

REVIEW

By prof. Rozaliya Yordanova Kuzmanova – Kartalova, PhD

of a dissertation on the award of the educational and scientific degree "Doctor"

in the field of higher education: 1. Pedagogical Sciences

professional field: 1.2. Pedagogy

Doctoral Program "Theory of Education and Didactics – Theory of Education"

Author: Evgenia Evgenieva Chausheva

Topic: Education of emotional intelligence in adolescents through the means of art

Supervisor: Assoc. prof. Vladislav Gospodinov, PhD, Sofia University "St. Kliment Ohridski"

Doctoral data

By Order No PD-38-132 of 05.03.2024 of the Rector of Sofia University "St. Kliment Ohridski", I was appointed as a member of the scientific jury to provide a procedure for the defense of a dissertation on "Education of emotional intelligence in adolescents through the means of art" for the acquisition of the educational and scientific department "Doctor" in the field of higher education 1. Pedagogical sciences, professional application 1.2. Pedagogy, doctoral program "Theory of Education and Didactics – Theory of Education". The author of the dissertation is Evgenia Evgenieva Chausheva – PhD student in full-time training at the Department of Theory of Education at the Faculty of Education at Sofia University "St. Kliment Ohridski", headed by Assoc. Prof. Vladislav Gospodinov, PhD, from Sofia University "St. Kliment Ohridski".

Submitted for review are a dissertation and a self-report in Bulgarian and English, a CV is attached – European format, a declaration of originality of the dissertation, a reference for compliance with the national minimum requirements for the PhD NSA, with 100 points covered: 50 for a dissertation for the PhD dissertation, 30 for an article published in a scientific edition, in a referenced and indexed in world-famous databases of scientific information, 20 for two articles, published in edited collective volumes.

Brief biographical details about the dissertant

Evgenia Chausheva graduated from high school in 1995 in 133 High School "A. S. Pushkin" - Sofia, taught in Russian and with a business & administration profile. In the period 1995 – 2001 she acquired higher education in International Economic Relations - Russian language at the UNWE with a Master's degree. She holds Master's degrees in Social Work with Children and Families, acquired at the Faculty of Education of Sofia University in the period 2011 - 2013. Of interest was the already placed application for work on the problem "refugee children", as evidenced by the topic of her thesis: "Functions of refugee workers with children and their families", which asked for scientific interest and targeted research of the field related to children, families and their social problems.

The professional path of Evgenia Chausheva is related to various organizations and institutions: in the period 2000 – 2004 she was Chief Expert at the Ministry of Regional Development and Public Works, 2006 – 2007 she was Chief Expert at ET Dahi, electronic trade, 2008 – 2011 she was an editor in Dnes.bg, from 2012 until now she continued in the media federation as an editor in Webground.bg.

In the period 01.02.2020 to 01.02.2023, Evgenia Chausheva is a full-time doctoral student in the doctoral program "Theory of Education and Didactics – Theory of Education" at the Department of Education Theory at the Faculty of Education at Sofia University "St. Kliment Ohridski".

She is fluent in Russian, French and English - written and spoken.

Structural composition of the dissertation, characterization and evaluation of its content

Relevance and significance of dissertation issues

The problem of emotional intelligence in children and in people in general has been of particular relevance in recent years, which has increased significantly with the accelerated development of technology and the intensity of events in public and political life, presenting people with new and unknown challenges. The ability to recognize, identify, name and apply qualities and skills related to emotional intelligence is important for the success of the individual to embed his environment, to develop his natural potential and to realize his highest good, on one side, as well as for the prevention of problems in personal and social aspect, on the other.

Placing a scientific emphasis on the need to realize the importance of emotions on the part of pedagogical specialists at school for the success of the cognitive process and the learning

achievements of children, for their personal building and social well-being, the application of effective approaches to their recognition, compliance with them and for their successful regulation in the direction of efficacy of interactions in a school environment is of paramount importance for the effectiveness of both educational training and preservation of the psychosocial and mental health of children, of their healthy personal status. A significant scientific challenge is the dissertant's request to bring out the importance of educating emotional intelligence and realizing this education in children through the means of art both in everyday life in the family and as an important supporting tool in education and the overall educational process at school.

