

OPINION

ON THE DISSERTATION FOR THE AWARD OF THE EDUCATIONAL AND SCIENTIFIC DEGREE "DOCTOR"

Field of higher education: 1. Pedagogical sciences; Professional direction: 1.3 Pedagogy of training in... Doctoral program: Methodology of training in Bulgarian language and literature Author: RALITSA ZIVKOVA KOLEVA on the topic: THE COMICS AND THE LITERARY TRAINING OF BILINGUAL STUDENTS IN THE 4TH CLASS

Scientific supervisor: Prof. Ph.D. Margarita Terzieva

Reviewer: Prof. Dr. Lucia Angelova

With the order of the Rector of PU "Paisiy Hilendarski" No. RD-21-634, a procedure for the defense of the dissertation work of doctoral student Ralitsa Koleva on the topic: "COMICS AND LITERARY TRAINING OF BILINGUAL STUDENTS IN THE 4TH CLASS" has been determined. The candidate has met the minimum national requirements.

The topic of the dissertation is extremely relevant and significant, which is determined by the following: an answer is sought to the problem of teaching bilingual students, which is one of the main unresolved issues of our educational system, according to Ralitsa Koleva. Also, children from ethnic minorities, mainly from the Roma and Turkish ethnic groups, who have not attended pre-school educational institutions, have difficulty mastering the Bulgarian language.

In the conditions of ever-increasing globalization in all spheres of life, the integrative role of literature and art is manifested with increasing necessity due to the process of convergence and unification of the economy, political relations, culture of countries on a global scale, made possible thanks to modern technical means of communication. Art, literature and visual arts as creativity become a kind of language for full communication and realization in a world "without borders". On the one hand, this requires the implementation of various activities to be realized through a new type of intellectual and spiritual abilities, and on the other hand, the search for personal autonomy through mastering the wealth and diversity of cultural values, including literature and the art. In this context, literature classes have always been a challenge for students who do not know the Bulgarian language at a level sufficient to cope with their academic tasks. The limited communication of the official language, the poor vocabulary, the peculiarities of the living environment are the reason for the poor results in the academic subject. School age is undoubtedly one of the most optimal periods for the dynamics, intensive development and continuous activity of students in the direction of literature. In this sense, the choice of the topic in search of answers to the question of how success in literary education could be achieved by students who prioritize their mother tongue, other than Bulgarian, refers to: "Comics and literary education of bilingual students in 4th grade". Thus, the integrative essence of literature is emphasized in the context of the question of the global significance of the relationship "student - literary education".

The statement of the problem covers: Object of the study - literary education in the initial stage of secondary school. The research work is related to the specifics of this training for bilingual students - the children from the Roma and Turkish ethnic groups in Bulgaria, who dominantly use their mother tongue. Subject of the study - the perception of literary works by working with comics of bilingual students in the 4th grade. In accordance with the topic, a goal is formulated - to develop didactic tools based on the work with comics, which will facilitate the perception of literary works and help to achieve

better results in the literary education of bilingual students. Hence, the tasks of the research are the following: 1. To study the scientific literature related to the peculiarities of the comic and to find in it good practices for its use as a teaching tool. 2. To analyze the specificity of literary education in the initial stage in the conditions of bilingualism. 3. Conduct a survey with teachers and students regarding the use of comics in literature classes. 4. To examine the skills of working with a comic book of elementary school students. 5. To create new models for working with comics for elementary literature education for bilingual students and to experiment their introduction in the fourth grade. 6. To diagnose the level of literary competence of students in the control and experimental groups. 7. To carry out the necessary statistical and mathematical analyzes of the results of the conducted research.

This is how we arrive at the hypotheses formulated by Ralitsa Koleva:

The first hypothesis: We assume that if bilingual students master literary works through the technological model for working with comics developed by us, a higher level of reading comprehension and development of Bulgarian speech will be achieved compared to the results of classical education.

The second hypothesis: If bilingual students use comics in literature learning, their motivation to learn will increase.

