REVIEW

by Assoc. Prof. Dr. Petya Yordanova Karaivanova,
VTU „St. St. Cyril and Methodius“

in a competition for the academic position of "Associate Professor"
in Sofia University „St. Kliment Ohridski”,
announced in the State Gazette, issue 22 of 16.03.2021

Field of higher education: 1. Pedagogical sciences
Professional field: 1.2. Pedagogy
Scientific specialty: Preschool pedagogy - Pedagogy of the interaction „child – environment“

Candidate: Magdalena Dimitrova Gyurova-Stoyanova

1. Reason for the review

For the needs of Sofia University „St. Kliment Ohridski” (FNOI) in SG no. 22 of 16.03.2021, a competition has been announced for the academic position of „Associate Professor“. All requirements of the Law and the Regulations of Sofia University „St. Kliment Ohridski“ regarding the terms and conditions for holding academic positions have been observed.

The basis for the preparation of this review is the Order of the Rector № RD-38-177 from 06.04.2021.

The only candidate in the competition is Ch. Assistant Professor Dr. Magdalena Dimitrova Gyurova-Stoyanova.

2. Brief information about the candidat

Magdalena Stoyanova was born on March 29, 1980. She completed her secondary education at 142 Veselin Hanchev High School, Sofia, in 1998 with a profile in French and Russian. In 2002 he received a bachelor's degree in FNPP at Sofia University „St. Kliment Ohridski” in the specialty “Preschool and primary school pedagogy”. Two years later he completed a master's program in "Preschool and primary school pedagogy" at FNPP, Sofia University. On 12.09.2016 he successfully defended his dissertation on "Mastering key competencies in childhood through an interactive technological model of education" and acquired the educational and scientific degree "Doctor" in pedagogy (diploma № Sofia University 2016 - 138).

He started his professional career as a primary school teacher at CHOURCHO "Bulgarian School" in 2002. From December 2005 to November 2010 he was an assistant in teaching methodology in "Homeland", "Surrounding World", "Man and Society" and "Man and Nature" at DIUU, at Sofia University "St. Kliment Ohridski", Department of Teaching Methodology. In this five-year period, Ch. Assistant Professor Dr. Magdalena Stoyanova conducts lecture thematic courses on "Methodology of teaching man and society, man and nature in DG and NU", participates in courses for the acquisition of PKS - fifth, fourth, third, second and first degree, includes in semester and state exams for acquiring qualification, reviews diploma theses in PKS and has contributed to the training of 325 teachers and 250 students.

From November 2010 to February 2018 Magdalena Stoyanova is an assistant in the Department of Preschool and Media Pedagogy, FNOI, Sofia University. In this period she leads seminars and practical exercises on "Pedagogy of interaction" child - environment", "Pedagogy of mastery and development of speech", "Preschool pedagogy", "Educational technologies in preschool education" and "Animation and design for children". Carries out coordination and evaluation of practices (hospitalization, current and undergraduate pedagogical practice) with students majoring in "Preschool pedagogy and foreign language" and majoring in "Preschool and primary school pedagogy", full-time and part-time education, as well as with masters in preschool pedagogy from another professional field. During this period he actively participated in the training of 6700 bachelors, masters and postgraduates.

Since February 2018 and currently Magdalena Stoyanova is a senior assistant at FNOI, Department of Preschool and Media Pedagogy at Sofia University "St. Kliment Ohridski ". Her professional engagements are related to reading lecture courses ("Pedagogy of the interaction" child - environment" and "Science competencies - applied techniques") in bachelor's and master's programs, management of seminars and practical exercises" Preschool pedagogy", "Educational technologies", "Animation and design for children"), coordination and evaluation of practices - hospice, state pre-diploma internship, current pedagogical practice with students majoring in "Preschool pedagogy and foreign language" and specialty "Preschool and primary school pedagogy", with masters in preschool pedagogy and with teachers with pedagogical qualifications. In the specified two-year period ch. Assistant Professor Dr. Magdalena Stoyanova has contributed to the training of 640 teachers.

