

OPINION

- From: Prof. PhD. Irina Koleva, Sofia University "St. Kliment Ohridski "

scientific specialty Theory of education and didactics, professional field 1.2. Pedagogy, in the field of higher education 1. Pedagogical sciences, e-mail: ikkoleva@uni-sofia.bg

- for the research and teaching activities of Ch. Assistant Professor PhD. Magdalena Dimitrova Gyurova-Stoyanova

- Candidate for the academic position "Associate Professor", field of higher education 1. Pedagogical sciences, professional field 1.2. Pedagogy (Preschool pedagogy-Pedagogy of the interaction "child-environment"), according to a competition announced in DV No. 22 of 16.03.2021

- for the needs of FNOI, Sofia, University "St. Kl. Ohridski ", Grounds for presenting the opinion: participation in the composition of the scientific jury according to Order № ПД – 38-177 / from 06.04.2021 of the Rector of Sofia University "St. Kliment Ohridski ».

I. General characteristics and professional biography of the candidate

The candidate for the academic position "Associate Professor" - Ch. Assistant Professor PhD. Magdalena Dimitrova Gyurova-Stoyanova in the Department of Preschool and Media Pedagogy, FNOI, Sofia University "St. Kl. Ohridski" participates in a competition, announced in SG No. 22 of 16.03.2021 in: field of higher education 1. Pedagogical sciences, professional field 1.2. Pedagogy (Preschool pedagogy-Pedagogy of the interaction "child-environment") for the needs of the faculty in which he teaches.

Ch. Assistant Professor PhD. Magdalena Stoyanova graduated from the Bachelor's Degree at Sofia University "St. Kliment Ohridski ", FNOI (before FNPP) in the specialty "Preschool and primary school pedagogy" in full-time education in 2002, and in 2004 - ACS "Master" in the program "Continuity in educational structures - adaptation and development ", specialty PNUP, FNOI at the same university. He defended his public doctoral dissertation on "Mastering key competencies in childhood through an interactive technological model of education" in an independent form of education in 2016 (Diploma Y Sofia University 2016 - 138).

After graduating from higher education he worked until 2005 as a primary school teacher in CHOURCHO "Bulgarian School": (Sofia) in the first-fourth grade, implementing pedagogical and organizational-administrative activities, working with parents of gifted children and children for general support.

Since December 2005 she has been selected with a competition for an assistant in the Methodology of training in "Homeland", "Surrounding World", "Man and Society" and "Man and Nature", DIUU at Sofia

University "St. Kliment Ohridski ", Department: " Preschool and Primary Pedagogy ", where he teaches until November 2010. Conducts lecture thematic courses on MOCHOP in DG and NU, on PKS (fifth, fourth, third, second and first degree) acquisition of PKS. Reviews diploma theses on PKS (third, second and first degree) of teachers and graduates. As its head of the department during this period, I can state its high level of professional competencies, professional ethics and empathy. Responsible and loyal to the institution. She is a teacher with socially-oriented behavior - proof of social and emotional intelligence.

Since 2010 he started working by order of the Rector of Sofia University in FNOI as an assistant in the disciplines "Pedagogy of interaction" child - environment ", " Pedagogy of language acquisition and speech development ", " Preschool pedagogy ", " Educational technologies in preschool education ", " Animation and design for children ", " Applied techniques for children's creativity - science ". Since February 2018 he currently teaches as a senior assistant and reads lecture courses, conducts seminars and practical exercises on "Pedagogy of interaction" child - environment ", " Science competencies - applied techniques "of masters and bachelors in part-time and full-time form of education, as well as exercises in Preschool pedagogy, Educational technologies, Animation and design for children.

Coordinates and evaluates student internships: hospice, state undergraduate internship, current pedagogical practice with students majoring in "Preschool pedagogy and foreign language", specialty "Preschool and primary school pedagogy" - full-time and part-time education, masters in preschool pedagogy and for teachers with legal capacity.

The presented professional biography of PhD. Assistant Professor Dr. Magdalena Stoyanova is proof of upgrading pedagogical competencies in the field of preschool and primary education, as well as the training of students-teachers in the system of higher education. She was an active teacher and successfully transfers this professional experience, both in her research and in her interaction as a teacher with students, future teachers, graduates, masters. This is essential for the quality of education in the higher education system.

