

REVIEW

by Prof. Dr. Lyuben Vladimirov Vitanov Sofia University "St. Kl. Ohridski"
on a dissertation for the award of the educational and scientific PhD degree

Field of higher education: 1. Pedagogical Sciences.

Professional field: 1.3. Pedagogy of education in ...

PhD program: Methodology of education in technology and entrepreneurship.

Author: Diana Stankova Sevdalinova

Topic: Formation of readiness for work in education in technology and entrepreneurship of students in the initial stage of Sofia University

Scientific supervisor: Prof. Dr. Marina Ivanova

1. General description of the submitted materials

By order No. PD-21-2351 of 17.12.2024 of the Rector of the Plovdiv University "Paisii Hilendarski" I have been appointed as a member of the scientific jury for ensuring the procedure for the defense of a dissertation on the topic of Formation of readiness for work in the education of technology and entrepreneurship of students at the initial stage of the Sofia University for the acquisition of the educational and scientific degree PhD in the field of higher education 1. Pedagogical Sciences, professional field 1.3. Pedagogy of education in ..., PhD program Methodology of education in technology and entrepreneurship. The author of the dissertation is Diana Stankova Sevdalinova - a doctoral student in independent training at the Department of "Aesthetic Education" with scientific supervisor Prof. Dr. Marina Ivanova from the Plovdiv University "Paisii Hilendarski".

The set of materials on paper submitted by Diana Sevdalinova is in accordance with Art. 36 (1) of the Regulations for the Development of the Academic Staff of the Paisii Hilendarski University, and includes the following documents: a request to the Rector of the Paisii Hilendarski University for the disclosure of the procedure for the defense of a dissertation; a curriculum vitae in European format; a protocol from the departmental council related to reporting the readiness to open the procedure and to a preliminary discussion of the dissertation; dissertation; an abstract; a list of scientific publications on the topic of the dissertation; copies of scientific publications; a list of noted citations and a declaration of originality and authenticity of the attached documents.

The doctoral student has attached 9 publications - articles in scientific journals, collections of conference proceedings, etc.

Unfortunately, the articles are not provided as copies of the original publication, some of them lack ISSN, etc. Three of the articles are not related to the topic of the dissertation and therefore I believe that the articles should be reduced to 6.

2. Brief biographical data about the doctoral student

Diana Sevdalinova has a bachelor's and master's degree in several specialties from the "Paisii Hilendarski" University, including pedagogical. She has extensive pedagogical and organizational experience in the field of education. She has worked as a teacher, senior teacher and director of a kindergarten.

Her continuing education, including the acquisition of a second PKS at the Sofia University "St. Kl. Ohridski" - DIUU, her qualification as an external expert at the National Inspectorate of Education of the Ministry of Education and Science, makes a very good impression.

She also works as a coordinator for inclusive education, chair of a commission on the mechanism for joint work of institutions on the inclusion and inclusion in the educational system of children and students of compulsory preschool and school age.

Diana Sevdalinova possesses the qualities of a very good and effective teacher, as evidenced by the MES awards, including the best teacher for 2021.

3. Relevance of the topic and appropriateness of the goals and objectives

The topic developed by the doctoral student is relevant and significant for technology and entrepreneurship education in primary grades.

The doctoral student seeks to study important components of school preparation such as the formation of sustainable practical skills.

The goals and objectives of the study are well structured. They are oriented towards the study and analysis of scientific and methodological literature, as well as educational documentation and textbooks approved by the MES.

The study has unfounded and unproven scientific and methodological claims to propose a methodology for the formation of work readiness, different from textbooks on technology and entrepreneurship, through which to improve the effectiveness of training, with an emphasis on social adaptation.

The effort to propose a diagnostic procedure that quantitatively and qualitatively proves the hypothesis of the study makes a good impression. It, although somewhat chaotically, offers a group of criteria for establishing the effectiveness of the proposed experimental model.

Despite several omissions, for example, the lack of quotes from foreign tests used for exit diagnostics in the fourth grade, I believe that the tasks set in the dissertation are important and relevant for technology and entrepreneurship education in the primary grades.

