



## STANDPOINT

by **Prof. Ph.D. Julia Georgieva Doncheva, DSc**

(„Angel Kanchev“ University of Rouse)

of the materials of Blaga Georgieva Dimova, doctoral student in unsupervised training in professional field 1.2. Pedagogy (Preschool education), doctoral program "Preschool pedagogy" at the Department "Preschool and Media Pedagogy" dissertation work on theme: "Competence-oriented model of pedagogical interaction in the field of education "Environmental world" for 6-7-year-old children in preschool education", presented for participation in a competition for the acquisition of the educational and scientific degree "Doctor PhD", in the field of higher education 1. Pedagogical Sciences, in the Faculty of Educational Studies and the Arts, at Sofia University "St. Kliment Ohridski".

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 doctorate, dissertation, abstract and publications**

**1.1. Data on the doctoral studies** - Blaga Georgieva Dimova enrolled with Order No. RD 20-1/04.01.2021 for independent study, from 05.01.2021 to 05.01.2024, with academic supervisor Prof. Dr. Lyuboslava Dimitrova Peneva. She was dismissed ahead of schedule with the right to defense due to a positive decision of the primary unit on the readiness to defend the dissertation with Order No. RD 20-1576/21.09.2022, effective from 16.09. 2022. The procedure for the defense of the dissertation work was opened, the procedure was given a course of action.



All preliminary procedural and normative rules provided for in this procedure have been complied with.

**Dissertation data** - The dissertation has a total volume of 327 pages, of which 231 are active text and 96 pages are Appendices. The literature is exhibited on 11 pages (139 modern and up-to-date titles on the subject, sources in Cyrillic, in Latin - English and German, in Greek and WEB-based electronic trajectories, as well as normative documents concerning scientific research). The text includes 61 diagrams, 48 tables, 4 figures, 2 schemes, 153 photographs. The appendices contain circumstantial and correctly presented, serving as evidentiary, author's, material approved in the process of scientific research. 11 (eleven) summary conclusions and the Conclusion of the scientific paper have been drawn.

The content of the scientific work includes an introduction, four chapters, conclusions and a terminal conclusion. An excellent impression is made by the tools and especially the educational program - Competency-oriented model of pedagogical interaction in an educational field "Environmental World", which has been approved. An important research fact is that there is an extremely rich empirical provability, through which the presented thesis is approved. This is actually one of the most important highlights for a real scientific activity reflecting in the production, i.e. quality tested through practice. I will quote the author: "The success of the model is also due to the fact that it includes a different developing educational environment in which the preschool teacher can give a new meaning to any usual activity in the basic and additional forms. This results in his educational intentions and efforts, namely, on the basis of the established and changing standards, to succeed in developing competencies". Is there anything better than giving away another tried and tested model? Congratulations mate!

Research work is based on discovery, application and verification, which makes it not only dissertable, but also developable, looking forward to the future.

The doctoral student follows these searches throughout the scientific development up to the contributions and the conclusion. Quantitative and qualitative data were reflected and analyzed absolutely punctually and comprehensively according to all criteria, indicators, and approved groups, participants in the assessment.

Getting acquainted with the development of the scientific work, one can clearly conclude that the doctoral student's knowledge of the issues is prominent. She easily handles concepts, derives definitions, demonstrates prognostic culture. I also pay attention to the quality of the development, from a linguistic point of view, which can easily be given as an example to the other doctoral students - an understandable statement, but not elementary, on the contrary!

I am pleased to note that there are no violations regarding the compliance of the dissertation and the originality of the work with the requirements of the ZRASRB Law, the Rules for it, the Rules for the Acquisition of Scientific Degrees at SU "St. Kliment Ohridski" and the institution's internal rules. Moreover, a protocol for verifying the originality of the doctoral dissertation is also presented, with a report on the similarity of the text of the doctoral dissertation in a plagiarism prevention system. The generated text similarity report shows the following:

- a. the similarity coefficient 1 is 12.41% and **does not exceed 50%**
- b. the similarity coefficient 2 is 2.98% and **does not exceed 5%**,
- c. **no attempt was made to hide unregulated reference to foreign work** ("Alert").

**1.2. Data for the abstract** - The abstract, with a total volume of 56 pages, meets all the standard requirements for a synthesized and adequate, analytical and systematic development of the primary document, the scientific text, as well as the objective reflection of the content of the dissertation research. The structure, conclusions, recommendations and scientific contributions of the scientific work

have been followed. The scientific and technical requirements for the design and presentation of it in the paper version and in the digital form as an online publication have been met. The correctness is visible, the scientific value of the scientific work, the participation in scientific forms, as well as the quantitative data according to the normative requirements in the national and internal-institutional laws and regulations have been analyzed.

