

**REVIEW**  
**ON THE DISSERTATION OF LYUBEN VLADIMIROV**  
**VITANOV ON THE TOPIC “POSITIVE PEDAGOGICAL**  
**STRATEGY IN THE CLASS HOUR” FOR AWARDING THE**  
**SCIENTIFIC DEGREE “DOCTOR OF SCIENCE 1.2.**  
**PEDAGOGY, FIELD OF HIGHER EDUCATION 1.**  
**PEDAGOGICAL SCIENCES**

**Prepared by:**  
**Prof. Dr. Iliana Hristova Mircheva**  
**Sofia University “St. Kliment Ohridski ”**  
**Faculty of Educational Studies and the Arts**  
**Department of Primary School Education**

Lyuben Vladimirov Vitinov's dissertation is dedicated to a problem that has been poorly studied in the Bulgarian scientific literature. The dissertation is formed according to all the rules of a scientific research of theoretical and experimental nature. It is developed within 289 pages and is structured in an introductory part, seven chapters and conclusions. The bibliography covers a rich set of literary sources (318 sources) in Cyrillic and Latin, which allows the author to develop the theoretical part of the study on a solid basis.

The purpose, tasks and hypothesis of the research are formulated in the introductory part. The main methodological tools are described. The selected methods are diverse and adequate to the study. A good justification has been made for the need to study the topic. The author makes an in-depth scientific substantiation of the topic under consideration

The first chapter describes the place of the class time in the school education system. Basic concepts are clarified, the essence and main characteristics of the class hour are presented, the framework requirements, rights and obligations of the class teacher are described, the role of students as main participants in the class hour is considered, the interaction of the class teacher with parents, the possibilities for interaction of the class teacher with the institutions are also described. Thus, the theoretical analysis covers all participants in the process of

work related to the class hour. The text is very well illustrated with figures and tables.

The second chapter is devoted to the problem of pedagogical strategies that could be used in class. Here is the essence of the concept of pedagogical strategy, its components are listed, a description of the types of pedagogical strategies. A model of positive pedagogical strategy in the classroom is presented - its essence, possibilities for selection and structuring of educational content, positive approaches for education and management of the class are described, the place of the strategy in the learning pyramid is indicated.

In the third chapter an analysis of the possibilities for education and management of the class hour is made. Attention is paid to the assimilation of rules by students, types of rules and concepts for assimilation of rules by students are described. A characteristic of the development of the class as a community is made. Approaches to the development of the school community are indicated. The importance of a positive pedagogical strategy in the presence of a community of students is considered. The possibilities for the development of the students' personality and for the stimulation of the child's intelligence, for the formation of the self-concept, self-assessment and self-effectiveness in the classroom are presented. Attention is also paid to the involvement of students in the process of self-government. An analysis of the risk factors on students in class is made.

In the fourth chapter, attention is paid to the training for the formation of competencies in class. The basic concepts are clarified, their main characteristics are presented. An author's model for the formation of competencies in the classroom is described.

Chapter 5 describes in detail teaching methods and techniques that can be used in classroom work. The essence and the main characteristics of the described concepts are presented.

Chapter 6 analyzes the possibilities for organizing and planning class hours. Organizational forms of education, options for planning work in class and for planning the classroom environment are described.

Chapter 7 presents the analysis of the results of the empirical study. The organization of the study is described. Criteria and indicators have been formulated according to which the analysis should be performed.

A diagnostic study with 3376 students from 24 settlements (capital, large, medium and small towns, villages) was presented and analyzed. The diagnostic procedures are described.

Findings are made about the effectiveness of the developed pedagogical strategy.

In conclusion, it could be summarized that the work of Assoc. Prof. Lyuben Vladimirov Vitanov, PhD on "Positive pedagogical strategy in the class hour" has the following positive aspects:

- In the introduction a very logical justification is made for the need for the study.
- The development is well structured.
- The author shows a rich awareness of the problem. A large number of literary sources in Cyrillic and Latin have been thoroughly analyzed. Different author's points of view are competently presented and summarized.
- Assoc. Prof. Vitanov highlights significant aspects of the issues under consideration, which allows him to base his research on a solid foundation.
- There is a logical connection between the theoretical research and the author's empirical research.
- An author's model for a positive pedagogical strategy in the classroom has been created with four main components: selection and structuring of educational content; selection of methods and techniques of education, training and classroom management; annual planning and evaluation and reflection.
- The model includes a system of pedagogical topics, tasks and activities in the main areas of the interdisciplinary complex of education. Specific learning content has been developed. It presents topics suitable for the class hour, describes in detail the tasks and activities, which provide options for the development of basic competencies in students. A positive emphasis is that the model assumes more active participation of students in the process of education and upbringing.

- A large-scale diagnostic study was conducted with 3376 students from 24 settlements of different types (capital, large, medium and small towns, villages).
- The positive pedagogical strategy has been tested for a period of 8 years. Its effectiveness is confirmed by 15 criteria.
- There is a good synchronicity between quantitative and qualitative analysis of the results. The analysis is well illustrated with graphs. The results of the analysis confirm the hypothesis raised at the beginning of the study.
- The conclusions followed logically from the theoretical and empirical research.
- The work is written in high style.

The following remarks and recommendations could be addressed to the peer-reviewed work:

- It is possible to enrich the literature review in the first chapter with more sources.
- When describing the pedagogical model for a positive class lesson strategy in the individual chapters, it is appropriate to indicate that this is an author's construction. Otherwise, the reader is left with the impression that this is part of the literary review.
- It is necessary to indicate the number of students who are included in the control and experimental classes.
- In the appendix to give the used test tasks.
- To include in the annex the protocol of the conducted observation.

## **Conclusion**

Assoc. Prof. Dr. Lyuben Vitanov presents a rich in content dissertation on "Positive pedagogical strategy in the class hour." In it, the precise theoretical analysis is supplemented by a rich empirical study. The generalizations formulated in the paper can serve as a starting point for enriching pedagogical theory and practice.

The author also presents an abstract, which within 60 pages includes the most important significant moments of the dissertation.

Assoc. Prof. Vitanov has a large number of publications (25 issues – of which 9 scientific publications – monograph, studies, articles) on the research topic, which meets the requirements of the regulations.

Based on the mentioned advantages of the dissertation on the topic "Positive pedagogical strategy in the class hour" I propose to the Scientific Jury to award Assoc. Prof. Lyuben Vladimirov Vitanov, PhD the scientific degree "Doctor of Science" in professional field 1.2. Pedagogy, field of higher education 1. Pedagogical sciences.

Sofia, 20.05.2021.

(Prof. Iliana Mircheva, PhD)