

REVIEW

by Prof. Vessela Metodieva Gyurova, PhD, Sofia University "St. Kl. Ohridski"
of the materials submitted for participation in the competition
for the academic position of "associate professor"
at Plovdiv University "Paisii Hilendarski"
in: field of higher education Pedagogical Sciences
professional direction 1.3. Pedagogy of education in...
(Methodology of orientation in the surrounding world)

In the competition for "associate professor", announced in the State Gazette, issue 98 of 19. 11. 2024 and on the website of Plovdiv University "Paisii Hilendarski" for the needs of the Department of "Preschool Pedagogy" at the Faculty of Pedagogy, the candidate is Professor Chief Assistant Bilyana Mladenova Kaloferova, PhD from the Department of "Preschool Pedagogy", Faculty of Pedagogy, Plovdiv University.

1. General presentation of the received materials - presentation of the procedure and description of the materials received for review.

Subject:

By order No. ПД-22-83 of 17.01. 2025 of the Rector of Plovdiv University "Paisii Hilendarski" (PU), I have been appointed as a member of the scientific jury of a competition for the academic position of 'associate professor' at PU in the field of higher education Pedagogical Sciences, professional direction 1.3. Pedagogy of education in ... (Methodology of orientation in the surrounding world), announced for the needs of the Department of Preschool Pedagogy at the Faculty of Pedagogy, PU.

Only one candidate has submitted documents for participation in the announced competition: Chief Assistant Professor Bilyana Mladenova Kaloferova, PhD from the Department of Preschool Pedagogy, Faculty of Pedagogy, PU.

The set of materials on paper submitted by Chief Assistant Professor Bilyana Mladenova Kaloferova, PhD is in accordance with the Regulations for the Development of the Academic Staff of the University of Plovdiv, and includes the following documents described in the application form:

- a sample application to the rector for admission to participate in the competition;
- a CV in European format;

- a copy of a higher education diploma with an acquired educational and qualification degree "Master", a copy of a diploma for an educational and scientific degree "PhD";
- a list of scientific works; scientific works (copies of publications); a list of citations; copies of publications with citations;
- a certificate of compliance with the minimum national requirements; a certificate of compliance with additional faculty requirements.

The candidate, Chief Assistant Professor, Bilyana Kaloferova, PhD has submitted a total of 11 scientific papers: 1 monograph, 1 book, 5 articles in scientific publications, referenced and indexed in world-renowned databases with scientific information, 4 articles and reports published in non-refereed journals with scientific review or published in edited collective volumes, and a list of her participation in the research academic project No. ΦΠ 23-ΠΦ-016 "Interdisciplinary education through arts, sports and digital technologies" is attached. Official note 277 - 31.10.24 is attached.

The 11 scientific papers on the dissertation objectively presented by the candidate for the academic position of *associate professor* are accepted for review and 1 research project is taken into account in the final assessment. 8 scientific papers correctly presented on the *dissertation* and 7 scientific papers on the issues of the competition for the academic position of *chief assistant professor* are not reviewed. The distribution of scientific papers by relevant rubrics, in the country and abroad, is as follows: 8 publications in Cyrillic, 3 publications abroad in English.

At this point in my review, I will emphasize in connection with the procedure that, according to Appendix 7.1. of the report on compliance with the minimum national requirements for holding the academic position of "associate professor", Chief Assistant Professor, Bilyana Kaloferova, PhD meets the points for the minimum requirements (on indicators A and B), and on indicators D she exceeds them by 65 points (out of 200 minimum), as well as on indicator E – by 107.5 points. She also exceeds the additional requirements adopted in connection with the Regulations of the University of Applied Sciences for the implementation of the Law on the Promotion of Higher Education and Research (Appendix to report 7.2.). This is only a *quantitative expression* of the readiness of Chief Assistant Professor, Bilyana Kaloferova, PhD to participate in the procedure for an academic position, which is also assessed in terms of content below.

