

OPINION
for dissertation on the topic:
"Positive pedagogical strategy in class"
for the award of the scientific degree "Doctor of Science"
in Professional field 1.2. Pedagogy
of Assoc. Prof. Lyuben Vitanov PhD.
Reviewer: Prof. Dobrinka Todorina

Class time is a classroom non-lesson form for education, training and development of students under the guidance of the class teacher. This class has a very important upgrading role in relation to the educational activity in the lessons of the individual subjects. It can contribute to the overall development of the student's personality and to its enrichment with socially significant qualities.

In connection with the current educational situation and trends, in recent years new regulations have been developed: laws, standards, regulations, guidelines that every class teacher must comply with. Despite the regulations, the class teacher, striving to be an effective class manager, can be creative in choosing the forms, methods and means for useful activities and activities in the classroom, according to the main determinants. That is why it is expedient to look for new approaches, to introduce pedagogical innovations, to develop effective strategies for increasing the potential of the class in the direction of the full development of students, and for the future for their good realization in society. Class opportunities also provide great opportunities for this.

In this sense, **the dissertation developed by Assoc. Prof. Dr. Lyuben Vitanov is a timely phenomenon, as the modern school needs the application of pedagogical innovations in the name of the new generation.**

The paper submitted for review contains 286 pages of printed text and is structured in an introduction, seven chapters, conclusions, conclusion and literature from 298 sources, of which 142 in Cyrillic, 136 in Latin and 20 Internet positions. In the main text the author includes 131 figures and 12 tables.

A. Analysis of scientific achievements:

I. On the selection and formulation of the topic and parameters of research in the dissertation:

1. Assoc. Prof. Dr. Lyuben Vitanov is clearly aware of the importance and relevance of the problem selected for research. The introduction indicates the important motives for focusing on the chosen topic, which is dissertable, given its place in the public and educational space and the incompleteness in its previous research.

2. The formulation of the topic clearly and specifically orients to the specifics of the dissertation.

3. The concept of theoretical and experimental research is very well constructed. There is complete adequacy between the topic, the object, the subject, the goal, the tasks, the hypothesis and the research methodology.

4. The proposed criteria and indicators of the research are suitable for covering the main issues and specifics of the class hour, there is compliance with the main regulations, as well as with the requirements for conducting theoretical and experimental research.

II. On the existence, argumentation and approbation of scientific ideas, concepts, paradigms:

1. The chosen deductive approach for analyzing the problem allows for gradual and gradual coverage and clarification - conceptual, substantive and technological of: The place of the class in the school education system (Chapter I); Pedagogical strategies in the classroom (Chapter II); Class education and management in class (Chapter III);

Training to acquire competencies in class time (Chapter IV); Methods and techniques in class (Chapter V); Classroom organization and planning (Chapter VI); Analysis of the effectiveness of the model of positive pedagogical strategy in the classroom (Chapter VII).