An important emphasis in the professional biography of the candidate is her authorship of cognitive books in two program systems - "Hand in Hand" and "ABV Games". With her participation, an album was prepared with applied materials and multimedia games, supplementing the resources offered by PS "ABV☺igri". In support of preschool teachers Ch. Assistant Professor Dr. Magdalena Stoyanova

realized a series of webinars with 300 teachers. Active also participates as a trainer in European funded projects in HRD for training of pedagogical specialists ESO - 2014 - 2016 on positions 2 and 6, developing 3 scrolls of materials in the training packages. Her professional CV is complemented by the commitments made in the project "Student Internships" (trained 86 trainee teachers) and in international projects - a project for the implementation of mandatory training (300 teachers - NIOXO), project for qualification / re-qualification "children's teacher / primary teacher" under position № 2 for training of 35-year-old teachers at Sofia University "St. Kliment Ohridski "(120 teachers), project" Networking and joint training in the context of the EU Climate Policy ", implemented by Ecofis - Germany and NTEF - 2018–2021 (87 teachers from the country). The quality of her work is highly appreciated and this is evident from the attached references.

The data from the autobiography of Ch. Assistant Professor Dr. Magdalena Stoyanova illustrate the consistency, focus and sustainability of her research interests in the field of preschool education and categorically prove their capacity to defend them from the position of an established university lecturer and recognizable researcher in the scientific community.

3. Characteristics of the scientific and scientific-applied production of the candidat

The candidate Ch. Assistant Professor Dr. Magdalena Stoyanova participated in the competition with the following publications registered in the "Authors" system (Appendix 11):

• Monographs - 2 pcs.

1 habilitation work

1 monograph, which is not presented as a main habilitation thesis

• Published book based on a defended dissertation for the award of ONS "Doctor" - 1 issue

• Published chapter of a collective monograph - 2 issues

• Publications - 7 issues as follows:

Publications in scientific journals, referenced and indexed in world-famous databases with scientific information - 1 issue;

Studies published in unreferenced journals with scientific review or in edited collective volumes - 1 issue

Articles and reports published in non-peer-reviewed journals with scientific review or in edited collective volumes - 5 issues.

The reference made for the implementation of the required scientometrics proves the implementation of a total of 625 points on the mandatory scientometric indicators, distributed as follows:

Group A - 50 points

Group B - 100 points

Group D - 310 points

Group D - 165 points

Apart from the scientific production submitted for review, an impressive number of works are applied, distributed as follows:

• published university textbook or textbook used in the school network - 6 co-authored;

• published university textbook or textbook used in the school network - 27 co-authored.

The report, containing 35 scientific publications submitted in connection with the award of ONS "Doctor", categorically proves the professional expertise of Ch. Assistant Professor Dr. Magdalena Stoyanova. She confirms that at each stage of her professional development the candidate convincingly defends her ambitions for career growth, presenting scientific production, which in quantitative terms, genre diversity and volume exceeds many times the required scientometric indicators.

All 12 scientific papers submitted for review are in the scientific field in which the competition was announced. They are dedicated to current in the modern educational context problems of pedagogical interaction "child - environment". They present original author's theses, argued and convincingly defended by Ch. Assistant Professor Dr. Magdalena Stoyanova. They promote and substantiate innovative author's educational and applied solutions, necessary for the educational practices in the modern kindergarten. I will specify the reasons for this general finding by consistently evaluating the scientific production presented at the competition.

The habilitation work "Education in sustainable development and interaction" child-environment "fully meets the requirements for a monograph, set in connection with the coverage of the scientometric indicator B 3. The monograph is developed in a volume of 261 pages, of which the main text - 244 p. is in the introduction, 6 chapters, conclusion and conclusions, literature and appendices. Its content

categorically corresponds to the author's intention to theoretically justify the need for purposeful implementation of the ideas of education in sustainable development through the pedagogical interaction "child - environment" and to prove the advantages of its model for implementing additional forms of organization of activities. improving children's attitudes towards nature and the use of natural resources (p. 6).

The first chapter, structured in seven paragraphs, based on an in-depth analysis reveals the links between the academic discipline "Pedagogy of the interaction" child - environment "and education in sustainable development. Here I consider as a contribution the stated grounds for reforming the professional training of students and pedagogical specialists through priority integration of the principles of sustainable development in the system of pedagogical education and professional qualification. I welcome the attempt to concretize significant solutions at world forums and to set out grounds for integrating ESD issues in the educational programs, which are presented against the background of a critical analysis of the content of the normative regulation, regulating the education in ecological education in the kindergarten. I appreciate the comparison of the five educational cores for additional activities, which are appropriately linked to the options for informal contacts in the interaction. I find it important to competently clarify the main priorities in the field of sustainable development and their design in the field of pedagogical interaction "child - environment". I accept as a contribution the theoretical substantiation of the connection between the "picture of the world" and sustainable development, which is interpreted in the context of the thematic integration in the education of preschool teachers.

