

## **RECENSION**

from Prof. DSc. Plamen Radev Ivanov

Plovdiv University "Paisii Hilendarski"

of dissertation for awarding the scientific degree "Doctor of Science"

in the field of higher education 1. Pedagogical sciences;

professional direction 1.2. Pedagogy

Author: Assoc. Prof. Dr. Lyuben Vladimirov Vitanov

Topic: "Positive pedagogical strategy in hour of the class"

### **1. Subject of recessions**

By order of the Rector of Sofia University "St. Kliment Ohridski" I have been appointed a member of a scientific jury with the task of preparing a review for providing and conducting a procedure for defense of a dissertation on "Positive pedagogical strategy in class" for obtaining the degree of "Doctor of Science" at Sofia University. field of higher education 1. Pedagogical sciences, professional direction 1.2 Pedagogy. The presented set of materials is in accordance with the Law on the Academic staff of the Republic of Bulgaria, the Regulations for application of the Law on the Academic staff of the Republic of Bulgaria and with the adopted and current Regulations on the terms and conditions for acquiring scientific degrees and holding academic positions at Sofia University "St. Kliment Ohridski". The set includes all the necessary documents.

### **2. Brief biographical data**

Lyuben Vladimirov Vitanov works at Sofia University "St. Kliment Ohridski" since 1992. In 1989 he acquired Educational and Scientific Degree "Doctor" according to the teaching methodology. He was elected associate professor of teaching methodology. Assoc. Prof. Dr. Lyuben Vladimirov Vitanov is a qualified university lecturer who is stably situated and identified in the academic, pedagogical, methodological and teaching communities.

### **3. Relevance of the topic and expediency of the set goals and tasks**

The topic of the dissertation is of a high level of relevance due to the fact that the issues of school education have never been off the agenda. In addition, the relatively new normative documents in the field of education that have entered into force require up-to-date and concrete interpretations of a number of their stagings in the field of the school educational institution.

The relevance of the research is also conditioned by the need for theoretical and practical-applied comprehension of the hour of the class in the reference aspect, set in the dissertation issues.

#### **4. Knowledge of the problem**

The author knows the problem very well and has penetrated deeply his experience for its theoretical and practical solution

#### **5. Research methodology**

The research methodology and procedures are adequate to the object, subject, goals and tasks of the research.

#### **6. Characteristics and evaluation of the dissertation**

The dissertation consists of: introduction, seven chapters, conclusions, conclusion and used literature. The dissertation has a volume of 273 pages with the author's publications on the topic shown on the next 2 pages and 12 pages of used literature, supplemented with Internet addresses. The text includes 131 figures and 12 tables. Each chapter is structured in paragraphs concerning its intention. The dissertation work is in sufficient volume, and the covered field of the factual material shows the ability of the of the author to understand the state of the problem and to indicate the means for its solution. The categorial-conceptual apparatus is scientifically sound (with remarks, which I will present below) the logic of the research is consistent and presents the author of the doctoral thesis as a researcher with a high level of expertise. However, it is necessary to state categorically that the diagnostic research shows consequences of the experiment with the model of positive pedagogical strategy in hour of the class and leads to proving the hypothesis. I recommend the author to specify the time limits of the "continuous pedagogical experiment" and to indicate the time location of the diagnostic study for each class in the expected printed edition of the dissertation. It is not clear in which schools there are experimental and in which control groups, as well as in which and how many primary schools in the big cities the experiment was conducted. It would be good for the diagnostic tests for each class to be indicated in the appendices to the dissertation.

#### **7. Contributions and significance of the development for science and practice**

The author notes 13 contributions, not dividing them into those with theoretical and those with practical character. In general, the work is significant in the field of school pedagogy. From the point of view of the reviewer, it is characterized by the following:

- specific novelty, topicality and importance for the field of research;
- there is a certain overall concept in the didactic ideas;

- a high level of precision in the language used and means that are adequate to achieve the goals of the dissertation and reception of the texts are possible;
- a balance is observed between theoretical and empirical parts of the research, which is done in the continuum of the study, and not only in the seventh chapter, as the empirical seventh chapter is for the initial stage of the main one;
- are decided tasks and problems of essential importance for the institutionalized education in the Bulgarian school;
- the proposed conclusions and solutions are rational and have heuristic value for the class teachers;
- these decisions are reasoned and supported by modern trends and challenges of school pedagogy and regulations;
- there is a possibility for adequate application of scientific summaries and normative conclusions;
- the texts are written by himself with the corresponding citation.

