

STANDPOINT

From Radoslav Dimitrov Radev, prof. dr. from University of Veliko Tarnovo „St. St. Cyril and Methodius“, regarding the competition for associate professor in 1.3. Pedagogy of teaching in... (Methodology of teaching in Bulgarian language) at the Department of Methodology of the Faculty of Slavonic Philology at Sofia University "St. Kliment Ohridski" with an only candidate Chief Assistant Dr. Despina Mirolyubova Vasileva.

The competition was announced in the State Gazette, issue 22 from 16.03.21. All procedures have been followed. There is the necessary number of classes in methodology of teaching in Bulgarian language, as well as the achieved levels of the minimum scientometric requirements. Her mostly cited book is "Policies and Practices of Civil Education in teaching in Bulgarian Language" (Sofia, 2012), which is her dissertation, but also her most significant articles related to reading and technologies can be reached among scientific community. Such precision is rarely seen in the preparation of the competition documentation, but it is also a measure of her scientific work. The scientific biography of Chief Assistant Dr. Despina Vasileva shows fidelity to her methodical activities, bias towards the problem of reading, consistency in defending theses, participation in educational discourse in the role of the good fairy, for whom it is more important how to develop curiosity in students, because every child can be illuminated by the sun, but not in every child we can see the sun in his eyes and mind. The realm of the visual turned the eyes into warehouses for pictures, but that lovely ancient definition of the eyes as a brain brought forward was lost. We have agreed ourselves, notes Chief Assistant Despina Vasileva in the presented monograph, "to undermine the value of the idea of culture that we have and to push the humanities aside" (p. 13). Therefore, it is not a question for us to acknowledge the author's contributions for affirming the idea of reading, but above all her efforts in this direction, in which she has shown spiritual and intellectual energy.

Technological temptations beyond reading are very powerful because they are temptations of entertainment, which does not motivate a man to create, but only brings him into the comfort of existence. But this is not Sartre's confession in the diary: "Tuesday. I existed.", but is the lack of provocation in existence, ie. it is only a given. That is why for me the research of Chief Assistant Despina Vasileva not only brings professional color to the methodology of teaching in Bulgarian language, but is also a philosophical, psychological, sociological and moral idea of the language, which brings us back to spirituality through the "desire to read".

For the competition, Chief Assistant Dr. Despina Vasileva presents a monograph "Development of cognitive and metacognitive reading skills in teaching in Bulgarian language" and 16 articles in Bulgarian and English, 5 of which are published in referenced and indexed publications in a world-famous database for scientific information. She has participated in six projects, among which of particular interest is "Digital education and the future of school in the age of convergent technologies - from adaptation to emancipation" and "Game, actors, roles in the classroom and in life (Formation and development of life skills through language and literature education)", which show that integrativeness in language learning is a key element in thinking of Chief Assistant Dr. Despina Vasileva.

In the monograph "Development of cognitive and metacognitive reading skills in teaching in Bulgarian language" Chief Assistant Despina Vasileva explores the concept of "reading competence" as a rich intertwining of cognitive skills and mental prerequisites, superimposing reading skills to the reader's behavior in order to outline the attitudes of reading towards preferred texts and sources of information. In this way, what is formed - skills, is first a form of experience through the act of reading, in order to generate the stability of behavior during reading. For this purpose, a solid theoretical basis has been built, and the special feature of the research approach is the search for contradictions, clashes of opinions, but with preferences for such scientific works, which are based on

experiment and practical orientation. An example of this is the study in connection with reading and the illustrative (p. 31), the correlation of which is a key problem for today's students. Chief Assistant Despina Vasileva makes active reading models by opening them even in the degree of rethinking to non-linguistic components, which as graphics or as design of electronic environment influence reading. On p.33 she notes that literary texts will not be the subject of her scientific research without addressing this complex issue, which has caused so much controversy in foreign language teaching. But the author still has them in mind, even sharing the opinion that "there is a vicious practice in which the preferred level is thought only as acquaintance with the literary-historical context of the appearance of the work" (p. 82). And I think that without fiction, critical reflection cannot lead the student to the reverse reflection, which is especially important in building the fictional character.