2. Brief biographical data of the candidate.

From 2022 to the present Bilyana Kaloferova, PhD has been a chief assistant professor in the Department of Preschool Pedagogy at the Faculty of Pedagogy of Plovdiv University “Paisii Hilendarski”, and from 2018 to 2020 – an assistant professor in the Department of Preschool Pedagogy at the Faculty of Pedagogy of Plovdiv University “Paisii Hilendarski”. In the period from 2011 to 2018, she was a part-time lecturer, doctoral student in the doctoral program “Theory of Education and Didactics” at the Department of Preschool Pedagogy at the Faculty of Pedagogy of Plovdiv University “Paisii Hilendarski”. She acquired the ONS “Doctor” after successfully defending her dissertation in 2019.

3. General characteristics of the candidate's activity.

Assessment of educational and pedagogical activity and preparation of the candidate/s (study materials, lecture courses, work with students, graduates and doctoral students).

As an academic lecturer, Chief Assistant Professor, Bilyana Kaloferova, PhD has over 10 years of work experience and with this competence develops and conducts lectures and exercises. She participates with her professionally advanced skills in conducting internships, current practice and internships. Her classroom employment in (885) is between 800 - 900 hours with an annual norm of 360 hours. The candidate Chief Assistant Professor, Bilyana Kaloferova, PhD has a total of 202 points for educational activity with a minimum requirement of 30 points.

She conducts semester and state exams with students from the Bachelor's and Master's degree programs independently and in a team. She teaches the following subjects: "Methodology of Orientation in the Surrounding World", "Fundamentals of Ecological Culture", "Alternative Technologies of Pedagogical Interaction Child - Surrounding World", "Discovery and Creativity in Orientation in the Surrounding World", "Health and Environmental Education", "Experimentation in the Natural and Social World in Preschool Age", "Additional Forms of Pedagogical Interaction for Orientation in the Environment of Preschool Age Children". She has developed 9 curricula in the Bachelor's and 4 curricula in the Master's Degree.

Participates as a member of a working group for the preparation and presentation of documentation for the implementation of an *internal audit* in professional area 1.2. Pedagogy (for specialties Preschool Pedagogy (Bachelor's Degree), Alternatives in Preschool and Primary School Pedagogy, Pedagogical Interaction and Creativity in Kindergarten and the Primary Stage

of Secondary Education before members of the University Internal Audit Commission (2022). She also participates as a member of a working group for the preparation and presentation of documentation for the implementation of an *external audit* in professional field 1.2. Pedagogy for specialties Preschool Pedagogy (Bachelor's Degree), Alternatives in Preschool and Primary School Pedagogy, Pedagogical Interaction and Creativity in Kindergarten and the Primary Stage of (2023). For the trust of the management and the opportunity to represent the professional community with dignity, she is included as a *member of a working committee for the preparation of a self-assessment report* for accreditation of professional field 1.2. Pedagogy (2024 - 2025).

4. Assessment of the candidate's scientific and applied scientific activity.

A central place in my assessment of the candidate's scientific and applied scientific activity is occupied by the monograph Chief Assistant Professor, Bilyana Kaloferova, PhD (Project-oriented model for health education, based on integrative connections and key competencies, 2024. Plovdiv University Publishing House, ISBN 978-619-7768-08-4) is oriented towards current changes in our education, related to the sustainability in the development of nature conservation and one's own health. *This orientation is a little-studied problem, especially in relation to the standards set in the GZEIO, 2018 when identifying the ninth competence*, fundamental for the integration of social, health and environmental culture through the cognitive basis of the surrounding world. Thus, the goal of developing a project-based model for orienting the 6 – 7-year-old child in areas of competence in health education, including integrative connections and key competencies, leads to innovative forms of interaction for health education through the integration of art, sports, digital technologies.

The monograph, following the author's participation in a project under project No. FP23-PF-016 "Interdisciplinary education through arts, sports and digital technologies" proves the *purposeful research achievements* of Chief Assistant Professor, Bilyana Kaloferova, PhD and her professional commitment to the development and justification of educational innovations.

