

STATEMENT

for awarding the educational and scientific degree "Doctor PhD"

Scientific field: 1. Pedagogical sciences

Professional field: 1.2. Pedagogy

Scientific specialty: Preschool pedagogy

University: SU "St. Kliment Ohridski"

Faculty of Educational Studies and the Arts

Department: Preschool and media pedagogy

Topic: Competence-oriented model of pedagogical interaction in the educational field "Environmental World" for 6-7-year-old children in preschool education

Doctoral student: Blaga Georgieva Dimova

Scientific supervisor: Prof. Dr. Lyuboslava Peneva

The opinion was prepared by: Assoc. Prof. Dr. Reni Georgieva Hristova-Kotseva

As a member of scientific jury, approved by order № RD-38-556/26.09.2022 of the Rector of SU "St. Kliment Ohridski" I received all the documents and materials necessary for the procedure.

1. DATA ON THE DOCTORAL STUDIES, DISSERTATION, AUTHOR REFERENCES AND PUBLICATIONS

1.1. Data for the Ph.D

By Order No. RD-21-1 dated 04.01.2021 of the Rector of the Sofia University "St. Kliment Ohridski", Blaga Georgieva Dimova is enrolled as a

doctoral student in an unsupervised form of study in the field of higher education 1. Pedagogical sciences, professional field 1.2. Pedagogy, scientific specialty Preschool pedagogy, at the department "Preschool and media pedagogy" with the topic of the dissertation work "Competence-oriented model of pedagogical interaction in the educational field "Environment World" for 6-7-year-old children in preschool education", with supervisor prof. Dr. Lyuboslava Peneva. It was written off with the right of defense by Order No. RD-20-1576 of 21.09.2022 of the Rector of the Sofia University "St. Kliment Ohridski". The doctoral student has fulfilled her obligations according to the individual study plan, she has passed all the exams in the compulsory and optional disciplines.

According to Art. 74, para. 1 of the Law on Higher Education, Art. 24, para. 6 of the Regulations for the Implementation of the Law on the Development of the Academic Staff in the Republic of Bulgaria, Art. 63, para. 3 and para. 6 of the Regulations on the terms and conditions for acquiring scientific degrees and occupying academic positions at SU "St. Kliment Ohridski" all administrative procedures have been followed.

1.2. Dissertation and abstract data

The dissertation is structured in an introduction, four chapters, conclusions, terminal conclusion, literature and appendices. The text of the dissertation research is 327 pages long, of which 221 are the main text, 11 pages of literature and 92 pages of appendices. The theoretical rationale and the data of the achieved results are visualized in 61 diagrams, 48 tables, 4 figures, 2 schemes and 153 photos in an appendix. The bibliography contains 139 titles in Cyrillic and Latin, some of which are from the Internet.

1.3. Relevance and importance of the problem

The concept of modern preschool education is based on the competence approach as determining the personal formation of the child in preschool age, his preparation for school and his future development. In the dissertation research, a model for competence-oriented education is developed, which is aimed at increasing the effectiveness of the process of pedagogical interaction in the educational field "Environment world" and can influence the overall educational process of 6-7-year-old children. In this sense, the topic chosen and developed by

doctoral student Blaga Dimova is of current importance and meets the needs of modern preschool education.

1.4. Organization and methodology of the research

In the introduction, the doctoral student justifies the choice of the topic with arguments and convincingly presents the importance and relevance of the research problem. Precisely formulated aim, object, subject, tasks, and hypothesis outline the parameters of the dissertation research design.

In the first chapter, the theoretical setting of the study is presented, as conceptual studies of our and foreign authors, European and national normative documents regarding basic concepts related to competences and the competence approach in education have been studied and analyzed.

In Paragraph 1, based on an in-depth and analytical reading of our and foreign authors, Blaga Dimova presents the essence of the categories "competence" and "competence", "competence approach" - basic concepts in competence-oriented education. It shows the ability of the doctoral student, based on different views of the author, to derive and argue his own opinion by highlighting the difference between competence and competence, which gives precision to the dissertation research. Comprehensiveness of the theoretical formulation is achieved by using different approaches in characterizing the types of competences, as well as by presenting the historical and normative dimensions, based on which the current dimensions of the dissertation problem stand out. The essence, meaning and requirements for the implementation of competence-oriented education have been successfully characterized as a basis for deriving specific organizational and technological requirements that support the preschool teacher in the preparation and implementation of competence-oriented education.