4. Knowledge of the problem

The doctoral student generally shows knowledge of the state of the problem. Interesting and useful methodological material, topics, tasks and problems are systematized and analyzed.

The doctoral student's interest in social aspects of technology and entrepreneurship education makes a good impression.

However, most of the literature reviews are based on traditional methodologies and approaches to technology and entrepreneurship, for example, service work, which is missing from the latest state educational standards and curricula.

The literary sources are mainly from 10-15 years ago. There is a lack of modern ideas and approaches, analyses and methodological possibilities of technology and entrepreneurship education, described by leading authors such as prof. N. Tsanev, prof. S. Plachkov, assoc. prof. D. Mitova, etc. p.

5. Research Methodology

Although it is described chaotically and not well enough structured, Diana Sevdalinova offers a system of content, topics and activities that allow her to achieve part of the set goal and tasks in the dissertation.

I understand the doctoral student's desire to apply an integral holistic approach in creating a methodology for forming young students' readiness for work and professional competencies, but to my regret it is not sufficiently balanced. Moreover, it is dominated by skills that cannot be considered important for the methodology of technology and entrepreneurship training, such as "formation and development of skills for perceiving and composing descriptive texts", "perception and reproduction of folklore-verbal artistic text", "mastery of knowledge of the vocabulary of the Bulgarian literary and colloquial language", etc.

I accept that many of this knowledge and skills can be strengthened and expanded in technology and entrepreneurship training, and not in household and equipment training as the subject is sometimes called, but this is a very small part of its main priorities.

Much more, for example, the group of knowledge, skills and attitudes related to artistic construction, which is defined as one of the competencies, could be developed.

The proposed modules and topics are not a "new" methodology and approach. On the contrary, topics such as Model of a Dream Nursery, Fruit Salad, Kukerski Masks, Birdhouse, Spring Decoration for a Classroom have been included in most textbooks since the teaching of construction and technology in kindergartens and technology and entrepreneurship in primary grades.

The proposed module Folklore and Aesthetics makes a very good impression, but the only topic in it is insufficient.

Many of the diagnostic procedures are well defined and carried out, the results are correctly described. However, the number of students studied is not large enough for representative results of such a study.

6. Characteristics and evaluation of the dissertation work

The dissertation is arranged in three chapters, conclusions and conclusion. The appendices and a list of literature are included. In general, they are logically arranged and arranged. The second chapter, however, is artificially separated from the first, because it also considers theoretical issues in the dissertation. It was logical for it to describe the experimental research – the themes, tasks, approaches, new ideas, approaches, etc.

The first chapter examines the problems of the socializing function of labor. The literature review analyzes some important issues, considers useful theories, but lacks both critical analysis and contemporary understandings of the topic. Such are, for example, the STS, STSE and SSI concepts around the global initiatives “Science and Technology in Society”.

The analysis continues with an examination of some specifics and characteristics of the attention, motivation and physical readiness of students. Some important issues are considered, but again they are based on familiar and general theories and lack sufficient scientific pre-challenges. Entire pages are described without quotes and different opinions or literally transferred annual distributions of author teams and parts of curricula.

The analysis devotes space to the formation of work skills and habits. Useful theories, concepts and scientific understandings are described and systematized. To my regret, they again move only in the past, although there are many timeless and modern pedagogical approaches in it.

The analysis of the presence of domestic service labor in some of the Bulgarian curricula is well done and systematizes some important characteristics that can be useful both for theory and in the application of different methodological options for teaching and learning.

The attempt to systematize the group of general labor and special-labor skills and habits is also good. But there is also a lack of modern scientific and methodological understandings. Here, the doctoral student also encounters a common problem with using concepts from the old state educational standards and curricula, which makes it difficult for her to conduct her research. Therefore, here too, she only lists without expressing an opinion or systematizing the main guidelines in training from the new regulatory documents on technology and entrepreneurship.