A meaningful emphasis in the second chapter is the presentation of the author's model for education in sustainable development and the preparation of students in connection with the forthcoming performance of their qualification duties as subjects of the pedagogical interaction "child - environment". The author's achievement can be considered the derivation of the reflective and competence-oriented approach to education in sustainable development as fundamental in the model structuring of the additional forms in the interaction "child - environment". The scope of the model, which is designed for application in the preparation of student pedagogues and in the continuing education of pedagogical specialists, deserves admiration. In this context, the conducted pilot study of the attitudes of preschool teachers regarding the implementation of environmentally friendly measures in the implementation of ESD in kindergartens fits perfectly logically. It can rightly be considered as a contribution of the author, who demonstrates analytical skills and skills to integrate the results obtained for the purposes of her research program in terms of structuring an interactive ESD model to improve the interaction "child - environment" through the teacher.

In the third chapter of the monograph the methodological substantiation of the key areas for interaction "child - environment" in the interest of ESD in the kindergarten is precisely presented. What is valuable here is the derivation of the steps of the model in the research and the concretization of the preferences of the pedagogues on a three-point scale towards key areas of the child-environment interaction. The author's contribution is in the convincingly proven connection between the integrated model and the increase of the methodological competence for ESD when using forms and methods of interaction and manifestations of children's discovery in additional activities, through the content of which the parameters of the interaction "child - environment" are optimized. The experimentally protected opportunities for changing the system of thematic key content in the field of the surrounding world, as well as the options for its implementation through additional activities in which the pedagogue accompanies the children's discovery by creating prepared elements of the ecological environment, deserve admiration. I welcome the proven potential of the model for prospective improvement at the institutional level and for monitoring as a tool for optimizing the quality of the institution. I appreciate as a significant feature of the model and the ability to freely interpret its content aspects, which is associated with improving the skills of teachers and their ability to transform familiar models of interaction according to their methodological style. References are rightly made here to the need to innovate the issue of pedagogical qualification and its continuous improvement. It is also very valuable to trace the capabilities of the model in terms of biographical parameters of individuals in educational institutions. I find this to be decisive in terms of the subjective value of the interactive interactions realized through the ESD and PVDS model.

The fourth chapter presents the integrated areas for thematic content in the implementation of the pedagogical interaction "child - environment" through the additional activities determined by the preferences of the target participants in the model of ESD and PVDS. Contributing here is the comparative analysis of the phases in the implementation of the thematic project on ESD, which assumes interaction outside the direction of "Environment" and the parameters of the main form, but in integration with them. I consider as significant the technological presentation of the thematic fields through keywords, questions, actions for learning about the development of the sites, categories of activities, content areas, strategies and principles for ESD, competencies in ESD.

The focus in Chapter Five is the system of methodological guidelines for pedagogical interaction "child - environment", set in the context of ESD in relation to the seven main substantive thematic areas specified in the individual paragraphs. Here the contributing model technologies can be brought out as a contribution, through which the interaction "child - environment" is realized in the conditions of additional forms.

In Chapter Six, the author emphasizes the derivation of trends from the applied ESD model, implemented in additional activities in a real educational environment - in preschool institutions and by working with students from two educational programs - "Preschool and primary school pedagogy" and "Preschool pedagogy and foreign language". Here, the complex developmental effects achieved in the formative plan through the author's model, integrating ESD and PVDS, can be considered as contributions. They are duly verified by factor analysis using Fisher's F-criteria and correlation analysis by quantitative parameters.

In conclusion - through the content of his habilitation work Ch. Assistant Professor Dr. Magdalena Stoyanova convincingly demonstrates skills for structuring, presenting, substantiating, experimentally defending and statistical proof of her author's concept for integration of ESD and PVDS, which offers the necessary innovations in educational practice, whose promising value is in the possibilities for multiplication of significant for the future developing effects of complex nature, determining the quality and sustainability of the interaction "child - environment".