The comparative analysis between competence-oriented and traditional education, carried out according to eight criteria, convincingly highlights the advantages of competence-oriented education compared to a traditional paradigm of education and orientation to the essence of dissertation research.

The second chapter is a logical continuation of the theoretical justification from the first chapter, in which emphasis is placed on competence-oriented

education in the process of pedagogical interaction in the kindergarten under the educational field "Environmental World". The four paragraphs reveal the specifics of competence-oriented education in preschool age, the organization of the educational environment based on a competence approach, ensuring an up-to-date and innovative educational process, covering the content, organizational forms, methods and means of pedagogical interaction in preschool age, as well as the assessment of children's achievements and progress.

Special attention has been paid and the concepts of various authors investigating the problems of the preschool child's interaction with the surrounding world have been thoroughly studied, which is a good guide for the author when creating his own model for competence-oriented education in the process of pedagogical interaction in an educational direction. "Surrounding world" for 6-7-year-old children in kindergarten. The dissertation emphasizes the role of competence-oriented education in the formation of competences and personal qualities that contribute to the school readiness of the child in preschool childhood and prepares him for future school education.

In the theoretical-synthetic analysis made in the first and second chapters, the doctoral student's skills in handling the scientific literature, systematizing and concretizing the main concepts are very clearly visible, which gives her the opportunity to construct the experimental model and conduct her research.

In the third chapter, a Competency-oriented model of pedagogical interaction in the educational field "Environmental World" is presented.

The goal, the object, the subject and the hypothesis are scientifically based and well formulated, and the theoretical-research and experimental-applied tasks specify the logic of the conducted theoretical-experimental study. Their proof is achieved through a complex of research methods: theoretical study and analysis of scientific publications, educational documentation and normative documents on the studied issue, pedagogical experiment, pedagogical observation, content analysis, questionnaire survey, mathematical and statistical methods. For the needs of the study, a system of criteria and indicators was developed to monitor the children's manifestations in the main and additional forms of pedagogical interaction in the "Environmental World" educational direction, establishing the level of formation

of knowledge and skills corresponding to the defined competencies. The quantitative reporting and evaluation of the results according to the indicators is carried out on a three-level scale: 1 – Does not cope with it, 2 – Partially copes with it, 3 – Copes with it.

The research is carried out in the period September 2018 - May 2021, in two phases - pilot and actual. During the actual research, the pedagogical experiment was carried out in its three stages, and the reliability of the study was guaranteed by the participation of 202 children, divided into experimental and control groups: 105 – experimental group and 97 – control group. The results of the questionnaire survey of 172 preschool teachers allows us to establish their attitude regarding the relationship between the key competences and the competences in the "Environmental World" educational direction, as well as regarding the specific approaches, methods and means they use in the process of pedagogical interaction for their formation in preschool children.

The technology of the Competency-oriented model of pedagogical interaction in the educational field "Environment" for 6-7-year-old children has been competently and comprehensively developed. The actual part of the experimental program - the formative one, is a complex of 99 technological elements, applied interactively, variably, flexibly and creatively, enabling the formation of certain competencies.

The organization, methodology and phasing of the research are presented in detail and very well oriented in the conducted research process.

The presented methodology is reliable, ensures the collection, processing and systematization of the necessary information, solving the tasks and proving the determined hypothesis.

The fourth chapter summarizes the empirical and experimental data from the conducted research. A precise statistical and comparative analysis of the data from the pilot and actual survey conducted with the children's teachers was made on their attitudes and attitudes regarding the relationship between the key competencies and the competencies that are formed in the educational field "Environmental World". The statistical methods are selected appropriately, in accordance with the goals and objectives of the experimental research, the type and

volume of the data obtained. The analysis is convincing and well-argued, it is very well supported with tables, diagrams and graphs, which makes it possible to follow the trends for achieving efficiency when applying the Competency-oriented model in the educational field "Environment". The photographic material supports the experimental program and convincingly proves the authenticity of the experimental research conducted.

