

## REVIEW

by **Prof. Dr. Yuri Todorov Todorov**, Department of Archival Science and methodology of teaching history ",  
Faculty of History, Sofia University "St. Kliment Ohridski ",

member of the scientific jury for the competition for the academic position of associate professor in a professional field 1.3. Pedagogy of the teaching of ... (Methodology of teaching history), announced in SG no. 21 / 15.03.2022,

with the only candidate Assistant Professor **Dr. Krassimir Sashkov Krastev**,  
Department of Archival Science and Methodology of Teaching History at the Faculty of History, Sofia University "St. Kliment Ohridski

The procedure for holding the academic position of "Associate Professor" in the Department of Archival Studies and Methodology of Teaching History at the Faculty of History at Sofia University "St. Kliment Ohridski "in professional field 1.3 Pedagogy of teaching in ... (Methodology of teaching history), competition announced in SG no. 21 of 15.03.2022 has been observed in all its stages and is lawful. The documentation is prepared completely and accurately and is available in electronic format.

I am preparing this review in accordance with an order of the Rector of Sofia University "St. Kl. Ohridski "RD 38-220 / 03.05.2022 and decision of the scientific jury from a meeting on 23.05.2022.

One candidate participates in the competition, Ch. Assistant Professor Dr. Krassimir Krastev, Lecturer in the Department of Archival Science and Methodology of Teaching History of the Faculty of History. He was born on August 15, 1980, graduated from HG "St. St. Cyril and Methodius ", Kazanlak. in 1999. His educational qualification is entirely in the field of professional field 2.2 History and Archeology, as well as 1.3 Pedagogy of teaching in... In the period from 1999 to 2005 Krastev graduated with a bachelor's degree from the Faculty of History of Sofia University "St. Kliment Ohridski" in the field of Archeology and History and Geography with professional qualification teacher of history and geography, as well as a master's degree in the master's program "Bulgarian Middle Ages and Revival VII - XIX century". In 2009 the candidate defended his doctoral dissertation on "Bulgaria from 1280 to 1323 (Political History, Society and Economy)" with supervisor Acad. Vasil Gyuzelev.

Dr. Krastev began his career as a part-time and full-time teacher of History and Civilization in 2006. Since 2009 he has been a part-time lecturer in Medieval Bulgarian History at the National Academy of Arts, and in 2013 he became an assistant professor at the Faculty of History, where he still holds the academic position of Assistant Professor.

Dr. Krastev's teaching work is fully in the field of this competition with disciplines such as "Methods of teaching history", "Interactive methods of teaching", "Chronology in

teaching history and civilization", "Bulgarian Middle Ages: reality, hypotheses and mythologies in history textbooks ", "History of Bulgaria during the reign of the Terter dynasty (1280 - 1323) ", " Project-based and group-based learning", "History lesson". The educational activity of the candidate also includes the pedagogical practices in "Hospitality", "Current pedagogical practice", "Internship practice", management and field practice in History and Geography of Bulgaria.

The research and applied project activity of the candidate is rich, on national and international level with active participation in scientific forums and conferences, a number of projects for raising the qualification of pedagogical specialists. It should be noted that Dr. Krastev is the winner of the Sofia Municipality Award for Best Young Scientist at Sofia University "St. Kliment Ohridski " in 2014. He is a member of the Association of Byzantine and Medievalists in Bulgaria and actively participates in the organization and conduct of the National Dialectical Seminar of the Faculty of History.

The candidate presents a list of a total of 21 scientific articles, of which 4 are indexed in world databases and 17 in publications from the national reference list. In addition, the general list of publications includes 9 editions and reviews, 4 biobibliographies in newspaper magazines, 2 popular science articles, 5 scientific editions and compilations of collections. Dr. Krastev participated as a co-author in the development of a textbook for sixth grade in History and Civilizations. The main in the list of publications are the two monographs of Krassimir Krastev - one entitled "The lesson of history through the methods of active learning", Foundation "Bulgarian Historical Heritage", ISBN: 978-954-8536-34-9, Plovdiv, 2022 , and the other - a book based on the dissertation - "The Bulgarian Kingdom under the Terter dynasty (1280 - 1323)", Foundation "Bulgarian Historical Heritage", ISBN: 978-954-91983-9-3, Plovdiv, 2011. In terms of content, the candidate's publications can be divided into two main groups - one in the field of methodology and didactics of history, and the other - in the history of medieval Bulgaria, where Dr. Krastev is formed as professional historian.