The monograph "Nature in preschool education - innovation and reflection" meets the necessary requirements to cover the scientometric indicator D 4. The content of the scientific work is tied to the ambition of presenting results from the purposeful and consistent research efforts of Ch. Assistant Professor Dr. Magdaena Stoyanova to explore the key guidelines for education in preschool childhood, aimed at early preparation of scientific competencies and opportunities for their provision through the necessary innovations. The focus of the research in the monograph is "the concepts of innovations in the involvement of teachers in innovative educational initiatives for nature and climate protection" (p. 6). According to this general focus of research efforts, the author appropriately structures the content of the exhibition to present summary data from her research on the attitude of educators to innovation and awareness of their priority in relation to continuing education through the implementation of qualification and research. research programs.

The monograph is 193 pages long. Its structure is differentiated: introduction, four chapters, conclusion and conclusions, literature and three applications. It complies with all requirements for this type of scientific development.

In the first chapter, the emphasis is placed on the relationship between the ninth key competence, STEM competence and the competence to set sustainability in learning management. The convincing argumentation of this relative connection is an author's achievement with a contributing character. In addition to him, I appreciate the author's program for environmental management, as I admire the opportunities provided through it for conscious choice of teachers in the implementation of a system of activities in kindergarten. I find it valuable to link its characteristics with the innovative profile of the educational institution and to increase the quality in it.

In the second chapter the author emphasizes the innovative profile of the educational space, which includes the multifaceted manifestations of changes in the education and qualification of teachers, whose synergy determines the capacity to manage the innovative profile for environmental protection. Here, I appreciate the structured learning interaction realized through a system of interactive technologies. Its statistically proven effectiveness confirms the positive impact of innovation on the reflectivity in the preparation of students and teachers, realized through the integrative content model technologies and topics in the project training on "Kindergarten. The climate and me. We save energy in kindergarten. I admire that the focus is on the competencies for discovering the world, assessed as a priority and goal of the additional forms and methods of pedagogical interaction.

In the third chapter the author summarizes, systematizes and comparatively evaluates the results of the study in the direction of manifestations of innovation and reflexivity according to the criteria for environmental protection, systematized in relation to the innovative experimental profile of the institutional space. As a contribution, I consider the statistically proven importance of the leadership of the subjective factor in the introduction of innovations related to pure nature, healthy regime and good health in pedagogical theory and practice. I find a significant result to prove the connection between the positive evaluations of the pedagogues to their participation in the project model of preparation and their increased self-esteem to the key cores of competencies in their experience. I am convinced that this connection is at the heart of the ambition for professional development, which is in favor of sound environmental management.

The fourth chapter systematizes empirical data for monitoring and evaluation of children's achievements related to environmental and health education, as a result of the participation of children and educators in the innovative model. As a contribution here I consider the proven connection between the innovative institutional space built through the subjective activity and the realized value of nature protection as a priority and goal in the pedagogical everyday life. I find it crucial for the vector of children's achievements in support of a sustainable environment. I welcome the systematized arguments of the author in the direction of the necessary changes in the sustainability of knowledge about the environment and the educational and cultural perspectives derived in connection with them. In this regard, it would be interesting to share his view on the content of curricula in bachelor's and master's programs in the context of the amended regulation on pedagogical competence and how they would affect the continuing education and qualification of teachers.

In conclusion - the submitted for review monograph "Nature in preschool education - innovation and reflection" contains original contributions that enrich the theory and practice of preschool education in the direction of reflection of valuable

experience in the field of sustainable environment as a starting point for permanent engagement. subjects to innovate the pedagogical interaction through author's interactive models, based on competence-oriented learning, taking into account the value of learning through discovery and experience.

The book "Mastering key competencies in world orientation" is published on the basis of the protected by Ch. Assistant Professor Dr. Magdalena Stoyanova dissertation. It is a monographic work that can be accepted as an achievement that meets the requirements of the scientometric indicator D 5. It is developed in a volume of 374 pages, of which the main text - 247. It is structured in an introduction, four chapters, conclusion and conclusions, literature and applications. It is dedicated to a topic that is of key importance for the present and future of preschool education in our country in the light of European educational priorities. It presents an in-depth study, the relevance and significance of which corresponds to the dynamically changing educational realities in a global, national and regional context. It builds on the realization of Ch. Assistant Professor Dr. Magdalena Stoyanova dissertation, presenting data from its successive stages.