Particularly productive are the ways of encouraging students to think by themselves, ie. to build a strategy "through which to think about their own thinking" (pp.63-64). There is a deep meaning in this play on words, as it brings together the cognitive and emotional response and, without expressing the idea of spontaneity, releases positive energy "when it is impossible to cope in a certain context." There is optimism in the study that we can deal with the phenomenon of "learned helplessness", but I am far from smiling at if it is already happened. I acknowledge the efforts of Chief Assistant Despina Vasileva to derive the characteristics of the literal, interpretive, critical and creative understanding, but the realizing that in order to have critical reflection it should be answered the question "How?" (p. 53), even though the students find it difficult to get out of the question "What?", it means that what is lost will not be returned with the exclamation of what Ali Baba expects: "Sesame, open up." But I am convinced that such scientists as Despina Vasileva do everything that is possible and impossible for reading to happen, because her insights, brought by logic are

clarified from the emotion received at school. And she went into the classroom to conduct the experiment. The study included 517 participants, of which 337 girls and 180 boys aged between 13 and 18 from metropolitan and other schools in the country. The questionnaire is associative - "When I read", so that the idea of reading to be thinking and emotion for yourself; cognitive "I mostly read" - so that knowledge builds behavior; communicative "When do I read" - reading should be an attitude that allocates memory and situation; psychological "I prefer to read" - linking mood and concentration and metacognitive - "I find information from", relating us to the active and volitional characteristics of knowledge. This questionnaire is so tempting that I inadvertently succumbed to it and took a test for my way and my ideas for reading. I was a little worried that when I "prefer to read" I often go to the kitchen with research expeditions to the refrigerator. For children, this is good, because so, while reading, they will grow up - on one book by one centimeter. In this case, in the methodologist Despina Vasileva appeared the psychologist. By the way, her success comes precisely from this synthesis of methodology and psychology, and hence her awareness of interdisciplinarity. The methodologist is essentially an encyclopedist, and since the term "last encyclopedist" has already been used, I will say that he is a "communicative encyclopedist" who makes field from the corn. And the field of Despina Vasileva is rich. I allowed myself this figurative language, because the strict logic seemed too dry for me to express the pleasure, joy and ultimately the benefit, "When I read" Despina Vasileva.

In analyzing the responses, it is surprising to find that "blog reading remains below average", from which the author concludes that "the level of civil competence is also low, which calls into question whether the civil project school education took place at all" (p.88). This finding makes me think that looking at Despina Vasileva's analyses and the results of the questionnaire should be more careful, because in years of crisis, the questions are usually the answers. In this regard, I believe that the fourth chapter of the monograph with methodological

options for working with texts is the perspective of the desired methodological fulfillment.

The articles in their chronological order are the active biography of the scientist in time. They show a steady interest in the problems of reading, in oral speech with the forms of public speaking and with extremely ingenious and up-to-date theses in digital civil competence in Bulgarian language teaching, so that the technological enters the humanitarian as the sun enters the day and presupposes it. All this is achieved with personal style and where there are no arguments, there is a mood.

The moments of contribution are presented correctly and with a sense of proportion.

Recommendation: As I wish first of all health to Despina Vasileva, I hope that her intellectual energy, as well as her professional experience, will direct her to the development of students' oral speech. Interest is suggested, incitement is expected.

Having in mind the merits and qualities of research and her overall activity as a scientist, as well as the fact that it has a scientific profile in the field of education, I propose to the scientific jury to vote and award Chief Assistant Dr. Despina Mirolyubova Vasileva the academic position "Associate Professor" in 1.3. Pedagogy of teaching in... (Methodology of teaching in Bulgarian language).

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