In the conclusion, doctoral student Blaga Dimova synthesizes the results of the performed theoretical-experimental activity. The thesis about the need for purposeful work for the formation of competences in the educational field "Environmental World" is convincingly confirmed. This will enrich, optimize and accelerate the development of children's competencies. It is accepted that the Competency-oriented model is a prerequisite for achieving the quality of preschool education, while at the same time affirming a new educational culture.

The presented dissertation work is the original work of Blaga Georgieva Dimova. The report on the similarity of the text of the doctoral dissertation in an anti-plagiarism prevention system proves that the similarity coefficients obtained after the application of the anti-plagiarism program do not exceed the regulated values, rather they approach the low levels, which proves the originality of the dissertation work.

The doctoral student presents three publications that have scientific value, are thematically and content related to the dissertation work.

All the requirements of the Regulations for the terms and conditions for acquiring scientific degrees and occupying academic positions at SU "St. Kliment Ohridski" for the number of publications for awarding the ESD "Doctor".

2. SCIENTIFIC CONTRIBUTIONS.

I accept the contributions indicated by doctoral student Blaga Dimitrova. The achieved results and the main contributions of the performed theoretical-experimental research can be summarized as follows:

2.1. Contributions of a scientific and theoretical nature.

1. The results of theoretical studies regarding the conceptual essence of competence-oriented education, its current aspects, pedagogical conditions and the requirements for its realization have been studied, analyzed and systematized.

2. On the basis of a thorough theoretical analysis, the connection between the pedagogical interaction in the "Environmental World" educational direction and competence-oriented education has been proven, as well as the need to organize modern preschool education based on the simultaneous consideration of the specific projections of the competence approach.

3. Valuable trends characterizing the content parameters of eight program systems for preschool education have been derived, which reflect the complex interrelationship between the topics of the "Environmental World" educational direction and the expected results in the context of the formation of the competences fixed in the dissertation through the content analysis of the annual thematic distribution of the relevant educational direction.

2.2. Contributions of an experimental-applied nature.

1. An author's competence-oriented model of pedagogical interaction in the educational field "Environmental World" was developed, tested and implemented for 6-7-year-old children with the aim of forming social and civic competences, skills to support sustainable development and a healthy lifestyle and sport, digital competence through an author's formative program, according to the regulatory requirements, age, current time and in perspective.

2. The effectiveness and originality of the model, which emphasizes its specificity, is the presence in the author's formative program, through which it is realized, of two components - basic and variable. This ensures freedom for the preschool teacher to flexibly achieve the set tasks of the model by using the thematic elements, according to the current situation, optionally and variably. In this way, the model is accessible and easy to apply, which gives the teacher the feeling of carrying out the planned without accepting it as a routine.

The diagnostic toolkit used in the empirical study was selected, developed and tested by the author.

4. The effectiveness and applicability of the competence-oriented model for the formation of the competences specified in the dissertation in 6-7-year-old children in the pedagogical practice of preschool education has been empirically proven.

5. In the course of the empirical research, a survey card was developed and applied to study the opinion, attitudes and attitude of preschool teachers from five areas regarding the specific approaches, methods and tools they use in the process of pedagogical interaction in the educational field "Environmental World" to form of competences in preschool children. Many organizational, methodological and qualification recommendations for effective formation of competences in 6-7-year-old children have been analyzed and are particularly valuable and applicable in practice.

Conclusion

The dissertation meets the requirements for the design of pedagogical research, the achieved results have scientific and applied value, the conclusions drawn are logical and meaningful. The theoretical-experimental research reveals a competent orientation in current problems of preschool education, opportunities to carry out in-depth research activities, proves skills for successful interpretation of various ideas and opinions, skills for deriving and arguing one's own theses on the issues that are within the scope of the author's searches.

My evaluation of the dissertation work, the abstract, scientific publications and scientific contributions is entirely positive.

The achieved results give me the reason to offer the respected scientific jury my **positive vote** for awarding the educational and scientific degree "Doctor PhD" to Blaga Georgieva Dimova, in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy, scientific specialty Preschool pedagogy.

29. 09. 2022

Veliko Tarnovo

Assoc. Prof. Dr. Reni Hristova-Kotseva