The presented monograph "The lesson of history through the methods of active learning", in my opinion, is central to the current habilitation, as its topic corresponds directly to the theme of the competition and the teaching profile of Dr. Krastev. I would therefore focus on its content. The book, printed on a total of 565 pages, is structured in an introduction, two chapters, a conclusion and three appendices. The rich bibliography is impressive, including a list of normative acts (regulations of the Ministry of Education and Science and laws), curricula in History and Civilizations, 539 research titles, 126 of which are in Latin, a list of textbooks and books for teachers of classes, teaching aids (notebooks and worksheets, atlases and outline maps). References to other authors and sources used with a total of 1165 footnotes were duly made.

The topic that the author sets for himself and the methods for its solution are correctly substantiated in the introductory part of the work. Active learning and training is a relatively new method in the pedagogical field. The first references to it can be found in the publications of Gencho Pirvov with the application of the method of consciousness and activity, described in his book "Towards the psychology of visualization and consciousness in learning", ed. of BAS, 1958, p. 85. Today, active learning is a method of teaching that encourages direct participation and practical learning, helping students to acquire new skills through technology and prepare for a career in the new industrial revolution. This theory is part of a pedagogical discussion that, since the beginning of

the millennium, has ceased to view the student as a body that must be filled with knowledge, as in the behaviorist theory of learning. Therefore, in some countries, active learning is practiced through Montessori pedagogy, with the main goal of developing competencies, talents and skills. Dr. Krastev presents the statement about the approach to active learning at the beginning of his work, reviewing the evolution of the method according to bibliographic data. Dr. Krastev's research is a novelty for the methodology of teaching history and, in my opinion, is fully relevant and in line with educational policies today, given the leading setting for building competencies in students.

The author defines goals and methods of his empirical research, with which he wants to prove the high efficiency of active learning in history education. As part of a large-scale pedagogical experiment implemented in the 2020/2021 school year, 1,030 students from fifth to twelfth grade from various metropolitan schools are taking part. Through discussion and oral questionnaires, with the help of a total of five specially developed questionnaires, the author evaluates the hypothesis of the importance and applicability of the method of active learning in history teaching in secondary school. The study takes its starting point from a detailed review of general didactic and historical-methodological literature from the second half of the 19th century to the present day.

In the second chapter of the monograph the author presents a theoretical and practical development of a total of 57 methods, which he incorporates into the methods of active learning. Specific examples of their use in different stages of the History and Civilizations lesson are given. The examples give a clear idea of the applicability of the method. In terms of content, they are fully in line with current curricula and textbooks on the subject for the respective classes. According to the author, in the teaching practice methods of five main groups (oral, textual, visual, practical and those for testing and assessment of knowledge) are used, with the exception of the method of programmed learning. The opinion of J. Shopov is cited in *Methodology of Teaching History, Science and Art*, Sofia 1978. There the authors (J. Shopov and G. Georgiev) from the point of view of time describe the method of programmed learning as general pedagogical. Page 153 states that "the near future will prompt us visions in this direction" and we will expect "influence (of programmed learning) on the development and improvement of other methods." I am inclined to accept Dr. Krastev's thesis on current teaching methods, although Dr. D. Arnaudov successfully proves in his work that in history education there is only one method - that of "fascinating speech". We should not forget that modern electronic textbooks are already integrated didactic systems based on elements in the sense of linear and branched (adaptive) programmed learning using information and communication technologies. The basic intention for individualization of the training and for the implementation of the optimal training programs is realized. After all, the modern e-textbook also has an active role both in activating learning and in increasing the effectiveness of teaching.

In paragraph 2 of the first chapter, the author focuses on his intention to provide theoretical and practical grounds for updating the method of active learning as a basic and successful method of effective learning. The pedagogical experience of the author and his intention to orient to the creative engagement of students, to emphasize the proactive environment in solving problems in the specifics of the historical situation is indisputable. Taking into account the age characteristics of students can give good results, both in junior high and high school stage of the subject History and Civilizations,

without missing the opportunity "learning and learning to be fun", both for students and for their teachers.

In the second chapter of the monograph the author examines the modern history lesson by making a classification of the teaching forms in the typology of the lesson, presented in the second paragraph. Five types of history lessons are described - combined, for new knowledge, exercise, summary and for testing and assessment of knowledge. Exemplary structures of lessons are given, as well as practical tips for their implementation. Achievements in general pedagogy are reported. Particular attention is paid to contributions to the field of didactics of history. Dr. Krastev succeeds in this combination and on the basis of his extensive pedagogical experience to build a comprehensive theory and technology of history lessons in high school.