2. It makes a very good impression the excellent knowledge of all modern normative documents that relate to the researched issues - laws, regulations, rules for the class teacher and the class, for the specifics of the students from the initial stage of the basic educational degree, the standards for civil , health, environmental education, curricula for safe traffic on the roads, guidelines and instructions for protection in case of disasters, accidents, etc.
3. Assoc. Prof. Dr. L. Vitanov is aware of the basic requirements and priorities for each of the main parameters in the research theoretical and experimental program. A strong point in the theoretical part of the work is the reference to authoritative Bulgarian and foreign authors, mostly contemporary. The author successfully presents his own position on the analyzed ideas and paradigms, includes insufficiently researched issues, supplements with his own interpretation the presented problems.
4. It is expedient to analyze first the place of the class in the system of school education (Chapter I), according to the wording of the topic. It is also correct to present as the first paragraph of the conceptual system with an emphasis on the basic concepts on the issue, which are clarified briefly, but clearly and precisely (I.1). Demonstrated position and competence in determining the nature and characteristics of the class hour (I.2.), Justifiably revealing the difference between the teaching of individual subjects and the specifics of the class hour, within which is carried out mainly educational activities for support for students' personal development and classroom management; The main participants in the class (teachers, students, other specialists, representatives of various institutions and organizations) are also clarified, and the participation of parents in organizing and conducting initiatives, holidays, festivals, etc. is especially noted. Emphasis is also placed on the specifics of the organizational structure, the practical orientation of the class, the inclusion of competitions and games, the important contribution of the class to the academic achievements of students, their development and socialization necessary for the next grade and stage of education. The framework requirements for class hours (I, 3) are skillfully determined on the basis of the State Educational Standard for Civic, Health, Environmental and Intercultural Education, with an emphasis on the Ordinance, 2016 for the construction of an "interdisciplinary complex". It is correctly emphasized that in the classroom activities, activities and projects are carried out in the 8 thematic areas defined in the ordinance, which Vitanov illustrates appropriately through Table 1.1. with data on the number of hours and activities for I, II, III and IV class; it becomes clear what are the similarities and differences for the thematic areas by classes. It is good that the possibility for combining topics and activities, for adding other thematic areas and topics by the Minister of Education and Science, as well as by the pedagogical councils in the individual schools, depending on the specifics of the community, environment, age features of students and their interests. The rights and obligations of the class teacher (I, 4) are defined precisely and clearly by referring to the Regulations of 2014, Law, 2019, Ordinance, 2017 of the Ministry of Education and Science. There is an illustration of the functions and responsibilities through Figure 1.2. The following are separate subsections for each of the main functions and the respective responsibilities of the class teacher. Emphasis is placed on creating a positive educational environment. A special place is given to advising parents on additional work with students, in view of their support and development of their talents. The issue of

supporting children with special educational needs, students at risk or with chronic diseases is well-founded. Emphasis is also placed on the obligations of the class teacher to participate in procedures for encouraging and imposing penalties, for preparing a description of the student, for organizing and conducting parent meetings. Regarding the function of a facilitator, reasonable support of student participation and self-organization is included, in order to show activity, initiative, entrepreneurship, building the self-concept and strengthening the school community. In the administrative duties of the class teacher the author includes controlling, informing and working with the educational documentation of the class. Paragraph I, 5 is dedicated to the students as the main participants in the class. It is expedient to present first the peculiarities of the primary school age, after the research is conducted in the initial stage of the basic educational degree. An accurate description of this age, the specifics of students' development, the creation of appropriate conditions for the development of their interests in science, sports, fine arts and music; the question of the authority of the teacher is raised; the growing responsibilities, the problems in the cognitive and personal development, the tendencies in the physical, cognitive and personal development are outlined. Emphasis is placed on the development of the self-concept and cultural identity. It is positive that a comparison is made between the self-desired and the self-real. The specific features of the students' self-esteem, their emotional development and the manifestation of empathy are truthfully outlined. It is also important that Assoc. Prof. Vitanov emphasizes the role of the class teacher in supporting an adequate and positive self-concept as an important factor for personal development of students. Attention is also paid to the development of students' motivation, self-regulation and self-control, the development of reflective skills. Within the social development of students emerge the emergence of new social relationships, the presence of freedom and independence, challenges and expectations, attachment and friendship, the development of a sense of social responsibility, the influence of the class community, the development of the ability to understand and accept the point of view of others. An important place is occupied by the presentation of the interaction of the class teacher with the parents (I, 6). The main characteristics are described by reference to normative documents - Regulations, 1999, Law, 2015. Emphasis is placed on the commitment of parents to their active participation in the life of the class. The means for active connection between the school and the parents are indicated, the directions for interaction, the forms and the main directions are outlined, illustrated by Figure 1.3. and analyzed in separate subsections; important methodological requirements are also determined; the use of specialized literature and manuals for the parent is recommended; attention is paid to the types of parent meetings, work with the parent asset, volunteer work, joint events, rules for interaction, good practices. Regarding the interaction of the class teacher with the institutions (I, 7), those in the system of MES, State Agency for Child Protection, municipal services, regional departments of the Ministry of Interior, regional health inspections of the Ministry of Health, etc. are taken into account. Separate subsections are dedicated to the interaction of the class teacher with the school management bodies and the individual specialists in the school - principal, school health specialist, school psychologist and pedagogical advisor. The interrelation with the Center for Support of Personal Development, regional health inspections, personal doctors, Social Assistance Directorate, social services institutions, community centers, clubs, associations, non-governmental organizations is also presented. The issue of the class teacher and the study documentation is also important (I, 8). The author provides information about the documents that are regulated in the State Educational Standard