Thus, suddenly, requirements for nutrition are also systematized as part of the process in training in "Technology and Entrepreneurship", a topic and approach that is completely different in the new curriculum. It is focused not on nutrition, but on food preparation technologies, recipes, healthy food preparation, etc. Thus, the activities from the National Action Plan "Food and Nutrition" are not a priority in technology and entrepreneurship training and stand aimlessly in the dissertation.

7. Contributions and significance of the work for science and practice

The dissertation has some scientific and applied contributions.

In methodological terms, this is an attempt to search for characteristics and contemporary understandings of the domestic and service sector in the primary grades, which is an important priority in kindergarten. Useful ideas are formulated, some possibilities are indicated to search for new dimensions of some forgotten methodological ideas and approaches for the inclusion of young

students in activities related to food technologies, positive attitudes to participate in labor initiatives, etc.

Although based on traditional methodological developments for the methodology of technology and entrepreneurship education, Diana Sevdalinova constructs basic problems from a little-studied problem in Bulgaria, aimed at developing their attitudes to work, activity and groups of some professional competencies.

Some interesting and useful scientific and applied understandings of the role of attention and motivation as factors for effective training for career development and readiness for professional realization are also derived.

Some general labor and special skills and attitudes to activity habits are also systematized, although it is debatable whether they should be integrated into a concept for the formation of professional competencies, let alone defined as new.

A variant of a diagnostic procedure for examining the understanding and readiness of young students to participate in household and service work, activities and initiatives is also proposed. Interesting criteria and indicators of the study are presented, although it is limited only to surveys and lacks such important diagnostic methods as work on problem tasks and cases, structured observations, authentic assessments, observation of practical work, etc.

Despite its limitations and movement around traditional understandings, a structure of practical topics and tasks for fourth-grade students at the initial stage is proposed. In it, a good impression is made of the Folklore module, aesthetics, but as I said, it is very insufficient. Thus, with all methodological hesitations, it can be stated that these tasks have applied methodological benefits for addressing the importance of domestic service work and nutrition, for the formation of professional competencies, professional orientation and socialization of students.

9. Personal participation of the doctoral student

I believe that the doctoral student has personally participated in the conducted dissertation research. There is reason to believe that the formulated contributions and obtained results are her personal merit.

10. Abstract

The abstract corresponds to the presentation in the dissertation work and presents the content and main achievements in it adequately, comprehensively, in detail and in a correct manner.

It complies with many of the requirements.

11. Critical remarks and recommendations

The theoretical part of the study could have included more modern theories, methodologies, pedagogical views and research. The small amount of literature used and that in foreign languages is a shortcoming of the dissertation.

Very little space is devoted to the content and procedures of the experimental study.

The small number of students included in the study does not give grounds for the results to be sufficiently significant.

12. Personal impressions

I have no personal impressions of the doctoral student, but her CV shows that she is active and takes her professional and broad social activities seriously. I see that she has also dedicated herself to important social causes.

13. Recommendations for future use of the dissertation contributions and results

Many of the ideas in the dissertation can be developed, expanded and deepened in a methodological plan and serve to improve the effectiveness of technology and entrepreneurship education in primary grades.

Conclusion

The dissertation contains scientific, scientifically applied and applied results that represent a contribution to science and meet the requirements of the Act on the Development of the Academic Staff in the Republic of Bulgaria (ADSRB), the Regulations for the Implementation of the ADSRB and the relevant Regulations of the Paisii Hilendarsky University.

The dissertation shows that the doctoral student Diana Sevdalinova possesses theoretical knowledge and professional skills in the field of higher education, professional field of education Methodology of education in technology and entrepreneurship, demonstrating qualities and skills for independent conduct of scientific research.

Due to the above, I confidently give my positive assessment of the conducted research, presented by the above-reviewed dissertation, abstract, achieved results and contributions, and I propose to the esteemed scientific jury to award the educational and scientific degree PhD to Diana Sevdalinova in the field of higher education: 1. Pedagogical Sciences, professional field 1.3. Pedagogy of education, doctoral program Methodology of education in technology and entrepreneurship.

15. 02. 2025

Reviewer:

(prof. DSc Lyuben Vitanov)