As the second most important scientific publication, on the topic of the competition for an academic position, I determine (Kaloferova, B. (2024). Educational model for orientation in a healthy and social environment, based on key competencies, Plovdiv University Publishing House, ISBN 978-619-202-983-8). The convincing academic evidence-based presentation of

the design of the experimental program from the dissertation work, the academic assessment of its usefulness in the practice of educational institutions, which gives dignity to a teacher who is relevant to real practice and its improvement through his own achievements, is visible.

I also give a high rating *in third place* to the five publications of Chief Assistant Professor, Bilyana Kaloferova, PhD in publications, referenced and indexed in world-renowned databases of scientific information:

- *two articles* in the journal Pedagogy (vol. 95, issue 4/2023 and in vol. 92, issue 3 /2020), which are again related to her attempts to publicize and prove her research goals as a teacher pursuing the improvement of technologies for the improvement of the subjective experience of children in preschool childhood;

- *three in English in foreign publications*, which undoubtedly demonstrate the reflexivity and need of a conscientious teacher in the person of Chief Assistant Professor, Bilyana Kaloferova, PhD to compare the results of her scientific research with *international priorities for early childhood education and gain academic security for scientific presence*. In Seville, Spain, she analyzed the results of managing the information flow from various sources and its inclusion in the games of adolescents, and in Valencia she presented results in support of children's discovery through a supportive environment. The last two publications give recognition to the scientific achievements and legitimize her academic professionalism in a European plan. Among this category of scientific activity is also a publication noted in Appendix 8.1. with the abbreviation HT5, concerning the rights of the child ensured by the family, public institutions, related to the emotional, intellectual and social comfort and prosperity of the child, also printed in the foreign press.

Although they are in the last place, placed by me, *I appreciate the four publications in non-refereed journals with scientific review or published in edited collective volumes*. As a reviewer, I find that they are presented in authoritative scientific publications for teachers, such as the Yearbook of the University of Sofia, as well as scientific achievements on the occasion of organizing scientific conferences in collections and electronic publications in the academic institution.

I would like to note a relevant for the growth of Chief Assistant Professor, Bilyana Kaloferova, PhD gradation in the development of her research activity in the last two years in her publication activity - in two years 4 scientific articles:

- the problems of sustainable development in NT8 (Kaloferova, B. (2023). Skills for sustainable development and a healthy lifestyle of the child from preschool age. In: Yearbook of Plovdiv University, Faculty of Pedagogy, volume 2, p.133-145, ISSN 2815-4134) the

integrative functions of orientation in the world in NT9 are interrelated (Kaloferova, B. (2023) The project in preschool age - a strategy for integrating art and areas of competence from health education. In: Interdisciplinary training through arts, sports and digital technologies, Plovdiv, University Publishing House "Paisii Hilendarski", p.186-202, ISBN 978-619-7663-76-1);

- reflection and reflexive manifestations of the preschool child as a mechanism for forming his self-awareness in NT10 (Kaloferova, B. (2024). The reflexive manifestations of the 6-7-year-old child in the conditions of project interaction, University Publishing House "Paisii Hilendarski". In: Collection of reports from an interdisciplinary scientific conference. 40 years of the Faculty of Pedagogy - traditions and innovation, Faculty of Pedagogy, Plovdiv University Publishing House, pp. 35-50, ISBN 978-619-7768-12-1) lead to the constructs of competence reflected in NT11 (Kaloferova, B. (2024). Key competencies in orienting the child in the surrounding world. In: E-magazine "Education and Development", issue 14, pp. 85-93, ISSN 2603-3577).

By this criterion in my review I want to summarize that the presented 11 scientific works interpret in a relationship the achievements of the candidate for the academic position of "Associate Professor" both in consecutive time accumulations and in in-depth substantive conclusions the profile of her scientific and scientific-applied activity. I can confidently assess that through it she is categorically affirmed as a *researcher in the European set psychological-pedagogical priorities of early childhood education*, on the one hand. On the other hand - she worthily *presents the issues of the methodology of education in preschool childhood in the academic forms of mutual exchange of teaching* interests in inter-departmental and inter-faculty terms.