(Ordinance, 2016), which indicates all types of documents in the system of preschool and school education; the requirements for the form and content of each document; the conditions and the order for their keeping; for acceptance, reporting and destruction of documents and for those in electronic form. The author indicates the documents for the students - the general ledger, diaries, student's book, correspondence notebook, book for the results of examinations, certificates for completed class or stage, the results of the national external assessment, the respective level of the National Qualifications Framework and the European Qualifications Framework. frame.

5. Assoc. Prof. Dr. Lyuben Vitanov successfully develops the pedagogical strategies for the class (Chapter II), and quite rightly initially gives a definition of the term "strategy", presents new understandings of pedagogical strategy with the definition of a new component for selection and structuring of learning content, with a view to including both content and procedural aspects, which are in interaction (visual presentation is through Figure 2.1.) - Chapter II, 1. In paragraph II, 2 are presented descriptively and visually through Figure 2.2 . the components of the pedagogical strategy. The following is a description and analysis of the individual components of the pedagogical strategy: selection and structuring of the educational content; selection of methods and techniques of education, training and classroom management; annual planning; assessment and reflection, with special attention paid to the new component - selection of learning content. It is important that the thematic areas and the individual topics can be supplemented and changed at the proposal of the Minister of Education and the pedagogical councils. On the positive side, the author includes the so-called "spiral approach", which allows to determine not only when, but also how to work on a particular topic to ensure a good understanding of more difficult topics. In addition to the various selection methods, possible errors are indicated, as well as their correction. An essential component of the pedagogical strategy is the selection of methods and techniques of education, training and classroom management with an emphasis on annual planning, assessment and reflection (II, 2). The author knows very well the types of pedagogical strategies (II, 3), rightly emphasizing the four main pedagogical strategies in the classroom: teacher-oriented, student-oriented, interaction-oriented and combined strategy. For each of them the main and the significant, advantages and weaknesses are presented. Visualization is achieved by Figures 2.4. and 2.5. An important place is given to the developed model of positive pedagogical strategy (II, 4). In Figure 2.6. the components of this strategy are clearly presented: dynamic and shared learning content; positive educational environment; competence-oriented training; balanced, student-oriented content. The positive aspects of this strategy are presented step by step and through several figures. Through figure 2.7. the pedagogical possibilities for free, dynamic and shared choice are illustrated; by Figure 2.8. illustrate pedagogical opportunities for education and classroom management; in Figure 2.9. pedagogical possibilities of the competence approach and of figure 2.10 are presented. the pedagogical possibilities for combining the traditional and the student-oriented teaching methods with the positive pedagogical strategy are illustrated. It is also appropriate to present the positive pedagogical strategy within the learning pyramid (Dale's cone), which illustrates the relationship and effectiveness of traditional and active teaching methods (Figure 2.11).
6. With skill Vitanov analyzes the important issues related to the main activity of the class teacher in the class, namely education and management of the class in the class (Chapter III). Gradually and competently and again by referring to authoritative authors, normative requirements and through one's own position, aspects of education and management are included, some of which for the first time in the Bulgarian