Structure of the dissertation

The dissertation work has a total volume of 237 pages, of which 169 pages is main text and 68 pages - annexes. It is structured in an introduction, four chapters, deductions, conclusion, used literature (bibliography), which includes 106 sources, of which 97 in Cyrillic, 6 in Latin and 3 web-based resources, in its entirety fundamental sources on the subject of the dissertation and 9 annexes - a survey form intended for parents; questionnaire intended for teachers; a survey form intended for adolescents; questionnaire for teachers to measure the emotional intelligence of students; instructions for creating Emage; Photographs from the process of work and other creations from the activities with students; consolidated presentation of tables and figures in the text; consolidated presentation of survey results in tables and figures. The data from the studies are illustrated in the text of the dissertation, excluding those in the annexes, with 30 figures, 18 tables and 6 photographs.

Characteristics and evaluation of the dissertation

In the introduction of the work, the author has successfully argued the actuality and significance of the problem and has clearly justified the motives for its development and research as dissertation issues. The scientific apparatus of the study is well built and presented – object, subject, purpose, hypothesis, methods of research. The main goal of the dissertation is to study the awareness of both teachers and parents of the importance of emotional intelligence in adolescents and to observe its development in the upbringing of adolescents, as well as its overlapping more widely in the educational, upbringing and schooling processes through the use of the means of art, and the author's request is to create a model of such activity.

It can be reported that the hypothesis set in the study corresponds to the goal. The methods of research - qualitative and quantitative (theoretical analysis of scientific sources on the topic,

inquiry, observation, interview, mathematical-statistical methods, comparative analysis) correspond to the goal setting and the tasks set and are a reliable basis for objectivity of the results of the study.

The first chapter "Education as a Social Phenomenon and Adolescence" lays the foundations of scientific analysis in dissertation research by examining and analyzing fundamental theories, concepts and formulations related to the essence of upbringing, as a social phenomenon and examining its character in a broad and narrower context. An interesting and important accent in the direction of the studied topic is the consideration of the prenatal period of development and relations with the mother as the beginning of the process of the formation of the individual and the educational process. The thesis is that the educational process begins in the family, continues and is enriched in the kindergarten, school, university, and each environment influences with its imprint, stimuli and impacts, not without the conscious and purposefully formed emotional intelligence in the pedagogue.

This chapter contains a successful analysis of the psycho-physiological and social profile of the adolescent child, determining the complexity, contradiction, dynamics and intensity of the processes that develop in the body of the adolescent in this age period. This successfully argues the need for purposeful education of emotional intelligence in children to cope with the new challenges of growing up, for gaining self-knowledge, self-awareness and self-acceptance, as well as for effective transposition to otherness, diversity and adequate reflection of other people's behavior in an empathic and understanding way.

The second chapter, Emotional Intelligence and Adolescent Development, presents a concrete analysis of the relationship "adolescence – emotional intelligence". Based on various theories and concepts, the essence, specificity and importance of emotional intelligence is derived. The relationship with social intelligence was investigated. The components of emotional intelligence, as well as the criteria and competences for emotional intelligence, are presented in a differentiated way. The author demonstrates a very good knowledge of the research of Bulgarian and foreign authors in relation to emotional intelligence, emotional sensitivity and competence, and well interprets and collaborates them in her own research. With a subtle sense and sensitivity to the problems of adolescent children, based on the analyses, the opinion is justified that for the formation and upbringing of emotional intelligence in adolescents, the presence of such competences in the educator of the child – parents, educators and teachers – is essential, it is therefore important to familiarize themselves with the individual components of the emotional intelligence of educators in order to be able from an early age for children to

learn skills related to it and that manifested emotional intelligence, especially on the part of the parent, can be a good example for the child, as well as a mechanism for successfully coping with difficulties in the particular age period, and a model for dealing in life.