5. Contributions (scientific, applied science, applied) and citations.

Content analysis of the main scientific, applied science, applied and methodological contributions. Characterization of the main achievements. Contributions and significance for science and practice (what they entail). Development prospects.

I fully accept the self-assessment made by Chief Assistant Professor, Bilyana Kaloferova, PhD regarding the thematic interconnected areas in the formulation of scientific contributions in connection with her participation in the procedure for selecting her academic position "associate professor" under the announced competition. I appreciate that it is an *expression of a teacher with a responsible attitude towards her own creativity and respect for*

proving the significance of her scientific creativity as a prosperity of the academic unit in which she functions.

Below I will analyse these contributions in a scientific-theoretical, scientific-research (applied science), methodological and practical plan.

First, in a scientific and theoretical plan:

1. Studies of our and foreign authors on definitions of the ***concept of "health"*** have been studied in a comparative and analytical plan, which define it as a state of complex physical, mental, emotional, intellectual and social well-being. [HT1], [HT2], [HT3]; in accordance with the existing regulatory framework, ***key basic concepts*** used in a research context are set: long-term child development, well-being and health in the orientation of the 6-7-year-old child in a healthy and social environment. [HT1], [HT2], [HT3], [HT8], [HT9]

2. The key concepts and dimensions of ***"project-based", "project-oriented" and "problem-based learning"*** have been interrelated and clarified [HT1]. The pedagogical dimensions of the project and project activity in preschool age have been studied [HT1], [HT9], [HT 10]. The variability of projects in preschool education is monitored and analysed. [HT1]

3. ***In connection and in accordance with the methodology of early childhood education***, studies related to the application of the ***competency approach*** and the development of key competencies in orienting the child to a healthy lifestyle are interpreted [HT1].

4. A ***methodological analysis of health problems in the conditions of the educational direction "World Around"*** is made [HT1] [HT2] and the substantive aspects of health education of the 6 - 7 year old child are studied. [HT1], [HT2], [HT8], [HT9], and the possibilities for integrating ***health education in orienting the child to the world around are studied and considered in detail*** [HT1], [HT2].

5. The ***innovative substantive characteristics of the project-oriented model are derived, which are related to the discovery activity*** in the process of studying a healthy and social environment by the 6 - 7 year old child. [HT1], [HT]

6. ***Characteristics of reflection and reflective manifestations of the preschool child as a mechanism for forming his self-awareness*** are systematized. The emphasis is on manifestations that are realized predominantly in the conditions of age-specific project activities. [HT1], [HT10]

Secondly, in a scientific-applied and research plan:

1. The degree of *autonomy and freedom of choice of the preschool child* in the process of self-awareness is deduced, characterized by the psychological-pedagogical foundations for the systematization of specific interaction in the surrounding environment, in the motivational, cognitive-needs and self-reflective sphere of activity, behaviour and communication in the process of managing behavioural models and styles of a healthy lifestyle and activity. [HT1],[HT2], [HT10]

2. An *author's model for orientation in a healthy and social environment, based on key competencies*, has been developed and tested, and the role of the teacher as a responsible partner in interaction with the child and its significance on the dynamics of achievements in terms of key competencies has been deduced in a scientific-research context. [HT2]

3. A *project-oriented model for health education is presented, based on integrative relationships and key competencies*. The elements of the child's research process are indicated and the activity methods of cooperation between the child and the educator in the research process under the conditions of project interaction are systematized. [HT1]

4. Structured in the research experimental model in the habilitation work is educational content by areas *of competence in health education*, which provokes the dialogical activity of the child depending on his personal experience and experiences. [HT1], [HT2]

5. The *relationship between the enriched social and healthy environment and the active child's cognitive position* is empirically deduced. [HT1], [HT2]

6. The *reflective implementation of the project-oriented model* is organized in a research plan, in parallel with the establishment of authentic and multifaceted assessment of the key competencies of the preschool child. [HT1], [HT3], [HT 10]

7. The relationship between health education and the key competencies of the 6-7 year old child is *described in detail and experimentally proven*, which allows a professional view that focuses the activity of the educator towards the holistic nature of health. [HT1], [HT2], [HT3], [HTs], [HT]