pedagogical science. As an important aspect of the positive pedagogical strategy, the teaching and the observance of the rules are analyzed first (III, 1). Several sub-questions outline the importance of rules as a key component of classroom management and self-organization; their role in regulating and regulating the activity, as a standard and criterion, as technologies for optimizing the procedures in class, procedures for the implementation of activities in a certain way, as a normative function in the practical, cognitive and personal experience of the subject. Vitanov enriches the theory of rules by analyzing and illustrating the types of rules - III.1.2, (Figure 3.1.). Describes the essentials for the procedural rules related to the school rules and discipline; academic rules related to learning and self-preparation; with morals and values; with the culture of communication and behavior; for socially responsible behavior and for sustainable development; for safe behavior. The presented concepts for learning rules by students also have their meaning and guide class teachers how to use them in relation to the goals and according to the age characteristics of students from the initial stage of basic education (III.1.3). From a practical point of view, the class teachers are well guided by the set of guidelines presented by the author on how to create, regulate and comply with the rules, approaches and actions in compliance and violation of the rules (III, 1.4.). The paragraph 2 to Chapter III deserves due attention, in which the author presents the important issue of the development of the class as a community. In accordance with the Ordinance, 2016 one of the main missions, as the author emphasizes, is "to create and strengthen a strong school community in the classroom." It is a positive fact to ask this question from the standpoint of characterizing the school of the 21st century. The presented approaches for the development of the school community are very valuable (III, 2.3.). The emphasis is on building effective interactions and common values. It is good that the creation and management of a positive educational environment is considered (III. 4.). On this basis, the author emphasizes the humane pedagogy, which is oriented to the creative development of the individual, to efficiency, joy of learning, atmosphere of mutual respect, personal commitment, self-initiative and self-esteem of the student. Important facilitation principles of humanistic education are outlined, which are a good guide for the teacher: more independent learning; authenticity; thematic diversity; immediate experience; acquisition of learning skills; safe learning environment. In particular, the author assigns a place for the analysis of the teacher as a facilitator, which is an important feature of human pedagogy (3.1.2.). The author reveals the important characteristics of this type of teacher, notes the acquisition of new functions in the new environment (mediator, moderator, manager). In Figure 3.2. the comparison between the traditional and the facilitative relations between the teacher and the students, as well as between the students themselves is depicted. The requirements for this role of the teacher are also indicated. The presence of personally significant knowledge and supporting the interests of students is also convincingly presented. Emphasis is placed on procedural knowledge, discovery learning and authentic learning with the relevant components and requirements. The relationships within the positive pedagogical strategy are presented through the theory of happiness and well-being (3.2.1.). The elements of the concept of well-being are presented (according to Seligman): positive emotion, commitment, meaning, achievement and positive relationships, illustrated by Figure 3.3. With a view to creating a positive educational environment (3.2.2.), Several favorable conditions are presented. The basic techniques of positive pedagogy are also indicated, which are an important reference point for the class teachers. Regarding the formation of many intelligences in the class, the author analyzes each of them and illustrates them with Figure 3.4.

These are interpersonal, intrapersonal, social, emotional and practical. It becomes clear what are the main approaches, activities and techniques for their development, as the author presents the relevant arguments and examples from pedagogical practice. An important place is given to the formation of self-concept, self-esteem of students and self-effectiveness (III, 5) in class. A detailed description follows by precisely determining their specifics and their components. Figure 3.5. presents a model for their interaction. The important question of the methods and techniques for their development, described in separate groups, is also raised. This chapter also analyzes the important problem of supporting student inclusion and self-organization (III, 6). There is a gradual growth of the management of the leading subject (teacher) in the co-management of the two subjects (teacher and students) and self-management of the students. The illustrated 2 models make a very good impression: for "gradual release of responsibility" (Figure 3.6.) And "ladder of children's participation" (Figure 3.7.). It is useful to present some basic guidelines and opportunities to support children's participation. Paragraph 7 for analysis, assessment and prevention of risk factors on students in the class also deserves attention, given the many negative situations that threaten the health and lives of students. An accurate description of the risk and risk situations, of children at risk, of risk factors, of the reasons for risk and dropping out of school is made. In Figure 3.8. markers are presented for monitoring and identifying students at risk (suggested by teachers, which the author includes in his research program). A positive moment in the work is the consideration of the prevention of risk factors for students in the class: general support for personal development, additional support, resource support.