In terms of proving personal competencies, the peculiarity of the professional performances of Chief Assistant. PhD. Magdalena Dimitrova Stoyanova is the achieved harmonization of achievements in the main areas of her activity: research and teaching. One of the priority areas of her research and teaching is the implementation of pedagogical models in educational institutions to support national policies for education in sustainable development and environmental protection. She has real self-esteem and emotional self-control, which presents her as a reflexive person.

II. Didactic reflection of the scientific production of the candidate.

The only candidate in the competition for "Associate Professor", announced for the needs of FNOI is Ch. Assistant Professor PhD. Magdalena Dimitrova Stoyanova, where she has been teaching since 2010 and has a total of 80 scientific publications (list 10 in the documents attached by the author), 45 of which are after the acquisition of ONS "Doctor".

The publications after the acquisition of ONS Doctor in 2016, submitted under the announced competition for associate professor are twelve (Appendix 16 - list of publications under the announced competition - 10-b): three monographs; one studio; two chapters from monographs and books published in a foreign (English) language; an article in a scientific publication, referenced and indexed in a world-famous database of scientific information; five articles and reports published in non-peer-reviewed journals with scientific review or published in edited collective volumes. As a result, the implementation of the minimum national requirements under Art. 2b of ZRASRB for scientific field Pedagogical sciences, professional field 1.2. Pedagogy (Preschool pedagogy-Pedagogy of interaction "child-environment") it exceeds with a total of 410 points the minimum scientometric requirements for criterion "B" and criterion "D" (300 points).

Ch. Assistant Professor PhD. Magdalena Dimitrova Stoyanova exceeds the minimum of 50 points with a total of 165 points the implementation of the minimum national requirements under Art. 26 of the Law on Scientific Research in the field of Pedagogical Sciences, professional field 1.2. Pedagogy and indicator "E" for proving the citations and reviews of its scientific publications.

All scientific works of the author are within the professional field 1.2. Pedagogy. They are distinguished by scientific goal-setting, competence and serious knowledge of the Bulgarian and European experience in the pedagogical scientific field.

They present and prove in a research author's plan an original thematic issue regarding:

- o development and testing are three experimental models for the implementation of environmental education in preschool and the transition to first grade, and teacher training. They provide data on scientifically substantiated regularities, as a result of their application in a period of five years of stage-by-stage examination of the competencies of the teachers / students and of the children included in them (№№ 1, 2, 3);
- o experimental approbation of an innovative profile for the institutional play-educational space as an environmentally friendly environment based on conceptual psychological-pedagogical and technological innovations (№№ 2, 7, 12);
- o Improving the "child-environment" interaction and the acquisition of key competencies in preschool education based on the use of the "complex picture of the world" in the field of "Environment" by applying them in program systems in which the candidate participates in the author team (№ № 3, 7, 10, 11);
- o the development and testing of a technological model based on contradictions for the stimulation of cognitive skills and attitudes towards children's discovery in accessible innovative organizational forms and methods (№№ 3, 4, 9), accompanied by tools for work in educational institutions in the program system " Hand in Hand", „Around the world“ and in the „ABVigri“ software system;

- o the creation of a project concept for education in sustainable development empirically organized and followed according to the criteria of the educational cores in the additional organization of the pre-school institutions according to Ordinance № 13 (№№ 5, 7, 8);
- o the characterization of the social and communicative competencies: attitude to the cognitive tasks and preservation of requirements for their solution in game-cognitive and in visual-practical plan; manifestations of socially acceptable rules for game communication and communication through non-verbal and verbal orientation in game-cognitive tasks (1, 3, 8, 9).

The outline thus outlined in her scientific production is topical and interesting, and presents Ch. Assistant Professor PhD. Magdalena Dimitrova Stoyanova as a purposeful and consistent researcher working in the field of education in sustainable development in the additional activities of educational institutions, training of teachers with academic education, demonstrating innovation and reflexivity in testing and improving educational technologies in the interaction of the child with the natural and socially accessible environment. Ensuring the competencies at the level of Bachelor's and Master's degrees, as well as of graduates, of the participants in project training presented in the scientific works, she interprets as a teacher and researcher regarding the responsibility of the subjects in the process of pedagogical interaction.