8. Authorial projects oriented towards the unique child's personality and its experiences have been developed and implemented. Projects that *integrate health education, art, sports, digital technologies and competencies into a single scientific and research framework*. [HT1], [HT9], [HT10]

9. The *technological development of health education projects* has been proven, which contributes to: practical-cognitive and research creative manifestations of the 6-7 year old child in mobile, visual games and game experiments. [HT1], [HT,]

Third, in methodological plan:

1. The existing regulatory framework, related to Regulation No. 5 and Regulation No. 13 (GEZIO), regarding ***additional forms of pedagogical interaction***, has been studied. [HT2], [HT3]

2. The degree of manifestation of the child's ideas about physical, mental and social health, when oriented in a healthy and social environment, has been ***experimentally studied***, reported in relation to the summarized results. [HT2]

3. The ***main characteristics of competence, guaranteed by methodological priorities specific to preschool age, have been experimentally applied***: the integration of health education into the educational direction "World Around"; requirements for the process of pedagogical interaction; characterization of the "research behaviour" of the preschool child as a special type of intellectual, creative and cognitive activity. specificity of interaction in a methodological plan, oriented towards projects, towards learning through experience and children's discovery; applying new interactions and new ideas in practice. [HT1], [HT2], [HT7], [HT8]

4. The application of the model has proven guidelines for the integration of the so-called manifestations in ***transferable (soft) skills for critical thinking and creativity***, cooperation and communication in health education projects. [HT1], [HT2]

5. In the ***design and organization of project interaction in four health education projects, methodological discussion problems*** and questions have been identified that prove the importance of children's observation and motivate discovery for preschool children in the peculiar interaction of behavioural, communicative and activity mechanisms. Thus, the degree of mastery of key competencies in areas of health education competence is characterized in quantitative and qualitative terms. [HT1], [HT9], [HT10], [HT11]

6. A ***system of requirements has been formulated for the integration of digital resources such as photography and QR-codes*** into the child's interaction, which with their interactivity create opportunities for significant relationships between educational content. Along with this, the individuality of the child is taken into account on the basis of empathy, dialogue, joint problem solving (analysis, search for alternatives, decision-making) when using digital means. [HT1], [HT2]

7. The ***professional competencies of the preschool teacher*** regarding the implementation of projects in preschool age have been studied. [HT1], [HT9], [HT11]

8. The *pedagogical potential of the studio* as an additional form in the conditions of preschool education has been methodologically substantiated. [HT2], [HT3]

9. The phases of the technological development of the studio have been indicated, through which *emphasis is placed on the subjective position* of the 6 - 7year old child when orienting in a health and social environment. [HT2], [HT3]

Fourth, in an empirical and practically applied sense:

1. The *competency profile* (set of knowledge, skills and attitude) for the implementation of the eight workshops of the educational model for orientation in a healthy and social environment has been specified. [HT2], [HT3]

2. Possibilities for encouraging the *active participation of all stakeholders* have been considered, which supports the child in his or her aspirations for discovery, education and building social dialogue with peers and adults. [HT1]

3. Options for implementing *visual games in practice as a form of activating the child's independent activity*, which is associated with the manifestation of initiative and confidence, have been proposed. [HT1], [HT2]

4. The *author's workshops*, based on the specifics of the research approach, have been structured and tested, divided into three thematic areas: "Me and my body", "My self" and "Me and others", which can be multiplied in the practice of the preschool teacher individually and in a group in the processes of sustainable development and healthy lifestyle of the preschool child. [HT2], [HT3]

5. Author's QR codes have been generated, through which the 6 -7year old child interacts with events, information and objects. Their application in the different stages of health education projects is described. [HT1] Schematically depicted models are proposed, created using the *online graphic design* tool Canva. For this purpose, the "Beige Scrapbook Art and History Museum Infographic" template was used. [HT1]

As can be seen from the *presented contributions*, my assessments for their determination are with the highest overall percentage is the *presented monograph* (80%) and the equivalent as research *published book* (62%).