7. Classroom learning (Chapter IV) is in line with European education policy on finding ways to build knowledge, skills and attitudes in school. The author defines the essence of competencies and proves with arguments their role. The developed model for the formation of competencies in the classroom is presupposed by clarifying the relationship between the competencies and the expected learning outcomes; from the development of key competences for life, according to the European Reference Framework (IV.1.). Special emphasis is placed on the two groups of competencies that can be built in the classroom (based on Ordinance, 2016 and Ordinance, 2018). Figure 4.1. presents them visually: the competencies related to the interdisciplinary complex and the thematic areas in the classroom. The presentation of the main characteristics of the competence approach, which is the basis of a positive pedagogical strategy, is also positive. Emphasis is placed on transferable competencies, practical work and transfer, active learning, striving for the development of basic general learning skills, procedural orientation and integrity. The central place is occupied by the one described and presented visually by Figure 4.1. Model for formation of competencies in the classroom (IV.2). Very accurately and clearly the author characterizes the essence of the model as a system of pedagogical topics, tasks and activities in the main areas of the interdisciplinary complex of civic, health, environmental and intercultural education. It integrates the thematic areas in the classroom, in which approaches for the development of transferable skills such as critical thinking, problem solving, teamwork, communication, empathy and creativity are implemented. The clear definition of competencies, dynamics and the relationship between them is evident. The model includes more than 100 expected results, is realized within 120 topics, tested for 8 years, in large and small towns and villages of Bulgaria through a comprehensive methodological system. I believe that the presented model is innovative, meets European and national criteria for the effectiveness of education, is comprehensive, rich in ideas, based on international and Bulgarian experience, good

pedagogical practices and is practically applicable in real conditions. Vitanov successfully presents main groups of topics, tasks, activities and methods for the application of this model in pedagogical practice (IV.3.): Formation of civic competence, critical thinking, media competence and understanding of e-government, violence prevention, coping with anger and aggression, peaceful resolution of conflicts, training in initiative and entrepreneurship, formation of health competence, training for protection in case of disasters and accidents and first aid, training in road safety, prevention of terrorism and behavior in case of terrorist threat, cyber defense, environmental competence for sustainable development, intercultural competence, tolerance and intercultural dialogue, patriotic education and building national self-confidence. The included figures and tables are also very valuable, as they orient correctly and supplement the analysis in an appropriate way.

8. In the chapter Methods and techniques in the class (Chapter V) after the didactic interpretation of teaching methods and techniques, emphasis is placed on the three (in the abstract defined as 4) defined by the author three main groups of teaching methods that are used in class hours: direct, indirect, methods of interaction, methods of assessment and reflection. The author analyzes them on the basis of rich research activity on a number of author's approaches and opinions. In Figure 5.1. these methods and their interaction are presented. Each of the groups was analyzed with the necessary attention for their application in class. In Figure 5.2. the direct teaching methods and the connection between them are illustrated: presentation, talk, individual work, electronic materials (isn't this a tool?), demonstration, exercise, instruction. Each of them is characterized, and the "didactic variants" called by the author are described. Paragraph (V, 4) presents the indirect teaching methods and techniques that are used in the classroom (illustrated in Figure 5.3): research, visualization, problem solving, case studies, project work, practical activities. Here, too, the methods are characterized, examples of their application are given, as well as the various didactic variants. The other groups of methods are analyzed by the same logic. There is a wide variety of methods and techniques. Some of them are interactive in nature, but the author does not name them as such. For some of the methods, color models are again presented, figures depicted in an acceptable way. Regarding the assessment methods, Vitanov demonstrates competencies in docimology. There are new moments in the presentation of students' reflection in class. Stages in the process of students' reflection are defined (illustration of Figure 5.7.); varieties of reflection; interesting reflexive techniques suitable for this age group of students.
9. Chapter six is devoted to the organization and planning of the class. The essence of the organizational forms of education, some of the existing classifications are covered in a more general didactic plan and a characteristic is made according to the traditional classification of the class-lesson, class non-class, extracurricular and extracurricular forms of education. However, the classification of forms of education as specific and general is missing. It is the general forms - frontal, group and individual form of education, that are often used in the classroom. A characteristic of each of the main groups of forms according to the traditional classification is made. It is incorrect, in my opinion, to define the lesson as the main form of learning within the class. There, the lesson (lesson) is the basis of the class. It is good to present in detail the lesson in the class (VI.2.2.): Nature, characteristics, types of lessons. This chapter justifiably devotes the necessary space to classroom planning. It is correct to consider it as a complete pedagogical activity, which includes long-term planning, preparation of the specific class and assessment, reflection after the end of the class or for a certain period of time. Here again, however, both in Figure 6.3 and in Figure 6.4. the lesson is