**1.3. Data on the publications** - The doctoral student participates with the following scientific production, related to the Scientometric criteria for the minimum national requirements for the scientific and teaching activity of the candidates for acquiring scientific degrees and occupying academic positions, Field 1. Pedagogical Sciences, as follows:

- Dissertation work for awarding the educational and scientific degree "Doctor PhD", Group A, Indicator 1 → **50 points**.
- Publications - 3 total independent publications, none in co-authorship. Published in the period from 2021 to 2022.
  - Group D 6. Articles and reports published in scientific publications, referenced and indexed in world-famous databases with scientific information → **2 independent issues x 30 points = 60 points**.
  - Group D 7. Articles and reports published in non-refereed journals with scientific review or published in edited collective volumes → **1 number of independent x 10 points = 10 points**.

It can be categorically summarized that the sum of the indicators of the respective groups **fully meets** and even exceeds the minimum national requirements under Art. 2b, para. 2 and 3 of ZRASRB Law and Art. 1a, paragraph 1 of the PPZRASRB Law and, accordingly, under Art. 24, para. 1 of the Regulations for the implementation of ZRASRB Law (for the educational and



scientific degree "Doctor Phd") for area 1. Pedagogical sciences, Professional direction 1.2. Pedagogy.

**2. Scientific contributions** - Doctoral student Blaga Georgieva Dimova correctly draws a total of 11 (eleven) main conclusions, which can also be considered as contributions. They are presented clearly, correctly and above all, which is extremely important, with a focus on application in real practice. They cover the whole process from the beginning to its successful finalization, with accompanying arguments, in the dissertation development, creating an impression of a responsible and committed to the current research and development of children, a researcher. Which is proven by its overall development.

Summarizing the mandatory part of the opinion about the contributing moments of the scientific work, I must note that there are actually many more, here are only those brought out by the author, and in a way that unites all the elements, structures and characteristics of academic research. Due to the limited volume of exposure, I will leave this format, but I emphasize again that there are more, deserving of admiration! In addition, developments of this kind should find a place in the scientific literature so that pedagogical and non-pedagogical specialists and experts, parents, interested in the issue can find their answers.

Here is the place to congratulate its scientific supervisor, Prof. Dr. Luboslava Peneva, for the extremely professional and competent management and finalization of the scientific work, the subject of which is particularly significant, current and, I would say, a step ahead of its time.

The scientific production - dissertation, abstract and publications submitted for participation in the competition does not contain any weaknesses that would detract from its merits.

**Recommendations. Critical notes. Questions for the PhD student.**

As a recommendation, I can point out the following: it is good for the doctoral student to expand her participation in international educational projects. That is, to have an aspiration for/to popularize the results of the research activity in publications in English, German and other languages. Research such as the one presented here should be "heard" and "visible" to the national and global scientific community.

### **Questions:**

- Please elaborate a little more on point 9, on page 218: "The symbiosis between the consistent daily and interactive work of the preschool teacher and children's motivation for working with digital devices, can be an effective approach to foster the difficult-to-achieve digital competence in 6-7 year olds."

- Can your model be applied in Inclusive Education? For which groups of children, how, in what way? How do you generally see the application of the Competency-oriented model of pedagogical interaction in the educational field "Environmental World" - the pedagogical design in your future specific work (from here on, how will you develop it)?

- Would it be easy or difficult to implement this formative program, model, in the daily practice of the preschool teacher?! Indicate, in your opinion, the difficulties, the factors that would prevent the mass, I would say at the national level, implementation of your concept?

**3. Conclusion** - Doctoral student Blaga Georgieva Dimova has fulfilled her obligations stemming from the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria (ZRASRB), the Regulations for the Implementation of ZRASRB Law, the Regulations of SU "St. Kliment Ohridski", as well as the obligations under the corresponding individual study plan of the doctoral student, that is, it meets the minimum national requirements



under Art. 2b, para. 2 and 3 of ZRASRB Law and Art. 1a, paragraph 1 of PPZRASR. The form and content of the dissertation meet the requirements of Art. 27 of PPZRASRB, All administrative procedures have been followed.

**Bearing in mind the above**, I confidently give my **positive assessment** of the conducted research, presented in the dissertation work, the abstract, the achieved results and contributions.

I declare my *positive vote for awarding the educational and scientific degree "Doctor PhD"* to Blaga Georgieva Dimova in the doctoral program Preschool Pedagogy, from professional field 1.2. Pedagogy (Preschool pedagogy), field of higher education 1. Pedagogical sciences.

Prepared the opinion, as a member of the scientific jury:

(Prof. Ph.D. Julia Doncheva, DSc)

Date: 29.09.2022