In the first chapter, the author argues in depth the need for new interactive models for education according to the EQF / NQF, which will prepare attitudes towards lifelong learning. He characterizes education in detail and competently as a cultural phenomenon. Successfully systematizes the developing dialectical connections between upbringing and education in preschool education through contradictory situations. It analyzes in depth the European key competences and educational technologies in childhood, emphasizing the importance of interactivity in contradictory situations in the context of the European educational policy for sustainability. Arguably presents the relationship "competencies - competence", focusing on psychological-pedagogical and applied-educational aspects. Correctly systematizes prerequisites for personal, social and civic competencies as key to the prosperity of the growing individuality. In this part of the study, as an contribution, I evaluate the realized scientific and analytical-comparative analysis of classical and modern concepts and researches, related to the essence of the contradictory situations and their functions in the context of the European educational policy for sustainability. I accept as significant the specified parameters of the relationship "competence-competencies" according to the outlined competencies: personal, social and communicative, proven in theoretical research and confirmed in the study through the meaning of "I-image", independence, responsibility, social and communication skills, cultural and behavioral manifestations and the use of interactive models in childhood.

The second chapter specifies the design of the study. Here the author demonstrates skills for precise formulation of research hypotheses, for relevant choice of research methods, for correct derivation of criteria and indicators in the

pilot and in the main research, for presentation of reliable tools for diagnosis of age achievements in the program system "Hand". by hand ”and“ ABC Games ”. In this part of the monograph I evaluate as a contribution the systematized tools, allowing the establishment of degrees of perception and awareness of contradictory situations in the transition to problematic to resolve the contradiction in practical and social-communicative terms.

The third chapter is devoted to the analysis of the research results. The interpretation of the statistical dependencies is correct. Statistical analysis is relevant and sufficient. The author demonstrates excellent skills for presenting and analyzing various statistical data and deriving trends to prove the research thesis. I appreciate the statistically confirmed importance of the interactive model, based on contradictions, in terms of its positive impact on the "picture of the world" as a cognitive basis of other educational areas and its importance as a factor for key European competencies.

The fourth chapter presents the forming technological system for improving the cognitive and social competencies of three-seven-year-old children in the program systems "Hand in Hand" and "ABV Games". The research parameters and principles of the technological interactive model based on contradictions are precisely formulated. Impressive are the precise scientific formulations, which the author skillfully uses, both in the comparative analysis of the interactive model in the two software systems, and in the detailed modification of the thematic content in the implementation of the interactive model, based on contradictions, by directions and age groups in the systems with authorial participation, which is an indisputable achievement of Ch. Assistant Professor Dr. Magdalena Stoyanova. Here the author's focus on creating and substantiating modern interactive resources for the perception of contradictions, provided through e-books and CDs, deserves special attention. As a contribution, I consider the integration of the interactive model, based on contradictions and opposites, in the program system "Hand in Hand" (2008) and in the program system "ABV Games". I appreciate the protected good practice for ensuring the child's independent choice for inclusion in formulated topics, integrated thematic content and binary-oriented pedagogical situations. I define as a prospect the multiplication of contradictory situations in cognitive and electronic books, in interactive resources and in multimedia presentations, which support preschool teachers with technological interactive tools for practical application in order to improve key European competencies. I admire the addition of the content by including a new paragraph, which expands the scope of the researched issues by developing and testing options for improving personal and social competencies in terms of project-oriented orientation in the mandatory preparatory groups. Here, as a contribution, I consider the study of the relationship between the project-thematic

and integrated systematization of experience and the complex improvement of the ecological, health and social culture of the growing individuality.

In conclusion - the book "Mastering key competencies in world orientation" promotes the achievements of Ch. Assistant Professor Dr. Magdalena Stoyanova, systematized in her dissertation. In addition to the already concretized original contributions of the author, I consider the experimentally tested interactive technological model, based on contradictions and opposites, successfully implemented in mass practice. I appreciate its integration in 16 variants of contradictory situations in the combination of four separate degrees of focus. I consider as an advantage that they combine the competencies in cognitive (achievements) and emotionally-stimulated plan (attitudes and experiences) with 4 types of contradictions - reproductive-imitative; reproductive-cognitive, productive-cognitive and discovery-interpretive. The significance of the model has been established and proven statistically in the direction of improving: "I-image", opportunities for adequate orientation in the world around the child, personal, social and communicative competencies in preschool.

