

## OPINION

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CANDIDATE IN COMPETITION FOR "ASSOCIANT PROFESSOR"

BY PROFESSIONAL FIELD 1.2. PEDAGOGY (SCHOOL HYGIENE AND HEALTH EDUCATION),

FOR THE NEEDS OF THE FACULTY OF PEDAGOGY OF SOFIA UNIVERSITY "ST. KLIMENT OHRIDSKI"

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## ANALYSIS AND EVALUATION OF THE PUBLICATIONS SUBMITTED FOR THE COMPETITION

The main scientific production is entirely in the professional direction and fully corresponds to the scientific specialty for which the Pedagogy/School hygiene and health education competition was announced. The list of publications presented by the candidate covers only those that are after the defense of the dissertation - a total of 21. Seven citations are presented, one of which is in a refereed journal. According to the indicators and the topic of the competition, they meet the minimum requirements for applying for the academic position "Associate Professor".

## INDEX "HABILITATION WORK - MONOGRAPH

The monographic work is entitled "Healthy nutrition of children of upper school age (educational and educational aspects)".

In the theoretical part, the topics presented are related to the competition. Reflected in an informative style are many different definitions of the basic concepts of health and the terms that are used in the scientific literature on health, a healthy lifestyle and its applications in a school environment. Various regulations of a legislative and administrative nature are presented in detail, which regulate and participate in the regulation of the content, methods and principles for guaranteeing the healthy lifestyle of students.

The candidate has made an attempt by combining the theoretical views of a limited circle of Bulgarian authors selected by him in this direction and the state policy in this important direction, reflected in various laws, regulations and other normative documents, to present a conceptualized, pedagogically grounded model of health education and upbringing in a school environment. As a result, a scheme of interdependencies between factors, processes, subjects and organizations was obtained, which in their unity, which is recommended by the author, give an idea of the so-called a model conceptualized by him and a pedagogical model. This

graphically represented scheme of various linkages finalizes the theoretical effort by including a large range of mutual influences and possible perspectives for schooling and education, as she defines them, in the field of health education.

The research in the monograph was constructed through a questionnaire survey. The author himself generates questions, which he combines according to criteria into several groups. It statistically processes the survey and makes findings, which it formulates both after each graph and as summary lists of recommendations for school education for students of upper school age. In summary, a series of recommendations have been made to the teachers, who are identified as leaders in the organization and implementation of this process, regarding what content and with what methods they should work on the problems of health education and upbringing. This list includes issues from food choices to everything related to food culture such as content, event organization, attracting partners and many other activities.

The candidate determines that the needs of the students are taken into account in the graphs he has schematized, which, however, are not specifically explored in this study.

In the title of the monograph, education and upbringing in relation to healthy eating appear at the same time. The expectation is to define different content and process components for education and separately for affective aspects of education. This peculiarity arises not from scientific considerations, which are impossible in the case of this terminological ambiguity, but from the request of the author. Differentiated development in educational and educational aspects has not been done. The problem is that education in a school environment includes in its content the problems of education, but the author clearly does not make such conceptual differences. If it is accepted that the influencing factors on health and healthy nutrition are one of the components of an educational model, then perhaps in future publications the candidate will continue his work and outline these specifications correctly and in detail.

The candidate clarifies that the model presented by him does not claim to be comprehensive, and this is reasonable, of course, because a specific pedagogical model is not presented, which is usually based on a specific theoretical paradigm and thus delineates boundaries in all its components. In the presented case, the list may be unlimited and continuously supplemented, and the author reports this possibility.

The scientific sources that are attached are mainly in Cyrillic. There are only three sources that present authors who wrote in Latin. The work would be significantly more representative with applied similar studies that have been conducted worldwide. The application of such studies is now standard in habilitation theses and as a basis for selecting these and as comparative studies.