The three appendices at the end of the monograph, "Lesson Structures", "Methodological Constructor" and "Methodological Developments", offer more information on the work of future and current history teachers. The author makes a critical presentation of the classification of methods and teaching forms used in history education from the 1960s to the present day. The problem of the choice of the specific method of work by the teacher is taken into account, and the main factors for this are formulated.

The conclusion of the book presents the results of the empirical research and describes the conduct of the pedagogical experiment in time and according to the methods of implementation. The author applies an approach to lesson diagnosis by summarizing the impressions of the use of active learning methods by the eight teachers participating in the experiment. The expert assessment is made regarding the effectiveness of the methods for active learning, their applicability according to the intellectual age of the students, as well as in the conditions of distance absentee learning.

The advantages of the tested methodology are emphasized and it is stated that it is the most effective in combination with the traditional teaching methods.

The monograph presented by Dr. Krastev is an original, more useful and highly contributing study, which clarifies the problems in the training of future history teachers in the application of active learning methods. The high scientific style of the exhibition and the competent handling of the methods of pedagogical empiricism are impressive. A novelty from a methodological point of view is the systematization of theoretical knowledge in the field of historical didactics in a long period. Of particular importance in the didactic aspect are the practical examples and methodological manuals developed by the author for current and future teachers.

Dr. Krastev's other monograph "The Bulgarian Kingdom under the Terter Dynasty (1280 - 1323)" emphasizes its sustainable development from a researcher to a teacher. Scientific commitment and priorities are crucial for the evolution of a successful teacher of methodology. In the book Dr. Krastev uses new historical sources for the development of the Bulgarian kingdom in the period 1280 - 1323. In his research the author successfully combines both source studies and genealogical and prosopographic approaches. Contributing part of the research can be found in the field of historical and economic geography for the period.

In the group of publications with methodological orientation are the scientific communications of Dr. Krastev with number 1 (study published in publications included in the National Reference List), 1,2 and 3 (articles published in scientific journals,

refereed and indexed in world-famous databases with scientific information - Web of Science), 5 and 6 (articles published in publications included in the National Reference List). Thematically, they further develop and supplement the issues discussed above and outline the image of the candidate as a researcher and teacher with a professional orientation to the problems of teaching historical knowledge in high school.

The evaluation of the candidate according to the minimum national requirements and the obligatory criteria of Sofia University "St. Kliment Ohridski" can be made with the attached reference in accordance with Art. 2b of the ZRASRB for the scientific field of Pedagogical Sciences, 1.3. Pedagogy of teaching... (Methodology of teaching history). Krassimir Krastev has defended his dissertation and monograph - the main habilitation thesis on "History lesson through the methods of active learning", which meets the minimum national requirements in groups A and B (150 points in total). The monograph is in the field of the competition, and the dissertation defines him as a professional historian, with which the candidate meets the basic requirements of Sofia University "St. Kliment Ohridski". According to the group of indicators D, the candidate has presented another monograph, apart from the main habilitation work, there are publications with reference in world databases with scientific information, studies, articles and reports with scientific review or editing. The indicators in group D gain a total of 375 points. The presented list of observed citations for Dr. Krastev's publications includes citations in scientific journals and monographs with the relevant bibliographic reference. The 1310 points achieved in group D are many times higher than the minimum national requirements. This definitely demonstrates the echo that Dr. Krastev's works find in the national and international historical and methodological literature. In conclusion, it can be said that the scientific output of the candidate fully meets the minimum national requirements and the requirements of Sofia University "St. Kliment Ohridski".

The main content of the scientific production of Dr. Krastev is in strict accordance with the theme of the competition. His scientific work is characterized by high scientific competence, detail and originality. The scientific interests of the candidate correspond entirely to the topics of the university courses he teaches, are relevant, as well as scientific and applied significance.

What has been said so far gives me reason with full conviction in the scientific and pedagogical merits of Krassimir Sashkov Krastev to support his candidacy in the current competition for the academic position of "Associate Professor" in Pedagogy of Teaching (Methodology of Training). in History) in the Department of Archival Science and Methodology of Teaching History at the Faculty of History at the Sofia University "St. Kliment Ohridski".

Sofia, June 14, 2022

Reviewer:

Prof. Dr. Yuri Todorov Todorov