present, which is incorrect. Definitely the lesson is the main form of teaching in the individual subjects, but not for the class. A very good impression is made by deriving the necessary competencies as expected results (5.2.4.), Presented in the already known two groups - on the knowledge, skills and attitudes defined in the curricula, guidelines and in connection with the framework requirements for individual thematic areas. It is unnecessary to give lesson planning, lesson course, but only for planning and conducting the lesson. In connection with the achievement of better results in a particular class, the author suggests the use of reflective practice (VI, 6). In this aspect, reflection is followed as a process of reflection, tracking and control of the realization of their knowledge and competencies in practice, as well as some perspectives of reflective practice. The necessary attention is paid to the planning and organization of the classroom environment (VI, 7). An effective design of the classroom environment is presented, some important requirements and recommendations in this direction: creating an accessible educational environment, new areas in the classroom, providing flexibility and dynamism in the classroom environment, interactive walls in the classroom.

10. At the very high level is the presentation of the seventh chapter on its structuring, content and illustration of the results obtained for each of the introduced criteria and indicators in the experimental study (VII). A very good impression is made by the arrangement of the chapter, the step-by-step presentation of the results, ensuring the validity and reliability of the research by applying a certain system of statistical methods for presenting and analyzing the results and illustrating them with aesthetically pleasing graphs. Impressive is the large number of respondents who are from different sized settlements (from the capital, large and small town, villages from different administrative districts of the country), from different in size and rating schools and classes from I to IV grade in the initial stage of the basic educational degree. The criteria and indicators for research of the main competencies are described, respectively for civic, health, ecological and intercultural competence, related to the expected results in the main thematic areas; criteria and indicators for the study of transferable competencies in class: study of critical thinking, initiative and entrepreneurship, as well as teamwork skills; criteria and indicators for the study of personal competencies, oriented to self-concept, self-assessment and self-effectiveness in the classroom, as well as the motivation of students to learn and participate; criteria and indicators for the study of student participation and self-organization. According to the individual criteria, an analysis of the results for each of the classes and a summary analysis based on the applied statistical methods are presented. It is good that in the end a comparative analysis of competencies is made on all criteria in the study. There are also graphs to illustrate the results achieved, which are higher in the experimental classes.

III. On the technological mechanism for conducting the theoretical-experimental research and the ability for analysis:

1. The theoretical and experimental research conducted by Assoc. Prof. Dr. Lyuben Vitanov and the use of appropriate research methods for its implementation shows the existence of competencies for planning and conducting a comprehensive scientific study.
2. There is a full coverage of the issue - based on a very well-defined assumption and dynamics of the problem at home and abroad.
3. The demand for pedagogical innovations in education is objectively presented, there is an update of the main trends in accordance with European realities, standards, laws and strategies based on national priorities and the changing educational situation.

4. Objectivity, reliability and accuracy of the research is guaranteed through the use of authoritative authors, different authorial approaches, correct measurement of the results of rich research of students from all over the country, different schools and all classes in the initial stage of basic education.
5. Demonstrated ability to detect problems and make a logical connection between them, comparing the author's approaches, ability to outline the deficits in the study, expressing their own author's position with relevant arguments, synthesizing appropriate summaries.
6. In the experimental research (Chapter VII) within the framework of the used appropriate research methods and statistical methods for presentation and analysis of the results and in the presence of rich clarity, greater objectivity, accuracy and reliability of the obtained results are guaranteed. It is important that they are in accordance with the initially presented research criteria and provide an opportunity to reveal the studied problem. There is a competence to analyze the results, there are opportunities to link the results with the main ideas of the work, with the purpose, tasks and hypothesis of the study.
7. Within the developed research program the raised research hypothesis is proved.
8. In this chapter the author makes a successful quantitative and qualitative analysis of the results. However, a more detailed causal analysis could be made by revealing the specific reasons, factors, conditions for higher results in the implementation of the positive pedagogical strategy.
9. Adequate conclusions are constructed at the end of the theoretical-experimental research, with an emphasis on the innovative moments in the theoretical development of the topic regarding the applied approach, strategy and methodology in the classroom; the approbation of the applied positive pedagogical strategy within a long period of 8 years, in different sized settlements in the country, schools and 3379 students from the initial stage of the basic educational degree, which guarantees the representativeness of the sample; by including 15 criteria and 45 indicators in the research program and convincingly proving the effectiveness of the developed pedagogical strategy in the classroom.
10. In the conclusion of the work Assoc. Prof. Dr. Lyuchen Vitanov successfully presents in summary the objectives and results of the study of the problem, emphasizes the necessary adjustments in the content in connection with changes in standards in regulations, restructuring of topics, the inclusion of more activities in the direction of building the necessary competencies in students in class. Summaries were also made in connection with the preferences of the teachers in the application of the proposed positive pedagogical strategy in the classroom. There is an adequacy between the conducted research, the obtained results and the made summaries and conclusions.