## INDEX - ARTICLES AND REPORTS PUBLISHED IN SCIENTIFIC PUBLICATIONS, REFERENCED AND INDEXED IN WORLDWIDE SCIENTIFIC DATABASES

The article is co-authored and entitled "Exploring the interaction between formal and non-formal health education". The problems of health education are commented on the background of research conducted with 72 (seventy-two) respondents, mainly from formal organizations and a small number of representatives of informal organizations. Again, criteria were determined in a questionnaire based on an author's questionnaire. An attempt has been made here to outline good practices and the authors share the respondents' suggestions for them

as a list. The conclusions meet the expectations for the need for greater connectivity of formal and informal learning in all components of education.

#### INDEX - ARTICLES AND REPORTS PUBLISHED IN NON-PEER-REFERRED JOURNALS OR PUBLISHED IN EDITED COLLECTIVE VOLUMES.

In this series of articles, topics that are presented later in the monographic work are developed, namely: policies, government documents (Strategy National Health Strategy 2030 and Ordinance 13 of the Ministry of Health), definitions of the main concepts mainly by citing those formulated by a certain number of authors, mostly by N. Koleva and Prodanov. On their basis, the factors influencing the development of healthy lifestyle skills and healthy nutrition of children are noted. The article that stands out is the one on adolescent mental health, and she co-authored it. Most of the articles refer to studies by other authors such as M. Markova, M. Haidinek et al., E. Chikova et al., and perspectives for the development of health education are outlined on these studies. It is noteworthy that healthy eating skills are directly related to life skills. The figure of a universal pedagogue is outlined, who must organize preventive work as well as psychohygienic and psychotherapeutic activities at school in relation to a healthy lifestyle. This educator is any teacher, class teacher or primary teacher and his competence in the field of health is accepted as sufficient to make him a leader of such education.

#### INDEX -STUDIES PUBLISHED IN NON-REFERRED PEER-REFERRED JOURNALS OR PUBLISHED IN EDITED COLLECTIVE VOLUMES.

Three studies are presented.

One published the results of a survey among 95 children of primary school age regarding their nutrition. Here, the question can be raised about the reliability of children's answers and how objective they can be in a survey about their own health behavior. A study in this age group would better record such ideas with an interview or day cards that are also observed, recorded and controlled by external observers.

In the other study, 39 students from the Faculty of Pedagogy were surveyed about health education in the family. The conclusions drawn are listed as instructions for future inclusion in the health education system.

The third study is about preschoolers and contains authored games in a scheme that are recommended for young children. The author calls them games-situations that aim to teach children healthy habits. They look like simulation games that develop according to plots that are planned by the teacher. The author has presented storylines for children to follow and thus form good behavior habits. All games are schematized, but do not contain components in their presentation, which are usually applied in this case, such as: educational purposes; rules of the game to outline game specifics; game and role relationships at certain moments of the game scenario; an analytical and reflexive component to involve children in a specific way in making sense of the games. Presented in this way, these situations have a controversial game character. They could be defined rather as teacher-led exercises in observing certain rules for the formation of various behavioral techniques that are part of a healthy lifestyle.

## INDICATOR – PUBLISHED UNIVERSITY TEXTBOOK OR TEXTBOOK USED IN THE SCHOOL NETWORK

The candidate submits a textbook for university needs that contains topics that present the basic terminology, documents and problems of school hygiene as a component of the school network and of health education and upbringing.

### CRITICAL APPRAISAL

1. A sufficient number of publications are presented for all indicators. They cover all age groups of students – preschool, primary and upper. There are also publications related to non-formal education in the field of health. Citations of her works as a minimum number meet the academic requirement.

2. The presented publications do not have a contributing character in terms of defining the goals and constructing the content of health education and school hygiene for the needs of school and non-formal education, as well as for the university education of future teachers. They present the problem as it is known, disseminated and commented on by many different authors. B. Lefterova integrates various fields with the idea of the importance of their inclusion as a health issue in school education and pleads for the commitment of educators in its implementation. Undoubtedly, these are many issues chosen as relevant in the formation of a health culture in school and extra-school environments. The absence of many modern challenges such as the abuse of drugs, alcohol, smoking or psychoactive substances is felt. Pedagogically based approaches for their prevention are not commented on and integrated into the presented pedagogical issues, and they are being worked on as a priority in Europe, along with the mental and pedagogical problems created by unhealthy eating.

