

**POSITION**  
**BY ASSOC. PROF. PETYA DIMITROVA SABEVA, PHD,**  
**MEMBER OF THE SCIENTIFIC JURY IN A PROCEDURE FOR THE ACQUIRING OF**  
**EDUCATIONAL AND SCIENTIFIC DEGREE „DOCTOR” (PHD)**

Scientific field: *3. Social, Economic and Legal Sciences*  
Professional field: *3.1. Sociology, Anthropology and Cultural Sciences*  
University: *Sofia University “St. Kliment Ohridski”*  
Faculty: *Faculty of History*  
Department: *Department of Ethnology*  
Title of the dissertation: *The Teacher – a Mediator between Tradition and Modernity XX – XXI century (an Ethnological Study)*  
Name of the PhD student: *Asya Valentinova Valcheva*  
Supervisor: *prof. Mira Markova, PhD*

The present position on the thesis has been prepared according to the order of the Rector of the Sofia University “St. Kliment Ohridski” (No.RD 38-447/19.07.2023), appointing the members of the scientific jury, as well as in accordance with the decisions of the Scientific Jury from its first regular meeting, which took place on 27.07.2023 (Protocol No.1).

**1. DATA FOR THE PHD STUDIES, DISSERTATION, ABSTRACT AND PUBLICATIONS**

The documents, submitted for the procedure, show that the requirements in terms of the national regulations and the developed according to them institutional regulations, specified in the *Regulations on the Implementation of the Law for the Development of the Academic Staff in the Republic of Bulgaria* and in the *Regulations of the Sofia University*, have been met.

The theme of the dissertation discusses current for the school education problem. The result from the research is an original author’s product which reflects the expectations to the contemporary interpretation of a scientific-applied problem, focused on the dynamics of one of the social spheres in XXI century, namely education, structurally and contextually limited to the changes in the role of the teacher for the sustainable formation of educational and universal values.

The methodological frameworks of the study are determined through the concretization of the relevance, object, subject, goals, tasks, working hypothesis, instruments of the research (with an emphasis on the approaches and methods) and its significance in theoretical, applied and social aspect.

The main content of the dissertation includes title page, table of contents, introduction, three chapters, conclusions, bibliographic reference and appendices (24 standard pages altogether, 96 pages of which are the appendices). The purposefully selected content accents and empirical data are visualized through 13 figures (two of which without numbering) and 1 table, integrated within the text.

The additional evidences for the conducted terrain ethno-pedagogical research are presented through two appendices.

The bibliographic reference includes 68 titles (52 of which are in Cyrilic); 30 main documents on which the development of key theses is based, and 24 sites, specified as

“virtual” sources of information. In the text are mentioned information sources that are not included in the bibliography.

The result of the dissertation demonstrates the profound theoretical knowledge of PhD student Asya Veselinova regarding school education as a dynamic multicomponent system which changes as a result of the joint influence of externally and internally predetermined factors. In the focus are the educational process in the context of the traditional and modern prioritization of values; the normative frameworks, which determine the role and function of the main participants in the educational interaction and their cognitive and social relations with the macro- and microenvironment, in which they are realized. The methodological-didactical, pedagogical, psychological and social aspects of the research problem are covered through purposefully studied researches in a broad chronological framework.

The complex analysis of the submitted for assessment dissertation allows the confirmation that it represents a complete independent and original research on topical interdisciplinary problem. It corresponds to the standard for stylistic and linguistic correctness of the academic text, whose structure and logic demonstrate the skill of the PhD student to present expediently selected theoretical arguments, as well as qualitatively to analyze primary (empirical) data.

The text would benefit from removing technical mistakes, which in some places are followed by its linguistic and stylistic inaccuracy.

The abstract is an independent product, which correctly reflects the nature of the dissertation, as well as the intermediate and final results of the research.

The documents for the procedure for obtaining the educational and scientific degree “Doctor” (PhD) include 3 (three) independent publications by the author, two of which are already issued and one is submitted for publication. Each one of the publications is thematically related to the research.

The provided facts from the professional biography of the PhD student prove her firm interest to the research problem.

## **2. CONTRIBUTIONS**

I accept the information about the declared by the PhD student contributions of the dissertation, because there are enough reasons for them to be concretized and argued in relation to the:

- profound analysis of strategic documents in the context of the dynamics of educational policies and strategies, chronologically related to different time periods but focusing on the leading functions of the school as an institution and of the teacher as a main subject in the pedagogical interaction in relation to the formation of values of social and economic significance;
- connection of the research with the main priorities of school education, among which as leading measures are highlighted the formation of universal values (humanity, empathy, tolerance, reciprocity, environmental protection), which is a product of the commitment and the professional thinking of teachers;
- critical functional analysis of the role of the teacher – student and teacher – parent pedagogical interaction in the postmodern society and in the conditions of faster developing technological innovations (including through digitalization of means and resources,

artificial intellect, robotics) in the educational environment compared to the professional competencies of teachers;

- comparative analysis of the ethnopedagogical aspects in pragmatism and the binding of the goals of school education with the necessities of the labor market (European values) in contrast to the leading focus on social and personal necessities in formal and informal education (eastern values, based on the educational philosophy of Yoshiko Nomura);
- presentation of objective didactic profile (professiogram) of the necessary competencies of the teacher in XXI century, which are limited according to the purpose of the research up to two – of a person who manages the interactions in the educational process and of a professional who has to adapt to an innovative educational situation, overcoming personal, institutional and social constraints;
- development of author's tools for research of the changed but significant role of the Bulgarian teacher in the conditions of digital transformation of the contemporary school, the results of the application of which could be used in the actualization of normative requirements to his/her professional competencies, including continuing education and qualification;

The research results are relevant to the theoretical-methodological and applied-practical necessities in relation to the development of a functional instrument for monitoring of policies and practices, which reflect the effectiveness of school education with respect to prioritized values for the global, European and national educational space.

### 3. CONCLUSION

The submitted dissertation on the topic *The Teacher – a Mediator between Tradition and Modernity XX – XXI century* discusses a current for the educational space theme and represents a complete research. It can be distinguished by the originality and complexity of the study on an important research problem having theoretical and practical-applied projections.

The ascertained compliance with all the procedural requirements, as well as the quality of the achieved results in the context of the demonstrated ability to conduct a complete research are sufficient grounds for me to express my positive vote and to propose to the scientific jury to confer on Asya Valentinova Valcheva the educational and scientific degree “Doctor” (PhD) in scientific field 3. *Social, Economic and Legal Sciences*, professional field 3.1. *Sociology, Anthropology and Cultural Sciences*.

15.09.2023

Veliko Tarnovo



Assoc. Prof. Petya Dimitrova Sabeva, PhD