IV. By style and language of development:

Assoc. Prof. Dr. Lyuben Vitanov masters the scientific style of writing on the structuring of the dissertation, the adequacy between the theoretical and experimental part, the logical relationship between the individual chapters and paragraphs.

1. The language of development is legible, clear and grammatically correct. There are few technical errors.
2. A sufficient number of literary sources are included - in Cyrillic and Latin. The author incorrectly describes the sources used as literature in Bulgarian and English. There are publications in other languages as well. Therefore, it is better to describe them as sources in Cyrillic and Latin. Correct citation is present.
3. There is a good illustration of the presentation of ideas through tables and figures, which have both cognitive and aesthetic value.

V. Contributions to the dissertation

I believe that the contributions have a theoretical and practical application. The findings of the author are adequate to the study, which is why I accept them.

In my opinion, **the most important contributions to the dissertation are:**

Theoretical contributions:

1. A model of pedagogical strategy has been developed with four relatively independent components: selection and structuring of educational content (presented as a new component by the author); selection of methods and techniques of education, training and classroom management; annual planning; evaluation and reflection. It is expedient for the author to present the main characteristics of the positive pedagogical strategy, which he analyzes in detail: action-oriented; transfer-oriented; socially oriented; based on situational learning; oriented towards integration and interaction; dynamic and innovative; efficiency oriented; supplementation and upgrading.
2. The presented model is innovative, meets the European and national criteria for the effectiveness of education, is comprehensive, rich in ideas, based on international and Bulgarian experience, good pedagogical practices and is practically applicable in real conditions.
3. A positive example is given for the development and implementation of innovations in the classroom regarding: compliance with the requirements of the normative documents in the implementation of the selection of topics and tasks by the class teacher; the existing basic concepts for selection of educational content; the types of directions in the selection of the educational content; of the regulated framework requirements for selection and structuring of the topics for the class hour.
4. The theory of rules and their meaning as a main component of management and self-organization in the classroom is enriched; their role in regulating and regulating the activity, as a standard and criterion, as technologies for optimizing the procedures in class, procedures for the implementation of activities in a certain way, as a normative function in the practical, cognitive and personal experience of the subject.
5. An innovative competency-oriented model for classroom learning has been developed, based on basic, transferable, personal competencies and student participation and self-organization. Very accurately and clearly the author characterizes the essence of the model as a system of pedagogical topics, tasks and activities in the main areas of the interdisciplinary complex of civic, health, environmental and intercultural education. It integrates the thematic areas in the classroom, in which approaches for the development of transferable skills such as critical thinking, problem solving, teamwork, communication, empathy and creativity are implemented.

Practical and applied contributions:

1. The developed model for a positive pedagogical strategy in the classroom has been tested for a long period of time (8 years), based on an extensive diagnostic study with 3379 students from all over the country, which presupposes its successful implementation in the future.
2. The developed positive pedagogical strategy practically orients the class teachers through the presented positive results, inspires them with confidence in its effectiveness, due to ensuring the validity and reliability of the research by applying a system of statistical methods for presentation and analysis of results and their illustration through appropriate tables and graphs of cognitive and aesthetic value.