3. The contribution that the author defines as: Development and publication of a conceptual model of the healthy eating of children of upper school age and as a developed pedagogical model of school health education can be reformulated to meet what can from an educational point of view is demonstrated in the monographic work and in other, independent publications. I see, from a pedagogical point of view, a scheme developed for the implementation of various educational components, determining the content, processes and subjects of school hygiene and health education in a school environment. This schematically presented definition contains a combination of universal educational content and process components related to health education. Constructed in this way, it does not possess characteristics that give reasons to define it as a contributing character in its work. Models in education, in training or in upbringing are something that is different from such a universal schematization in the educational sciences. As a rule, the models are constructed on specific educational theses and resulting hypotheses, content and process constructs, prototypes, applications. This specificity of theirs reflects on resulting specific components – goals, content, forms, methods, processes, way of organizing training, etc. The schemes thus presented are graphic illustrations of what is universally advisable in education. They have no specific authorship. The lack of specific pedagogical goals, specific content areas for school education, specific processes that are applied in the modern school, a correct and comprehensive pedagogical analysis ultimately demonstrate an

undifferentiated, incomplete and static state of the entire problem. The lack of connection with European and global models in this regard reinforces this deficit.

## RECOMMENDATIONS

1. The studies cited and conducted by the applicant mainly involve a survey method and its statistical processing, more often than not without correlative parameters. In these areas, as in all other areas of pedagogical research, it is important to work through qualitative research, which is much more reliable in terms of results and will raise the work in this area to a level that meets the demands of the position held.

2. The scientific literature used is in a limited circle of authors who work in this field. The involvement of world authorities in these fields both theoretically and in the field of good practices from the European school network is necessary. The author's pedagogically justified position and its clear emphasis should be stated after every reference in every publication and study.

3. In my opinion, in the future works, a focus is needed mainly on the student and his active role in the learning process. Synchronous with constructivism and its conceptual base, which is a model for a modern approach in education, will bring its works closer to the achievements of European education both in terms of content and as a process, and will demonstrate the presence of pedagogical competence, which is necessary for teaching this issue in the university and in school education as well as in non-formal settings.

4. The author can develop a pedagogical model based on a specific thesis about health education or school hygiene, which will give him the opportunity to make a contribution to the development of this issue and in a pedagogical plan. In this way, it will provide objective grounds for authorship that will be recognized in the field of pedagogy and will lead to habilitation in a similar competition.

## PROPOSAL

The extraordinary effort of the candidate to present points of view and ideas of specific impressive experts in the field of school hygiene and healthy lifestyles, to correctly present scientific research of a medical nature and to conduct pedagogical research in a team and independently. This endeavor is important to mention because she has a special undergraduate education in a different scientific field. She has had to enter into new for her the scientific fields of both health and its study, as well as educational sciences, their resources and tools for theoretical inquiry and research. Quantitative substantive results are available, but they do not reflect the mastery of the pedagogical conceptual apparatus, the pedagogical analysis and synthesis, and the research methods that are important for this high academic position. Efforts should be made in the field of pedagogical goal setting, research, analysis and their presentation through approaches that are adequate to our times, in sync with world experience in pedagogical terms and as an original, pedagogically meaningful and correctly presented author's position.

As a result of the overall quantitative and qualitative assessment of the scientific production, I propose assistant professor PhD Berjuhi Mihran Yordanova not to be proposed and elected to the academic position of "associate professor" in the Higher Education Department 1. Pedagogical Sciences, Professional Direction 1.2. Pedagogy/School hygiene and Health education / for the needs of the Faculty of Pedagogy of SU "St. Kl. Ohridski".

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