

REVIEW

ON THE DISSERTATION ON THE TOPIC "EDUCATION OF EMOTIONAL INTELLIGENCE IN ADOLESCENTS THROUGH THE MEANS OF ART" FOR THE AWARD OF ONS "DOCTOR" professional direction 1.2 Pedagogy (Theory of education and didactics)

Doctoral student Evgenia Evgenieva Chausheva, SU "St. Cl. Ohridski" - FP

Research supervisor: Prof. Dr. Vladislav Gospodinov, SU "St. Cl. Ohridski

Reviewer: Prof. Dr. Neli Boyadzhieva, SU "St. Cl. Ohridski"-FNOI

Assessment of the procedure

The submitted work with an abstract and documents meet the criteria and requirements of the ŽRASRB and the Regulations for its application. The paper was discussed at the pre-defense meeting in the "Theory of Education" department with the decision that it meets the criteria for a dissertation-type scientific study, the formal structural and content requirements. Critical notes and recommendations for improvement were made, with which the doctoral student complied according to his capabilities to the extent necessary.

Presentation of the PhD student

Evgenia Chausheva has a master's degree in Social activities - Social work with children and families since 2019. She was a doctoral student in 1.2 Pedagogy - Theory of education and didactics at the Faculty of Arts of SU "St. Cl. Ohridski", Department of "Theory of Education" with scientific supervisor Assoc. Dr. Vl. Gospodinov She fulfilled the criteria for training at the ONS "Doctor" and was dismissed with the right of defense. She presented a dissertation, an abstract, publications on the topic, a reference report and a form with quantitative indicators.

Assessment of the scientific problem

The topic is dedicated to a scientific problem that is not new to pedagogical science, but has not been the subject of a separate independent study related to adolescent students. Emotional intelligence is a problem in research in our country in psychological and pedagogical scientific works from the last two decades.

This is a main topic in dissertations for the educational and scientific degree "doctor" in pedagogical sciences /educational management and teaching pedagogy,/ in social sciences - social activities and in psychology, including for a doctor of psychological sciences. There is no registered match of the topic regarding the object of study in the scientific specialty "Theory of education and didactics" in the selected age group - adolescence.

With regard to the subject of research on the role of art as a factor in the formation of emotional intelligence in students, it was studied in preschool and in

the primary stage of education in the teaching of various subjects, including arts - music. Art-pedagogy and art-therapy for the formation of emotional intelligence in teachers is a topic of current monographic studies/P. Miteva, 2022/.

The adolescent age group has not been independently researched from the standpoint of the role and potential of art to foster emotional intelligence. Therefore, scientific contributions to the theory of education for school pedagogy can be expected for the studied age period of children's development and stage of education.

Presentation and critical evaluation of research design

The setting of the study provides an orientation for the starting position of the doctoral student. In the initial formulation of the aim of the dissertation work, it is expected to prove that teachers and parents are aware of the importance of emotional intelligence for the development of children and, more specifically, in the upbringing of adolescents, that they have a desire for the topic to be more widely represented in the school process, that there is a need for emotional intelligence to be included in the curriculum. This statement reflects the doctoral student's desire to track empirically how much the school and family knows and appreciates the importance of the formation of emotional intelligence in the upbringing of children.

The purpose of the dissertation research is based on an accepted inner conviction that there is a need for the topic of emotional intelligence to be more widely advocated in the educational and educational process at school and in the family. Tracing the role of art in the formation of adolescent emotional intelligence in school is the specific purpose of the study that does not stand out.

The object of the dissertation research is the process of forming emotional intelligence in adolescents. The factors for the awareness of parents and teachers regarding the role of emotional intelligence in the upbringing of adolescents and their readiness to increase their knowledge and skills related to its formation in children are also investigated.

The subject of the dissertation study is related to the study of the process of education of emotional intelligence in adolescents through the use of art tools and, on this basis, the creation of a model of activity. This in itself is a worthy subject of research and meets the expectation of scholarly contributions.

The request for the contribution nature of the scientific work is to create a model of activity in the direction of education of emotional intelligence in adolescents through the means of art, which will lead to the improvement of the process of self-knowledge, self-reflection, self-education, social skills in the everyday life of children at school, with reflections on home and life.

Of the initial hypotheses, the hypothesis that the means of art support and contribute to the effective education of emotional intelligence in adolescents deserves attention and scientific proof with the selected methods. This refers to a model of art activities and educational activities related to specific educational forms. This suggests significant scientific conclusions regarding the main hypothesis.

The study of the target groups of teachers and parents aims at their awareness and attitude towards emotional intelligence as an element of their pedagogical competence and their readiness for its formation in adolescents. The education of emotional intelligence by testing a pedagogical model of activity with students is relatively convincingly presented and results with a scientific contribution can be expected.

Critical appraisal of research findings

The critical assessment of the dissertation work is based on the main hypothesis and the research conducted with the target group - students in the adolescent age of 7th and 9th grade /98 students/ from two types of schools - general education and arts. The results deserve attention, although the analysis needs more detail in the direction of the sought dependencies, and the comments are expected to be even more in-depth and reasoned.

The description of the results of the experimental activity can be further deepened by a comparative analysis between the students of the two types of schools. Specific conclusions from empirical studies and recommendations for the theory and methodology of education of students' emotional intelligence through the means of art can be useful for pedagogical specialists in school, outside it and in the family.

Critical notes and recommendations

The theoretical parts are even more in need of enrichment and in-depth critical evaluation of similar studies on the problem of emotional intelligence, art pedagogy and educational methodology.

The data in the empirical parts provide an opportunity for even more developed argumentation and comments in relation to tracking and comparison between the results of the studied groups of respondents and the types of schools.

Self-assessment of the research limitations and deficits

Questions of discussion arising from the studies conducted are rightly mentioned. This shows the scientific reflection of the doctoral student to indicate the limits of the concept and the deficiencies of the applied research methodology regarding the possibilities of proving the thesis.

Questions for comment

Various interpretive questions can be raised, such as whether it was worth investigating the attitudes of teachers and parents towards the importance of emotional intelligence in education. The fact that there are no significant differences in their responses indicates that this is a claim that does not need special investigation and does not contribute to model verification.

Assessment of scientific contributions

Formulated scientific contributions reflect the author's self-assessment of the results achieved. A significant scientific contribution to the theory of education stands out - structuring and testing a model for the formation of emotional intelligence with the means of art in adolescents.

Assessment of the autoreferat

The abstract correctly presents the content and individual parts of the dissertation with a selected bibliography, conclusions and scientific contributions.

Publications on the topic of the dissertation

Three publications were made in materials from scientific forums: Proceedings of the International Scientific Conference in 2020, from the Jubilee Forum - 35 years of FP, /2022/ and in the magazine "Pedagogika", 2023 - "The concept of emotional intelligence in the context of the educational phenomenon in the work of Janusz Korczak". The last two of them are on the topic of the dissertation work and present parts of it.

Conclusion

Based on the fulfillment of the minimum criteria and basic scientific contributions, I propose that the scientific jury vote affirmatively to award the scientific and educational degree "doctor" to the doctoral student of SU "St. Cl. Ohridski" Evgenia Evgenieva Chausheva in professional direction 1.2 Pedagogy (Theory of education and didactics).

April 29, 2024

Prof. Dr. Nellie Boyadzhieva