-trusting experience as a standard, dominant minimalism of communicative roles and choices, neglecting the student's point of view; studying authors and works as an information field for memorization; prevailing lecturing in teaching literature in the high school stages of education, theoreticism and distance from the language and mentality of the modern learner. Targeting this particular topic is significant and in view of the explained deficit regarding the lack of units in higher schools to support direct contact between teachers and the academic community, to promote awareness regarding new achievements in the field of scientific disciplines and the construction of own teaching solutions.

The paper thoroughly and argumentatively substantiates the need for rethinking and reordering the BLL curricula in connection with the rearrangements in relation to the Bulgarian national canon. In the context of current discussions about the canonization of the Bulgarian literary heritage, the question of the possibility of completing the list with topics and names from our new literary modernity has been raised. Analyzing different points of view, M. Panayotova argues a position regarding the mandatory inclusion of the student in the educational discourse as a dialogue party, as an equal communicator with a valuable cognitive and emotionally involved discussion presence. The model of presentation of authors and works (divided into six chapters: 1. Classics, canon and modernity, 2. The "golden" classics for additional or continuing training of BLL teachers, 3. New classics to help teachers in the high school course, 4. Outside the canon, 5. Modern canon - is it possible? Perspectives and problems, 6. Didactological corpus) seeks a way to maximally create opportunities for the manifestation of the professional competences of the modern teacher: flexibility and understanding with the dynamically changing environment in the conditions of change and competition; rethinking the educational process both in terms of content and in terms of its

actual implementation; ability to structure algorithms facilitating students' orientation in the huge amount of texts; stimulating the learner's interactivity; use of electronic resources, social media and video games, stimulating the young person's critical thinking. The conclusions about the basic principles for teaching literary works in the high school stages of education with a spreading deficiency of adequate values and replaced priorities of the modern society are valuable. The work chooses as its subject the teaching of literary works in the high school stages. The set responsible goal was realized with dignity, professionalism and competence. Key concepts are theoretically clarified and defined: literary context, linguodidactology, canon, classics, modernity, etc. The proposed short analyzes and theses on Bulgarian literature, the recommended guidelines for writing an interpretive essay and essay, the selectively explicated highlights of current criticism of works and authors, the presented own point of view on the authors outside the canon (texts from the period 1944 - 1989, "the female" lyrics from the 60s of the 20th century) expand the horizon of the modern teacher, are a good guide for effective dialogue in literature classes, orient the teacher in the dichotomy canonical - extra-canonical, support him with ideas for innovative and additional work with students on learning the marginal voices of texts excluded from the "school" classics.

Contributory points of the dissertation are:

- Placing the subject of the qualification of literature teachers in the context of sought answers to overcome the spreading "crisis of reading".
- The demonstrated in-depth and multifaceted knowledge of the development processes in Bulgarian literature. Defended with depth, skill and erudition, the original author's position on the main emphases of the modern literary and educational discourse.
- In the context of various interpretive models read, the didactic centrism of literature education is analytically surpassed; theoretically and pragmatically-applied, the significance of the student's experience-based interpretation in the dialogic search for ambiguous answers about the journey to the specific author, the specific work, the person's journey to himself is defended.

#### **b/ Abstract and other publications of the candidate on the subject of the dissertation**

The auto-abstract to the dissertation work is formatted according to the requirements and reflects in a concise form the goals, tasks, methods used, results, conclusions and summaries made, as well as scientific contributions. The main ideas, presented in 8 articles and 1 study, have been approved in periodicals and proceedings of national and international scientific forums. The presented scientific publications reveal the competences of the candidate as a scientific researcher and as a specialist practitioner, oriented both to the theoretical and to the applied dimensions of the investigated literary, methodological and educational phenomena.

### **3. Main scientific-theoretical and scientific-applied contributions**

In general, the scientific and scientific-applied production presented by Prof. M. Panayotova in the field of the methodology of literary education can be highly evaluated. As a professional with high academic ethics, M. Panayotova substantiates the importance of new methodological models based on the openness and incompleteness of literary education, continuing throughout a person's life.

- The substantiated thesis about the mandatory integrity between the creative essence of literature, the conversation on the different points of view of the critics and the use of various scientific and didactic methods in teaching and learning the educational content in the direction of multivariability of lesson projects based on dialogicity, sharing, and freedom of opinion.
- The validation of interpretation as a dominant methodology and methodology in the understanding and evaluation of literary facts in high school stages, middle level of education.
- Ideas for supporting the qualification activity of the modern BLL teacher with the selection of emblematic critical studies, pointing to important interpretive accents, but also provoking the free expression of opinion.
- The derived methodology for working out the steps for creating argumentative texts with an interpretative character - literary interpretative composition, essay.
- The identified need for continuous updating of methodological approaches when studying works from the canon (traditional and contemporary).

As support for this overall assessment of scientific contributions, we can point to the fact that Prof. Panayotova's works have been cited as significant in a number of publications - monographs, articles and dissertations. There are 18 noted citations of the candidate's works.

#### **4. Critical notes and recommendations - I don't have any**

#### **5. Conclusion**

The dissertation work "Contemporary linguodidactological aspects of the continuing training of teachers of Bulgarian language and literature (BLL)" authored by Prof. Magdalena Petrova Kostova-Panayotova contains scientific and applied results that 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 (LDASRB), the Regulations for the Implementation of LDASRB and the relevant Regulations of SU "St. Kliment Ohridski". 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 jury to award the scientific degree "Doctor of Sciences" to Magdalena Petrova Kostova-Panayotova in the field of higher education 1.3. Pedagogy of teaching in ... (Methodology of teaching in literature).

30.03.2024 Prepared the opinion:  
/prof. DSc Snezhanka Dobreva/