I categorically confirm that the contributions are the *personal work of the candidate*, and I want to emphasize that the Chief Assistant Professor, Bilyana Kaloferova, PhD has a correct attitude towards the enrichment and development of the issues of the psychological, pedagogical and methodological ideas of authors and researchers in the field of: pedagogical

interaction and the child's orientation in the world through innovative models in the transition from kindergarten to primary school (D. Gyurov), environmentally friendly and socially healthy models of interaction in childhood through the competency approach (S. Karakehayova), ecological innovative models and game interaction in the direction of the surrounding world (P. Konakchieva), natural science competencies and education in sustainable development (V. Gyurov, Yu. Doncheva, M. Stoyanova, M. Koleva, etc.), methodological problems of the unity of natural science, intercultural, social, civic, health and creative manifestations in the education of adolescents (I. Koleva, M. Legurska, E. Epitropova, L. Spiridonava, etc.). However, it achieves this through a correct reading of the scientific publications of researchers at home and abroad and through their analytical formulation, through reference and citation.

The above-shared assessment of the contribution character proves that there is an ***original author's concept of formulating or substantiating current and significant scientific problems***, in the direction of which she bases a ***new system of scientific goals, hypotheses and tasks, proves them through an experimental-research innovation model, which was developed and approved by her, and the results of which are statistically quantitatively and qualitatively confirmed***.

In the study of the approval of the model, systems of forms, methods and technologies are applied, ***appropriate for the interaction "child-environment" in preschool age***. I welcome her efforts to bring out in unity the ***psychological-pedagogical and methodological accents characteristic of childhood in the publications***, linking them with orientation in the world in educational directions and thus approving innovative methods and means not only of training, upbringing and socialization, but of their ***thematic holistic application***. I cannot help but admire that in all its variants of technologies chosen for the model, ***gaming technologies dominate as the leading ones in the main and additional forms of interaction***.

As I already indicated in point 1. at the beginning of my review on points for criterion D of the minimum national requirements for holding the academic position of "Associate Professor", Chief Assistant Professor, Bilyana Kaloferova, PhD ***exceeds by 107.5 points, exceeding the additional minimum of 20 points for the University of Plovdiv***. The total number of citations is 23. The number of citations or reviews in scientific publications, referenced and indexed in world-renowned databases with scientific information or in monographs and collective volumes is 3 (presented in Table 1), the number of citations in monographs and collective volumes with scientific review is 3 (in Table 2), and 17 is the number of citations or reviews in non-refereed journals without scientific review (Table 3). Among the citations, there are those in ***publications by established and leading academic lecturers in our country*** in the

field of preschool education, in the field of theory of upbringing and didactics and in the methodology of orientation in the surrounding world. It is commendable that her publications were cited in those of *two authors published in a foreign language* (English), and most of them by university lecturers and leading researchers (20 in total). Three of the citations are from scientific forums printed in student publications, which proves that she engages colleagues in applied scientific activities.

All these *facts determine the significance of her contributions and the impact of her independent works*, published both in publishing houses (reviewed and indexed) and in publishing houses of the academic community, in which she is the sole author.

6. Assessment of the candidate's personal contribution.

In connection with the assessments derived according to the criteria in my review (No. 2,3,4), I categorically confirm that as a reviewer I have *highlighted the personal contribution of the candidate*, Chief Assistant Professor, Bilyana Kaloferova, PhD, in the relevant publications. I find that the fully formulated contributions and obtained results are her personal merit.

7. Critical remarks and recommendations

I have no principled and formal critical remarks and recommendations regarding the scientific works and activities of the candidate, the sets of materials, and for the future use of the candidate's scientific and applied scientific contributions.

I would like the candidate to once again highlight an important aspect in the results of the application of the author's model in a research plan:

1. How does she integrate the main forms of interaction in kindergartens with pedagogical situations in the form of playing with children's projects, working in studios and the visual technologies she has approved?

2. Is she guided by the standard for the minimum of situations in the individual directions, which integrates or creates her own new complex according to the separate thematic educational content through the project-oriented model?