The candidate is one of the few researchers of the pedagogy of the interaction "child-environment" in preschool institutions in our country, which considers it in unity environmental with health and intercultural (№№ 1, 3) and critically evaluates the existing educational cores in synchronizing Ordinance № 5 of DOSPO, 2016 and Ordinance № 13 for GZEIO, 2016, as well as the need for their improvement, proven as a result of conclusions from own empirical research.

The publications present the author as an innovative type of scientist and teacher, launching innovative conceptual ideas about responsibility and opportunities for creating humane, understood as fair, environmentally friendly and socially-oriented relationships. The developed and tested scientific model technologies present original results and conclusions, which have a significant contribution to the theory and practice of pedagogical science and practice.

III. Teaching and research activities

The reference from the Educational Department of Sofia University "St. Kl. Ohridski" shows an extremely high workload in the teaching activity of the candidate for the competition for associate professor - in the period after acquiring the academic position of assistant professor for 2018/2019 she has 830 audience busyness (1422, 8 study busyness), and for 2019/2020 - 910 audience (1532.5 study busyness).

Ch. Magdalena Dimitrova Stoyanova, PhD and with pedagogical qualification) - reads lectures and conducts seminars, as well as connects them with the teaching practice of the discipline in full-time and part-time education. In the master's program MOPZ (z.o.), department of PMP, FNOI, leads a lecture course and a model of a socio-pedagogical system "for the 2020/2021 academic year.

Conducts seminars and practical exercises in "Applied techniques for children's creativity - scientific competencies" in the specialty PNUP full-time and part-time education. Creates the main prerequisites for successful educational and undergraduate practice of bachelor's and master's students - negotiating basic educational institutions and educational documentation.

She has developed curricula in the disciplines: "Pedagogy of child-environment interaction" (Bachelor's degree and Master's degree), "Educational technologies and model of socio-pedagogical system" (Master's degree) "Applied techniques for children's creativity in kindergarten - science competencies ", Civil, environmental and health education", "Hospitality" in the specialties PNUP (regular education (r.e.) and PUPCHE (r.e.)), Preschool pedagogy - seminars in the specialty PNUP (r.e. and distance learning., 1 course), Educational technologies in preschool age - seminars in MPHК (r.e., 1 course), Animation and design for children - seminars in MPHК (r.e, 4 course), Current practice in specialties PNUP r.e), ПУПЧЕ (r.e.), internship in the specialties ПНУП (r.e. and distance learning) and ПУПЧЕ (r.e.).

The wide range of academic disciplines confirms the professional competent training of Ch. Assistant Professor PhD. Magdalena Dimitrova Stoyanova, related to the theory and practice of pedagogy - the field of preschool pedagogy and pedagogy of interaction "child-environment", educational technologies in preschool education and the dominance of game and animation technologies. In her teaching activity she uses and approves European innovative interactive didactic technologies, she is the head of the master's program PP (for graduates of other specialties). Leads disciplines in the form of SDK, participates for many years in the Project for internship of students in kindergartens and schools, as evidenced by the annexes (№№ 3, 4, Art. 112). Participates in projects under the HRD program in a one-year qualification / re-qualification of a primary school teacher in a team with VTU, in NIS projects in teams with teachers from FNOI (Appendix №7, Art. 112).

Participates in training qualification courses in NCCPS, MES (Appendix № 5, Art. 112) as a result of its inclusion in the international project TICA, led by NTEF (Appendix 6 under Art. 112).

Her personal and teaching orientation is combined with research innovations in project-based participation on a national and international level in teams with academic lecturers from Sofia University (GGF, HF, FF, BF), VTU, NTEF, UFU, Germany, etc., which is evident from the appendices for reference under Art. 112.

IV. Evaluation of the main scientific contributions of the candidate

Scientific-experimental and experimental-applied research of ch. Assistant Professor Dr. Magdalena Dimitrova Gyurova-Stoyanova are realized in several areas:

4.1. Contributions in theoretical-conceptual and experimental plan for the relationship between preschool pedagogy and the interaction "child-environment with the prerequisites of sustainable education in preschool childhood:

- A comprehensive theoretical study was carried out for the projection of Ordinance № 13 on GZEIO, 2016 on the process of forming a positive and critical attitude among teachers and students-teachers regarding information, regulatory and evaluation parameters of formal preschool education with informal learning about the world in additional forms of interaction (№№1, 2, 3).
- Current trends for innovations in the theoretical compulsory and compulsory elective disciplines have been identified and substantiated in parallel with the pedagogy of child-environment interaction in the training of pedagogical specialists (№№ 1, 2). in the process of pedagogical interaction.
- The aspects of justice as an approach and realization in the educational practice are analyzed and are interpreted in the direction of unconventional expression of manifestations in the additional activities, such as upgrading the educational direction "Environment" in meaningful key cores for expected results (№№ 1, 2, 4 , 6) ecological and intercultural categories through concepts from the thesaurus of pedagogy.
- The content of the relation "fair treatment of the rights of the child in education" as an evolution of the idea of humane and ecological treatment in preschool pedagogy is clarified and the need to measure a system of fundamental competencies inherent in acts and actions that are scientific tested in experimental studies (№№ 1, 2, 3, 6).
- An author's experimental program has been developed through three tested models of monographic research for the implementation of environmental education in preschool and teacher training and options for attitude to innovation and reflexivity are justified depending on the understanding and attitude to innovation for environmentally friendly space related to additional activities. (№№ 1, 2, 3, 4, 7, 10). Reflexivity is traced in two aspects: scientific-conceptual and methodological-practical (№№ 2, 4, 7, 12). This confirms the synthesis of spiritual culture and communication with nature by the pedagogical community. A set of tools for the educational process in the practice of pedagogical specialists in formal and informal terms of interaction is proposed (№№1, 2, 3, 4, 8, 9, 12).
- The need for purposeful change of the pedagogue's competence, understood as self-actualization, is substantiated and conceptual moments of the subjective orientation and teamwork are determined - the novelty is oriented to the practice in the institution, as a content and organizational novelty (№№ 1, 10, 12).
- Author's model technologies for qualitative changes are proposed, which are interpreted in connection with nature protection and the perception of the educational institution as part of the natural and social unity (№№ 1, 2, 3, 4, 5) for adults and children, for personal purposes. and professional competence.

4.2. Contributions in didactic and experimental-empirical plan:

- In the little studied in the Bulgarian pedagogical theory area, referring to the risks of consumer type of behavior, the danger of personal deformation in the conditions of exhaustion of natural resources and overconsumption is revealed. There is a space for didactic intervention through purposeful planning and application of principles of education in sustainable development and methodological guidelines for prevention of deviations in nature (№№ 1, 2, 3, 4, 5, 6, 7, 8).
- The place of the project organization of the additional activities in the pre-school education and the need for subject-subject change of the game-experimental process of “child-environment” interaction in the modern conditions of the institutional eco-space is proved empirically. Methodological models for pedagogical interaction for the provision of groups of competencies in the kindergarten have been created and tested in practice (№№1, 4, 6, 12). Their essence is characterized as a kind of beginning of the emergence of natural science competencies, focusing simultaneously on STEM competencies, the ninth competence for environmental protection and the competences for sustainability of knowledge in general didactic terms (№№ 1, 3, 6, 11).
- The problem of the competence-oriented and reflexive approach through acquisition of ideas and systematization of knowledge is conceptualized and experimentally proven; planning and action; experiencing and demonstrating feelings; reflection and self-assessment (№№ 2, 3, 4, 10). The factor analysis of the competencies used for outlining the functions of the model determines the skills for orientation in biodiversity, for systematization of ideas, for their empathy and demonstration as leading. the transition at the initial stage of the basic educational degree.
- Experimentally establishes the dynamics of positive self-esteem as an attitude to students' own professional training and teacher qualification. This is the result of realized project training of technology for innovation and its assignment to the European key professional competencies (№№ 1, 2, 3, 10, 11, 12).
- The organizational and pedagogical conditions are scientifically substantiated, which determine the implementation of models for support of sustainable educational policies in the social and pedagogical institutions. This makes possible the creation of individual and differentiated technologies by students and teachers in the process of pedagogical practice to support socially significant environmental causes through mentoring of young teachers by university professors in order to support their creative resource formed at the university and to prevent the assimilation of anti-scientific models of behavior in educational practice, improving attitudes towards nature and educating climate-friendly responsible behavior (№№ 1, 3, 4, 12).

4.3. Contributions in experimental-applied and organizational-methodical plan:

- A system of interactive technologies has been experimentally confirmed in practice whose research object of pedagogical analysis in the works of the candidate is the understanding of sustainable scientific competencies in unity with environmental responsibility in pedagogues, adolescents and parents as subjects of change during ecological crisis (№№ 1, 2, 3, 8, 9, 10, 11, 12). The unused

resources of the family and the preschool institution for educating the children in a conscious right to a dignified existence and a quality environmentally friendly educational environment have been revealed.