## **8. Evaluation of the publications on the dissertation**

A total of 12 publications related to the research problem are presented in the documents . Only one of them is in co-authorship.

## **9. Personal participation of the author**

The whole text of the dissertation, the empirical research, the results and the conclusions are the personal property and merit of the author. No evidence of plagiarism.

## **10. Abstract**

The abstract faithfully reproduces the content of the work. The text is composed of an abbreviated statement of the chapters of the dissertation, the inferences and the conclusion.

## **11. Critical remarks, questions and recommendations**

The topic of the dissertation provides opportunities for a number of notes, questions and recommendations. I want to emphasize that my notes as a reviewer do not bind the author to deal with them, but rather to help in the scientific search. First, about the definition of a hour of the class. In my opinion, it may look like this: The class hour is a variable form of direct interaction of the class teacher with the students of the respective class, which solves current general issues, teaching and educational problems, interdisciplinary complex of knowledge, skills and competencies, discussing of different topics derived from the interests and lives of students, as well as from school life. The definition used is "time organizational unit of activity" is too general.

As for the parents, they can sometimes be present, but there is still a difference from a parent meeting. Secondly, it would be good to introduce and briefly explain the functions of the class hour, which in my opinion are: educational; training; socializing; orienting; guiding; motivating, educational (knowledge, outside the curriculum, PIU and FP); forming and developing, synergetic. Third, in the exposition it is possible to find a place and the sub-theme for a specific design of hour of the class, which does not repeat a lesson structure (because it is written about a lesson plan and a move of lesson (p. 200), as well as the principles on which it is constructed and organized. As for the definition of a lesson given on page 191, I have always objected to scholasticism in her, that realizes the unity between the activity of the teacher and the students in the process of instruction on a certain topic for a certain study time (Petrov, 2016). First, this definition can be applied to all forms of instruction. Second, unity itself does not lead to development (law of dialectics) The lesson organizes interactions, not unity Third, the lesson and other forms of instruction organize and they do not realize the process of instruction Every form of instruction performs functions, but does not realize content (the processes of upbringing and instruction). For this there are methods and technologies of upbringing and instruction.

#### **Questions to the candidate for the requested degree :**

1. What does the hour of the class (the definition is missing in the normative documents)?
2. Is a hour of the class, learning hour?
3. Why does the author accept that the lesson and the lessons are the main forms in hour of the class? Isn't it more correct to say that the hour of the class passes / is conducted through these two forms chosen by the author.
4. Should the model of hour of the class be closed within health, civic, biological and intercultural education, and can it have other components, such as student self-government?
5. What is the upbringings aspect of the class so as not to didactirized unnecessarily and to bring out the soft competencies typical ohour of the schools upbringing?
6. Why is the Rules for application of the Public Education Act used, after this law has been repealed in the Transitional and Final Provisions of the now current Law?

#### **12. Personal impressions**

I have no direct impressions of the academic activity of assoc. prof. Dr. Lyuben Vitanov. However, as an external observer, I believe that he has proven to be a scientist with authority, both in the college of the FSEA (FACULTY OF SCIENCES FOR EDUCATION AND ARTS) and in the scientific and pedagogical community.

## CONCLUSION

The dissertation contains scientific, scientific-applied and applied results, which represent an original contribution to science and meets the requirements for obtaining a scientific degree in the Law for development of the academic staff in the Republic of Bulgaria (ZRASRB), the conditions and the order for acquiring scientific degrees and holding academic positions in Sofia University “St. Kliment Ohridski”.

The dissertation shows that the candidate for the requested degree has good theoretical knowledge and professional skills in the professional direction 1.2 Pedagogy by demonstrating qualities and competencies for conducting research with original and significant scientific contributions.

Due to the above, I give my positive assessment of the research presented by the above reviewed dissertation, abstract, results and contributions, and I propose to the esteemed scientific jury to award the degree "Doctor of Science" to assoc. prof. Dr. Lyuben Vladimirov Vitanov in the field of higher education: 1. Pedagogical sciences, professional direction 1.2. Pedagogy.

15. 05. 2021.

Reviewer: .....

Prof. DSc. Plamen Radev Ivanov