The third chapter "Art as a Specific Manifestation of the Socialization and Enculturalization Process and the Education of Emotional Intelligence" analyzes the importance of art for the development and emotional literacy of children. Its eternal role for the cultural level of people during different eras and generations and as a process for acquiring cultural traditions in society is outlined. In particular, attention is paid to the essence and peculiarities of art, to the types of arts, to their formative role and means of doing so. A very important emphasis is the investigation of the educational and therapeutic role of art in solving emotional conflicts, taking care of yourself, building social skills, managing behavior, solving problems, reducing anxiety, supporting orientation in reality, increasing self-esteem, and so on.

Chapter Four, "Practice-Applicable Aspects of Educating Emotional Intelligence in Adolescents through Art," presents the design of empirical research. The methods of the empirical study, which was conducted over a sufficiently long period from 2020 to 2023, are justified and analyzed. The methods and tools for the empirical research are related to the set goal and tasks. The contingent of research meets the sufficiency required to investigate the hypothesis, namely 326 respondents: 127 teachers, 101 parents and 98 students (2 seventh and 2 ninth classes from metropolitan schools). The organization and stages of research are smooth, purposeful and consistent.

This chapter also contains the results of the survey conducted among teachers, parents and students. Special attention is paid to the presentation of a comparative analysis between the attitude of teachers and parents for the education of emotional intelligence in adolescents. Important specifics, characteristics and dependencies are outlined. The data are presented in 31 graphs, 18 tables and 6 photographs.

Chapter 4 also presents a new original model for the implementation of emotional intelligence in adolescents' life through the means of art, which has a diagnostic, projective, educational and art-therapeutic focus, called "Emage" prepared for application in class. The model has a specific purpose: through the means of art, to carry out educational activities that will contribute to the formation of emotional intelligence in adolescents. And more specifically: acquaintance of adolescents with the concept of emotional intelligence; with the dis-personal components of emotional intelligence; recognition of the components of emotional intelligence in different

situations described by adolescents or by the leading of the class. The “Emage” model also has its staged consistency and ways of application – in class or informal environments. The activities through which to implement it, the means and materials for this, as well as the time duration are clarified. The sequential procedure for developing, implementing and approbating the model for educating emotional intelligence in adolescents through the means of art is presented.

The PhD student brings out important generalizations about emotional intelligence based on empirical studies, such as:

- Sufficient recognition of emotional intelligence, its components and good motivation of teachers and pedagogical subjects, in general, for educative interactions with students to increase their emotional intelligence, including through the model proposed by the author for the education of emotional intelligence in adolescents through the means of art.
- High conviction of parents of the need to develop emotional intelligence in children as part of their upbringing. They recognize its components and are motivated to develop themselves and receive information about effective interactions with children to develop their emotional intelligence.
- Both teachers and parents are convinced that the development of emotional intelligence in children has a place in the curricula – and not only as separate topics, but in the overall learning process. It is especially commented on the provision of courses for teachers to improve their knowledge and skills related to emotional intelligence, as well as the need to be supported and encouraged to use and implement them in the way they teach and communicate with students. The creation of a program with the participation of parents, teachers and children is justified by conducting classes on the education of emotional intelligence and observing their achievements and results.
- The role of art in developing and maintaining emotional intelligence in children has been proven. The conviction of parents through the means of art to develop the emotional intelligence of their children is emphasized.
- Adolescents report desire, but not great skill to recognize and control their emotions and feelings, as well as to adequately reflect the emotions of others. They expect to receive information and encouragement from both parents and educators. They recognize the means of art as a good approach to this.

Overall: The dissertation demonstrates an in-depth knowledge of the problem associated with emotional intelligence in adolescents, such as essence, specifics, components. It performs a successful scientific-theoretical analysis of the understanding of the influence of the degree of emotional intelligence in children on their learning achievements, social interactions and life maturity. The literature used is on the topic of the dissertation and presents the problem in its scope and multilayeredness.

The chosen methodology of empirical research provides the opportunity to achieve the set goal in the dissertation study. The hypothesis that the means of art support and contribute to the effective education of emotional intelligence in adolescents has been proven.

The conclusions of the overall study are interesting and well-rounded and correspond to the research work done and the results achieved.