- It has been proven that the factor "age of children" is not decisive for the expected results in the additional activities in the interaction "child-environment", which is essential for the organization of the forms of additional activities related to the ESD model. Thus, attitudes are outlined for the unification in project-play situations of groups of children who are heterogeneous in age, due to inclusion in other additional services that take place in the institution, in parallel with the model (№№ 1, 3, 7).
- An interactive model of contradictions and opposites in preschool education has been developed and tested, which has a positive impact on the "picture of the world" as a cognitive basis of other educational areas, and the game world is upgraded through the illusion of opposites. (№№ 3, 9,11). An experimental system in 17 kindergartens in the country studies the scientific competencies of preschool children, stimulating the motivation for orientation in the natural environment through sustainable and organized autonomy in different age groups in the additional activities (№№ 1, 3, 7, 12).
- Experimentally, the individual topics set in ESD in kindergartens are correlated with the three pillars of ESD - environmental, social and economic, and the competencies are differentiated into 12 competencies identified by the main theme (№№ 1, 7, 12).
- Proposes a new model for behavioral mechanisms in practice in climate change orientation and energy conservation (№№ 4, 7, 12). In the practice of the institutions an example of a socially integrated educational style is given, they demonstrate in the additional activities voluntary choice of a place for participation in the project topics. This confirms the need to promote: a new way of empathizing with love and respect for the natural environment as behavioral standards (№№ 1, 2, 3, 8, 9, 10, 11, 12); compliance with safety rules in the presence of an adult, when using technical means and devices that are introduced in the institution - the measurement of temperature, light, heat and their regulation (№№ 1, 2, 3, 10); the independent demonstration of manifestations of curiosity and curiosity of the child in space (1, 3, 5); the modernization of thematic and content studios in the natural areas - natural corners, natural garden in the yard, greenhouses and laboratories for experiments and experiments (№№ 1, 3, 9, 10).

The presented scientific contributions are a result of the orientation of the psychological-pedagogical and experimental technologies in the plane of the value-oriented behavior of the teachers, students and parents. In this context, I would like to emphasize that Chief Asst. PhD. Magdalena Dimitrova Stoyanova is recognized and accepted as a consultant and lecturer in educational and professional institutions, non-governmental organizations and organizations. A contributing moment in her scientific work is the syncretic presentation of the psychological-pedagogical and private didactic problems developed by her.

The relevance and significance of the candidate's scientific contributions for me are indisputable. The proposed monographs, studies, and articles have both theoretical and experimental - applied and practical contributions and can be used by a wide range of professionals working in the field of academic training of students and in the practice of preschool education.

The scientific contributions of Ch. Assistant Professor PhD. Magdalena Dimitrova Stoyanova confirm my idea of an innovative type of teacher with an attitude for scientific activity integrating different areas of knowledge. From the presented documentation for the cited there is an interest in her author's ideas at national level and in the pedagogical practice.

The scientific contribution of Ch. Assistant Professor PhD. Stoyanova is not only on a theoretical level. Her scientific research in pedagogical terms has been tested in practice and gained its popularity in the non-governmental field (references for participation in working groups on HRD of the MES, on national projects and with and international character with UFU Germany). The candidate has participated in various positions in research and educational projects of students, teachers, children.

V. Conclusion

The candidacy of Ch. PhD. Magdalena Dimitrova Gyurova-Stoyanova, as well as her scientific and teaching contributions, presented through publications and her teaching profile correspond to the position in the competition in the field of professional field, for which I strongly recommend to be elected associate professor in the competition.

The teaching and scientific activity of the candidate, and the academic results achieved by her give me reason to convincingly recommend to the esteemed scientific jury to choose Ch. Assistant Professor Dr. Magdalena Dimitrova Gyurova-Stoyanova for holding the academic position of "Associate Professor" in the Department of PMP, FNOI SU "St. Kl. Ohridski "by: field of higher education 1. Pedagogical sciences, professional field 1.2. Pedagogy (Preschool pedagogy - Pedagogy of interaction "child-environment").

June 20, 2021

Prepared the opinion:

(Prof. PhD. Irina Koleva)