3. The competence-oriented model can be applied in the future in pedagogical practice on the basis of more than 100 diagnosed competencies, 120 topics, which include constructed, adapted, systematized and tested activities, methods, techniques, games, exercises and tasks with certain goals, through activities and didactic options for application in specific topics in the classroom at the initial stage of the basic educational degree.

The abstract is in accordance with the text in the dissertation and is developed according to the requirements. It also presents the contributions to the dissertation, according to the author, as well as the publications on the topic of the dissertation, which are sufficient in number for research of this kind. They refer to: 1 published chapter of a collective monograph; 2 independent studies, published in non-refereed journals with scientific review or published in edited collective volumes; 9 independent articles and reports published in non-peer-reviewed journals with scientific review or published in edited collective volumes; 7 textbooks, of which 3 independent and 4 co-authored; 6 self-developed books for the teacher. In total, the author's publications on the topic of labor are 25 in number.

B. Recommendations and notes to the author:

I. On the structure:

1. It is expedient to change the places of Chapters V and VI. It is right, in my opinion, to first present the organization and planning of the activity in the classroom, and then the methods and techniques used in it.

2. There are many sub-entries inside the text, presented in just a few lines. It is better to give them as subheadings by the appropriate highlighting (for example with a bold).

3. In the methodological part, the formulation of the hypothesis should be after the presentation of the object, subject, purpose and tasks of the research, as it is presupposed by them.

4. Липсват приложения към труда. Има какво да се представи там (тестове, задачи, параметри, снимков материал и др.), с което трудът би спечелил.

5. There are also some technical errors in the numbering of the sub-items to paragraph 6 (written 7.1, etc., instead of 6.1, etc.), number of the cited literature sources in the abstract.

II. On the content:

1. In some places in the work is considered in a very general plan - for example, training and education in general, methods and forms of training in general, and not just in class, which is going beyond the context of the topic.

2. It is unacceptable for the lesson as a basic organizational form of education in the individual subjects to be considered as a form that is applied in class. There is no lesson in the classroom, only a lesson (lesson) and from there it is not necessary to talk about lesson planning, to develop a lesson plan-summary, or to present figures on these issues.

3. When considering teaching methods and techniques in class, there is a description of a number of interactive methods (they are often used in class), but they are not named by this name, although the author has used literature on this issue. Only the concept of "interactive walls" is present.

4. Despite the exemplary development of Chapter VII, where there is full adequacy between quantitative data, statistical quantities, text, color figures, little space is given to causal analysis. It is not enough to establish the high efficiency of the model, only on the basis of the obtained good results. Qualitative analysis could be enriched by a more thorough search for causation.

5. In addition to the value summaries and conclusions, the author could give specific recommendations for pedagogical practice.

6. It is inexpedient to present the literature in the abstract as sources only in Bulgarian and English. There are publications in other languages as well - so it should be described as Cyrillic and Latin literature.
7. Given this very good effectiveness of the methodology developed and applied by Assoc. Prof. Dr. Lyuben Vitanov, it is good to require for future expert evaluation of the class teachers participating in the study.
8. Of course, we will expect the development of a monographic work by the author on this issue. It will be good to be available to fellow teachers, teachers, parents and students of pedagogical specialties.

These remarks and recommendations do not diminish the significance of the submitted papers for review. The author could optionally comply with them.

C. Conclusion:

The presented dissertation work, developed by Assoc. Prof. Dr. Lyuben Vitanov, meets the requirements for the acquisition of the scientific degree "Doctor of Science". The author demonstrates competencies for detecting a dissertable problem and its development at a height by conducting a rich theoretical and experimental research, adequate tools, objective quantitative and qualitative analysis of the results and valuable contributions of theoretical and practical nature.

Based on the outlined merits of the work, competencies and contributions of Assoc. Prof. Lyuben Vitanov PhD., I give a positive assessment of his dissertation and vote "yes" for the award of the degree "Doctor of Science" in Professional field 1.2. Pedagogy.

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Blagoevgrad

Author of an opinion:
(Prof. Dobrinka Todorina D.Sc.)