

## **OPINION**

for the dissertation on the topic: „Intercultural reflection and integration, through education/functional analysis for the period 2005-2016".

**Author:** Teodora Kostadinova Grigorova, doctoral student at Sofia University „St. Kliment Ohridski", Faculty of History, Department of Ethnology, for the acquisition of the educational and scientific degree „Doctor", in the Field of Higher Education: 3. Social, Economic and Legal Sciences, Professional Direction 3. 1. Sociology, Anthropology and Cultural Sciences („Ethnology - Ethnopsychological Models in Education").

**Scientific advisor:** Prof., Dr. Irina Koleva

**The opinion was prepared by:** Prof., Dr. (Econ.) Luchiyan Angelov Milkov, lecturer at the University of National and World Economy - Sofia, Faculty of Management and Administration, Department of Public Administration

**E-mail:** milkovl@abv.bg

**Mobile:** 0895 553 400

The dissertation proposed for review is structured according to the established models for scientific works of this type and contains an introduction, an exposition in three chapters, conclusions, conclusion, bibliography and appendices with a total volume of 156 pages, of which 18 pages are appendices. These include two questionnaires for principals and teachers; a questionnaire for an in-depth semi-structured interview for pedagogical specialists and experts in the field of integration; two lists of respondents; two semi-structured and in-depth interviews with pedagogical specialists and experts; two Excel files, with a size of 29 KB, representing the quantitative results of the survey conducted.

**In the introduction**, the doctoral student examines the issues of relevance and significance of the researched issues, pointing out that modern educational technologies, in the context of Artificial Intelligence, require the formation of digital competence in the teacher and the student. The basis of digital competence is reflective competence. It is pointed out that the digital general culture in the Bulgarian education system raises the question of current school design, related to uniform standards, principles and approaches to training, upbringing and the process of socialization, educational content, teacher values, professional and personal competencies of the teacher and his general professional development.

**In the first chapter**, entitled: „Intercultural reflection: ethno-pedagogical and ethno-psychological aspects", four main issues related to the reflexive approach to ethno-pedagogical knowledge, European strategic documents in the field of school education; national strategic documents in the field of school education and national directive documents in the field of school education are examined in detail and competently. Teodora Grigorova refers to leading foreign and domestic authors working in the researched field. The citation is correct and accurate.

**Chapter two:** „Integration through education: mechanisms and policies", draws our attention to the educational integration of learners and the specific issue of integration through inclusion in the school education system.

A comprehensive functional analysis of the educational policy of the Center for Educational Integration and Training of the Ministry of Education and Science for the period 2005-2016 has been made.



**Chapter Three:** „Ethno-pedagogical reflexive picture of integration through education”, includes a comprehensive functional analysis for the period 2005 -2016.

Here we find the research methods used in the development of the dissertation, the stages of the ethno-pedagogical and ethnological research. Primary quantitative and qualitative analyses of the research results have been made.

This chapter contains all the graphic materials, a total of 31 color graphics, which, in turn, provide additional accurate and up-to-date information about the research conducted.

As a separate point in the dissertation are the conclusions and inferences. They are very accurate, correct and are directly related to the results of the research. They relate to both modern theory and educational practice.

30 teachers and 29 experts from the education system were studied.

**The cited and used literature** is in sufficient volume, both by authors and by scientific fields. It provides Teodora Grigorova with a very good literary awareness and expands her scientific awareness on this serious topic in the field of ethnology and psychology. The citations are correct. No elements of plagiarism are found.

**The abstract** is structured according to the dissertation research and follows its main parts. It is 36 pages long. The main contributions are outlined here, both those of a scientific-theoretical and those of a scientific-practical nature.

Teodora Grigorova has three publications, specifically on the topic in the period 2021 to 2024.

**The style and language** of the presentation are strictly scientific. They are personal and authentic, which is evident from the comparison with the publications of past years. The excellent education, both from the

bachelor's and master's degrees, the participation in a number of scientific projects and the acquired qualification degree and, last but not least, the competent scientific guidance, from Prof. Irina Koleva, are evident.

## **CONCLUSION**

The demonstrated competencies, erudition and experience in choosing the topic, conducting the research and, especially, in analyzing the results obtained, allow me to give a definitely positive assessment of the work done by the doctoral student and to propose to the Honorable Scientific Jury of Sofia University „St. Kliment Ohridski" to award the educational and scientific degree „Doctor" to Teodora Kostadinova Grigorova, in the Field of Higher Education: 3. Social, Economic and Legal Sciences, Professional Direction 3. 1. Sociology, Anthropology and Cultural Sciences („Ethnology - Ethnopsychological Models in Education").

**22. 04. 2025**

**City of Sofia**

**Prepared the opinion:**

**(Prof., D. of S. Luchiyan Milkov)**

