

STATEMENT

ABOUT DISSERTATION FOR AWARDING OF EDUCATIONAL AND
SCIENTIFIC DEGREE "DOCTOR"

FIELD OF HIGHER EDUCATION:

1.2. PEDAGOGY (PRESCHOOL PEDAGOGY)

TOPIC OF THE DISSERTATION:

**"A MODEL FOR OPTIMIZING THE LIVING AND PEDAGOGICAL
CULTURE OF PARENTS OF 6-9-YEAR-OLD CHILDREN"**

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The dissertation is a volume of 205 pages, structured in an introduction, six chapters, a conclusion and three appendices. There are 115 literary sources.

The topic is extremely relevant, bearing in mind the challenges that families face today in the upbringing of children and the indisputable need for a pedagogical culture of parents for optimal guidance and realization of this process.

Very good, clear and clean structure of the dissertation. The programmatic orientation of the research, which is discussed in **chapter one**, further contributes to this orderliness and logic of the work. Impressive in it are the stages for the realization of the research with their precise sequence, which end with expected results. These expected outcomes, considered more generally, point directly to the contributions of the dissertation, which contribute to the integration of the content.

In the second chapter, theories and concepts are systematized, analyzed and summarized with a clear focus on the topic of the dissertation. The point of view of the doctoral student as a researcher and her strongly stated authorial presence in examining the problems deserve admiration. A theoretical analysis of the specifics of the family and the educational process in it was made, on the basis of which the concept of "family education" was defined. Derived and critically examined are:

- specific features and stages of the educational process in the family;
- main directions of education in the family;
- goals, principles, tasks and methods of family education;
- concepts related to the style of family upbringing.

The second chapter continues with a systematization of theories about the cognitive, mental and emotional development of the child in preschool and primary school age with an emphasis on the influence of the family in this process, its duration and complexity. Main difficulties faced by parents in these periods, as well as strategies for effective family upbringing, are outlined. Problems in the interaction between educational institutions and the family, whose cooperation is extremely important for creating an environment stimulating the child's development, are systematized. From this point of view, forms of cooperation with parents, generally differentiated as traditional and non-traditional, as well as formal and informal strategies for interaction with them, are examined. All this is supported by the presented normative regulation for cooperation with parents.

Another important emphasis, which is advocated in the theoretical part of the dissertation, is the pedagogical education of parents, as models and forms for its realization are characterized.

The third chapter presents the methodology and organization of the research.

Again, the clear structure and orderliness through the distinct stages of research is impressive:

- analytical, which includes theoretical analysis of literary sources;
- preliminary, in which the system of criteria and indicators is selected for the study of the orientation of the target groups in the ascertaining experiment;
- ascertaining stage, in which a survey was carried out with 300 parents of 6-9-year-old children, containing six blocks of questions, each of which with derived indicators for measuring: sociological profile of the respondents; life priorities and behavioral characteristics of children; development projects; specificity of educational orientations and interactions; presented to parents about the relevance of school education, as well as their attitudes towards it.

The system of criteria and indicators is impressive both in terms of content and in terms of the number of respondents covered in the survey;

- a formative stage, which is an author's model for optimizing the pedagogical culture of parents of 6-9-year-old children, containing five thematic blocks;
- expert evaluation of the developed model before its approbation by teachers in kindergartens and schools, as well as by students in FESA;
- approbation of the model with parents of 6-9-year-old children, during which the methods of discussion, observation and survey were used;
- final stage, in which a survey is conducted with parents of children aged 6-9;
- statistical processing of the results with a sample size of 393 respondents.

In the fourth chapter, an analysis of the results in the direction of each of the indicators is presented. They are illustrated through diagrams and schemes and are interpreted in the direction of the doctoral student's research interests.

Chapter five presents the content of the model for pedagogical education of parents, which contains 18 topics divided into 5 blocks with stated goals and expected results. The topics were developed in accordance with the results obtained in the ascertaining experiment, covering the relevant areas laid down in it - life priorities of parents and children; social behavior of children; educational goals; parenting style; the child and education. In terms of content, the model is a kind of aid that could be used both in the training of students and by teachers and directors in educational institutions for education of parents, but also by parents themselves as a self-initiated activity to increase their pedagogical culture.

The sixth chapter represents a logical conclusion of the dissertation. It presents the results of the evaluation of the model by students and teachers in kindergarten and primary school regarding the content relevance of the individual thematic blocks in the model; the semantic accuracy and clarity of the questions to the parents; the relevance of the model regarding the optimization of the life-pedagogical culture of parents; the level of optimization of parent-child communication; the presence of innovations in the model, as well as an overall assessment of the subject of the model and its applicability, both in terms of its use by the respondents in practice, and its practical application in the cooperation between teachers and parents. The chapter continues with an analysis of the results of the study of parents' orientation to the parameters of the model according to the same indicators.

The conclusions are significant and reflect the achievements of the dissertation.

I accept formulated **contributions** with a focus on:

- the systematization and analysis of classic and modern concepts and studies regarding the family as a socializing factor, family upbringing, the development of the child from preschool and primary school age and the kindergarten-family interaction in a theoretical-conceptual direction;
- the development and testing of an experimental model for optimizing the life-pedagogical culture of parents of 6-9-year-old children in a scientific-experimental direction;
- the system of empirical studies on the subject of the dissertation through derived criteria and indicators in an experimental-empirical direction;
- the possibilities of expanding and enriching the educational content of compulsory and optional disciplines for the training of pedagogical specialists in an experimental-applied direction.

In conclusion: I give a positive assessment of the dissertation.

Date: 29/07/2023

Sofia

Reviewer:

/Assoc. Prof. Lora Spiridonova/