8. Personal impressions

I personally know the candidate for the academic position of "associate professor" Chief Assistant Professor, Bilyana Kaloferova, PhD from the years of her appearances as a full-time doctoral student in the department and as an honorary lecturer, assistant to Assoc. Prof. Sofia Karakehayova, PhD. I can share that she is establishing herself as a conscientious and

responsible lecturer towards her colleagues, a loyal colleague and a researcher who is demanding towards her appearances at scientific conferences. It is positive that in her teaching activities she demonstrates an important priority for me throughout all my years of academic presence - the linking of theoretical and scientific research appearances with the demonstration of ideas for their application in the pedagogical practice of kindergarten teachers. Chief Assistant Professor, Bilyana Kaloferova, PhD, in my opinion, has also grown as a researcher who seeks concrete solutions to overcome the imperfections in the administrative activities of educators in institutions, leading to formalism. She manages to communicate tolerantly with students and her colleagues in the department, shows empathy for their strengths. She has an ambition to pursue success in project and research activities, always seeking its significance for the methodological renewal of the child's orientation in the world, without underestimating its psychological and pedagogical basis through play and game technologies, which is positively received by the basic kindergartens in the city and the region. Teachers trust her because she always manages to be one of them, to bring out her teaching competence, according to their needs in practice.

These findings of mine are not outside the scope of the above points, but rather represent them informally, but I believe that as a participant in her professional development it is valuable to share them here and I am glad that I have the opportunity to do so.

CONCLUSION

In general, in conclusion, I give a generally positive assessment of the presented scientific works, referring to the above assessments and conclusions on the main paragraphs in the review. It can be seen from point 4 on the scientific contributions in my review that the ratio between the scientific-theoretical (6), scientific-research and applied (9), methodological (9) and practical (5) contributions formulated by me as a reviewer is in favour of balancing the group of experimentally proven and innovatively methodologically convincing achievements of the candidate for participation in the competition.

In connection with all this, I express my unequivocally positive position as a member of the National Journal and as a reviewer I give my support for the appointment of the candidate Chief Assistant Professor, Bilyana Kaloferova, PhD to the academic position of "associate professor". The documents and materials submitted by her meet all the *requirements of the Act on the Development of the Academic Staff in the Republic of Bulgaria* (ZRASRB), the Regulations for the Implementation of ZRASRB and the relevant Regulations of the University

"Paisii Hilendarski". The candidate in the competition has presented a significant number of scientific works published after the materials used in the defense of the ONS "doctor" and the competition for the academic position "chief assistant". In the scientific works of Chief Assistant Professor, Bilyana Kaloferova, PhD, I assessed the merits of original scientific and applied contributions that have received international recognition through participation in scientific conferences abroad and their publication in indexed and refereed publications (5 issues). Another representative part of them are published in journals and scientific collections, published by academic publishing houses (4 issues). Her scientific and theoretical research works have high scientific value (2 monographs), and practical applicability, as part of a summary of the results of model technologies are directly oriented to educational methodological pedagogical practice. Her scientific and teaching *qualifications cannot be doubted*.

The results achieved in the educational and scientific research activities fully comply with the minimum national and additional requirements adopted in connection with the Regulations of the University for the implementation of the Law on the State Educational Service of the Republic of Bulgaria and even exceed them.

After familiarizing myself with the materials and scientific works *presented in the competition*, analyzing their significance and the scientific, scientifically applied and applied contributions contained in them, I find it reasonable *to give my positive assessment and to recommend Chief Assistant Professor, Bilyana Kaloferova, PhD* to the Scientific Jury in order to prepare a report-proposal to the Faculty Council of the Faculty of Pedagogy for the election of the academic position of "associate professor" at the University of Pedagogy "Paisii Hilendarski" in: field of higher education "Pedagogical Sciences", professional direction 1.3. Pedagogy of training in ... (Methodology of orientation in the surrounding world).

03.03.2025.

Reviewer:

Prof. Vessela Metodieva Gyurova, PhD