Against this background, in the dissertation, the goal and tasks of the research are achieved with a rich methodology, which convincingly combines the theoretical analysis of pedagogical, aesthetic and in some other scientific fields of literature related to the topic. An analysis of existing in world practice educational approaches based on working with comics, as well as existing technologies in literary education at the initial stage in the conditions of bilingualism, was made. An author's concept of possible models for working with comics to assist in the mastery of literary works by bilingual students was created. These models have been tested in specific educational conditions - preparation and conduct of an experiment of a formative nature, in the course of which the qualities of the proposed conceptual model are evaluated and the research hypothesis is verified.

The dissertation consists of 211 pages, of which 181 pages are the main text, 10 pages of bibliography (including a total of 137 sources, including 97 in Cyrillic, 16 in Latin and 24 Internet resources) and 20 pages of appendices. The structure of the dissertation includes: introduction, three chapters, conclusions and contributions of the dissertation work. The exhibition includes 56 figures, 23 tables and 12 diagrams. In the first chapter of the dissertation, a serious theoretical analysis is made in the direction of comics, as a literary and educational phenomenon; comics, children's literature and the arts - intersections and divergences; comics and literary studies in grades 1-4; comics and literary learning in bilingual settings. Proving that comics have a place in the classroom. The conclusions reached by Ralitsa Koleva about his position in the literary education of bilingual students are: 1. The comic can serve as a visual aid for understanding studied literary works in literature classes. 2. The comic can be used and included in various interactive tasks to make the learning process interesting for students, putting them in an active position. 3. Comics, through their non-traditional and entertaining way of conveying information, can be a means of increasing motivation for learning and a means of keeping students' attention in class. In the second chapter, the organization and methodology of the research is shown. In the third chapter, the experimental work with comics is presented.

The performed statistical analysis of the output diagnostics proves the first hypothesis, in which it is assumed that if bilingual students master the literary works through the developed technological model for working with comics, a higher level of reading comprehension and Bulgarian speech development will be achieved in comparison with the results of classical training.

The results of the test also confirm the second hypothesis, which states that if bilingual students use comics in literature learning, their motivation to learn will increase. Students in the experimental group increased their performance significantly and no student refused to work on the test compared to the entry level.

In which more specific directions do I see and how could the main contributions and solutions in the dissertation work stand out?

1. On a theoretical level, the peculiarities of the comic were studied and its educational potential as a means of literary education was revealed. 2. The specifics of literary education through comics in the initial stage and its features in conditions of mass bilingualism are explained. 3. An interactive learning model for mastering literary competences, based on working with comics, was developed, tested and implemented. 4. Educational resources have been created for teachers teaching students of Roma origin, which increase the effectiveness of the learning process in literature classes.

On the basis of this specificity and regularities, the pedagogical aspects of the practical tasks realized in the experimental module, which lead to an increase in the knowledge and skills of the students related to the sign-symbolic meaning of the works of literature, have been revealed. The conclusions show that the experimental methodological module functions successfully in the process of literary education in integration with visual arts. The anticipated results have been achieved and the model could justifiably be used in the practice of teachers of Bulgarian language and literature, as well as those of fine arts. I recommend publishing the dissertation because it will be useful methodologically. The applied methodological model for work in literature classes provokes the interest of teachers and satisfies the needs of students. It is suitable for increasing the efficiency of acquiring knowledge and skills by fourth graders. Also, the application of creative tasks, including work with comics in literature lessons, help the perception and interpretation of the studied literary work, as well as the development of reading comprehension skills and production of Bulgarian speech.

The list of publications related to the dissertation reflects in quantitative and qualitative terms the research done, which is the result of a long and serious research activity. The abstract adequately reflects the main scientific and theoretical contributions contained in the dissertation.

Conclusion: Taking into account the relevance and significance of the problem in the dissertation, the results of the study and the deduced regularities in a theoretical-applied aspect - modern theoretical level and applicability in pedagogical practice, I propose to the scientific jury to award Ralitsa Zhivkova Koleva the scientific and educational degree " Doctor".

REVIEWER:

Sofia, 06/05/2024

Prof. DSc Luchia Angelova