The author reaches the summary that the emotional atmosphere in the class is influenced not only by the individual emotional characteristics of adolescents, but also by the attitude of the tutor and the classroom environment, which is their specific microclimate.

Research establishes the readiness and desire of adolescent children to increase their knowledge related to emotional intelligence and to put efforts in the direction of their mastery.

It is found that the means of art are readily accepted by adolescents as a way of expressing their emotions and are a way of distinguishing the positive aspects of the individuality of each of them.

The research concludes that both adolescents and their parents and teachers have the desire and opportunity to introduce and apply a model for educating emotional intelligence through the means of art.

The autoreferat, in a volume of 34 pages, objectively reflects the content of the dissertation, the main results achieved in the research and is prepared according to the requirements.

Judgment of publications on the dissertation

There are 3 publications on the subject of the dissertation. One is published in 2023 in the referenced and indexed in Web of Science “Pedagogika”, and the other two are published in edited scientific collections in 2020 and 2022. This speaks of a gradual and purposeful presentation of the issues on which the dissertant works and of good popularization of the results of the dissertation research among the wider scientific community.

The article, which is part of a collection of an international scientific conference (2020), discusses current issues and contemporary studies in education and examines the importance of aesthetic education for the formation of students' competence in the field of cultural awareness and expression. The other article, which is part of a collection dedicated to the 35th anniversary of the Faculty of Education (2022), focuses on parents' awareness of the importance of educating emotional intelligence in young people. The article published in the journal *Pedagogy* (2023) examines the concept of emotional intelligence in the context of the educational phenomenon, exploring the work of Janusz Korczak. All three publications reflect the content of the dissertation issues.

Contributions and relevance of development to science and practice

I accept the contributions formulated by the dissertant as actually achieved, namely:

1. A comprehensive theoretical study of the nature, role and functions of emotional intelligence for the successful development and development of adolescents is made, and on the basis of a thorough reference to different types of art, specific approaches to interaction between children, parents and pedagogical subjects are justified to support personal development, psycho-emotional, social and cognitive status in children.
2. A comprehensive study with adolescents, parents and teachers on the role and place of emotional intelligence in the upbringing of the adolescent was carried out, and the importance of the formation of emotional intelligence in children both in the family and in the school environment through the organized learning process was outlined.
3. The need to conduct additional qualification courses for parents and teachers related to emotional intelligence and its purposeful application in the educational process at school through pedagogical interactions has been proven.
4. An author's model for the education of emotional intelligence in adolescents through the means of art, applied in practice, is built and tested.

Recommendations

Given the high value, importance and necessity for society today of the problems related to emotional intelligence – I recommend to the dissertant to popularize even more widely among the pedagogical and parental community the model for educating emotional intelligence in adolescents through the means of art and the results of research with parents, educators and adolescents, to contribute to the general motivation of society to work on the recognition,

development and application of emotional intelligence among people in general, for example through the issuance of a handbook or other type of work.

I also draw her attention in subsequent scientific projects to further refine the technical implementation of her work.

Conclusion

The dissertation paper contains distinct scientific, scientific and applicable results that represent an original contribution to science and meet the requirements of the Law on the Development of Academic Staff in the Republic of Bulgaria (ZRASRB), the Regulations for the Implementation of the Law on the Implementation of the Law on the Acquisition of Scientific Degrees and Academic Positions at Sofia University "St. Kliment Ohridski". The presented materials and dissertation results show that the PhD student Evgenia Chausheva has in-depth theoretical knowledge and professional skills in the field of Theory of Education and Didactics – Theory of Education, demonstrating qualities and abilities for independent scientific research.

Due to the above, I confidently give my positive assessment of the conducted research, presented by the dissertation thesis, autoreferate, achieved results and contributions, and I propose to the honorable scientific jury to award the educational and scientific degree "Doctor" to Evgenia Evgenieva Chausheva in the field of higher education: 1. Pedagogical Sciences, professional field 1.2. Pedagogy, doctoral program "Theory of Education and Didactics – Theory of Education".

21.04.2024 г.

Reviewer:.....

/Prof. Rozaliya Kuzmanova – Kartalova, PhD/