The profile of an established researcher who ch. Assistant Professor Dr. Magdalena Stoyanova convincingly defends through the three monographs submitted for review, supplemented by the content of the two author's chapters from collective monographic works attached to her scientific production in this competition. They are issued in the original in English. This is an opportunity for wider popularization of the results of the research of Bulgarian scientists and through them Ch. Assistant Professor Dr. Magdelena Stoyanova defends her ambitions to initiate a dialogue on research issues important for the European and world educational context. I consider as a significant contribution the comparative analysis of the key concepts in the two standards, regulated by Ordinance 5 and Ordinance 13 of 2016, which are justified as an analytical construct for creating a theoretical-experimental model for project-oriented improvement of children's science competencies with a focus on behavioral events for assessment of "living" as a value, for adaptive orientation in phenological changes and responsive guarantee of the vital needs of objects from the plant world. What is valuable in it is the argued need to change the content of key thematic areas and to innovate the technologies for interaction in the interest of education for sustainable development in pre-school childhood (4). In addition, I take into account the contribution points in the presented under № 5 chapter of a collective monograph, through which the author complements the theoretical statements about the relationship of competencies and competencies in education and justifies the developmental effects of integrated thematic content and project-oriented weekly organization in technological interactive forms. of their functions for improving key competencies in the conditions of contradictory situations.

The genre diversity of the scientific production presented for review is complemented by the study "Climate change and sustainable development as topics in kindergarten." Its publication precedes the monographs of Ch. Assistant Professor Dr. Magdalena Stoyanova, and its content proves the purposeful consistent research in the field of education in sustainability as a problematic scientific field. In the development I evaluate contributions that correspond to the content and contributions of the monographic works. They are related to supplementing the theoretical knowledge in connection with the principles, strategies and dimensions of education in sustainable development and modeling a system of interactive interaction aimed at sustainable thinking, action and behavior, which emphasizes the purposeful development of competencies for transformation, creating and resolving contradictions and inconsistencies. In this context, the results of a survey with 130 pedagogues are of interest, which presents the position of the college on the options for including thematic content for sustainable behavior in kindergarten. It is also informative regarding the professional competencies of teachers for information, testing and expression. Valuable in the applied plan are the presented technologies for infographics, through which options for linking the meteorological weather with the sustainable behavior are offered.

Stage results of author's research on the problems of sustainable development are reflected in the article "Education in sustainable development and science competencies in kindergarten." The author's contributions, supplemented by the content of this research, are in the direction of presenting and justifying technologies for additional forms of interaction, which are experimentally protected and effectively proven in terms of developing competencies for resilience. They are differentiated in experimental thematic areas, realized in the conditions of project training with teachers.

The content and contributions of the works presented in group D 7, I evaluate comprehensively and in connection with previous scientific papers. I find it valuable to develop and test an interactive model of synergy between educational areas and subjects, in which special attention is paid to activities of interest (7). The collection, analysis and evaluation of empirical data in various surveys supports the structuring of an author's interactive model system, the focus of which is the integration between ESD and "Pedagogy of the interaction" child - environment" (7). In it, model technologies are valuable, which through the outside world presuppose the guarantee of complete sustainable systems of perceptions and norms, which are personally significant because they are based on experience (8). Significant in them are the tested and statistically proven as significant options for purposeful orientation in the consistent change of signs through contradictions and opposites (9).

The long-term research work on the doctoral thesis of Ch. Assistant Professor Dr. Magdalena Stoyanova maintains her steady interest in exploring opportunities

for systematization of the "picture of the world", based on model technologies based on contradictions and opposites. They are presented in detail in the monographic work under № 3 and in connection with his contributions can be assessed the importance of the variants of contradictions, structured in a system of different types of basic forms of pedagogical interaction. What is valuable in them is the proven effectiveness of the thematic weekly realization of the contradictory situations in terms of improving the key competencies (11).

Some of the publications submitted for review are presented at various types of scientific forums. Their content is presented by Ch. Assistant Professor Dr. Magdalena Stoyanova in an international conference and two national scientific forums. The three participations are after the defense of her dissertation.

Scientific contributions

I confirm the scientific contributions made by the candidate. I find that they are presented in detail and fully correspond to its achievements, demonstrated through the content of the scientific production submitted for review. I appreciate the genre diversity of the presented materials, which have been developed at a high scientific level. On the basis of my detailed assessment of each work, I am convinced that the author's contributions are indisputable and relevant to this competition.

The candidate presents the required number of citations for participation in the competition for the academic position of "Associate Professor". In the attached reference and in the evidence in the annexes, a total of 19 citations are properly indicated and substantiated, distributed as follows:

• citations or reviews in scientific journals, referenced and indexed in world-famous databases with scientific information or in monographs and collective volumes - 4 issues, 60 points;

• citations in monographs and collective volumes with scientific review - 6 issues, 60 points;

• citations or reviews in non-peer-reviewed journals with scientific review - 9 issues, 45 points.

Therefore: there is sufficient evidence that the developments of Ch. Assistant Professor Dr. Magdalena Stoyanova are known in the scientific community, and their content is highly appreciated by authors of various scientific publications, who have chosen to refer to and cite positions and opinions presented and defended by the candidate.

4. Teaching work

Ch. Assistant Professor Dr. Magdalena Stoyanova is the holder of academic disciplines in bachelor's and master's programs included in the catalog of FNOI - 9 in Bachelor's Degree (Pedagogy of interaction "child - environment", "Applied

techniques for creativity in kindergarten - natural sciences", "Civic, health and ecological education ", etc.) and 4 in the Master's degree" Educational technologies and model of socio-pedagogical system", "Civic, health and ecological education", "Pedagogy of the interaction "child - environment"- educational models and innovations", etc.). She is the author of curricula and lecture courses, according to the current curricula of Bachelor's and Master's degrees. Participates as a lecturer in the forms for postgraduate qualification of pedagogical specialists trained in FNOI at Sofia University "St. Kliment Ohridski ". He also actively works as a head of the master's program "Preschool pedagogy (for graduates of other specialties)". Her teaching activity is highly appreciated by the management of FNOI and this is evident from the attached reference, signed by the Dean of the Faculty - Prof. Milen Zamfirov.

The candidate in this competition participates in educational and research projects - a total of 6, of which 1 international, 2 under OP "Human Resources Development" (International project № 17.9045.0-002.26 on "Introduction of knowledge on climate change and energy efficiency in the educational program of Bulgarian schools / kindergartens ", funded by the German Federal Ministry of Environment, Nature Conservation and Nuclear Safety, 2018 - 2021; primary teacher ", "Qualification of pedagogical specialists - Training of children's teachers to work in groups for compulsory pre-school preparation, by position № 7") and three NIS projects (Research project № 911 "Virtual kindergarten" as an innovative multimedia space for student preparation -future pedagogues ", research project" Development of a model for prevention of risks and dangers in preschool age / class ", research project" Unified socio-pedagogical system "kindergarten - primary school" in the context of European educational priorities").

The teaching activity of the candidate for the academic position "Associate Professor" is in accordance with the parameters of the announced competition. There is the required study load in the announced professional field. It is evident from the attached documents that the employment of Ch. Assistant Professor Dr. Magdalena Stoyanova in the previous two school years was 1422.8 and 1532.5 hours, respectively, of which 830 and 910 hours of classroom engagement.

5. Conclusion

The candidate in the announced competition Ch. Assistant Professor Dr. Magdalena Stoyanova meets the requirements of ZRASRB and the Regulations on the terms and conditions for acquiring scientific degrees and holding academic positions at Sofia University "St. Kliment Ohridski ". Based on my positive assessment of the overall research and teaching activities of Ch. Assistant Professor Dr. Magdalena Stoyanova, I strongly suggest that the scientific jury be awarded the academic position of "Associate Professor" in higher education 1. Pedagogical

sciences, professional field 1. 2 Pedagogy, scientific specialty Preschool pedagogy - Pedagogy of interaction "child - environment" for the needs of Sofia University "St. Kliment Ohridski".

20.06.2021 Assoc. Prof. Dr. Petya Karaivanova .....