

OPINION

by Assoc. Prof. Sofia Hristova Dermendzhieva,
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of a dissertation for awarding the educational and scientific degree "Doctor"
in the field of higher education: 1. Pedagogical sciences, professional direction 1.2. Pedagogy
scientific specialty "Preschool and primary school pedagogy"

Author: Vanya Kuzmanova Avramova

Topic:

PEDAGOGICAL MODEL FOR INCLUSIVE EDUCATION FOR CHILDREN
WITH SPECIAL EDUCATIONAL NEEDS
IN THE INITIAL STAGE OF EDUCATION (7-11 years)

Research supervisor: Prof. Dr. Maria Alexieva, Burgas Free University,
and Associate Professor Itska Derizhan, Ph.D., SWU, Blagoevgrad

1. General presentation of the procedure and the doctoral student.

By order of the Rector of the Burgas Free University, I have been appointed as a member of the scientific jury in the procedure for the defense of a dissertation work on the topic "Pedagogical model for inclusive education of children with special educational needs in the initial stage of education (7-11 years)" for the acquisition of the educational and scientific degree "doctor" in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy, scientific specialty "Preschool and primary school pedagogy".

The dissertation work was developed by PhD student Vanya Avramova under the scientific guidance of Prof. Dr. Maria Alexieva and Assoc. Dr. Itska Derizhan.

The set of paper materials presented by Vanya Kuzmanova Avramova is in accordance with the Rules for the Development of the Academic Staff of the Burgas Free University and includes the following documents: (1) a request to the Rector of the Burgas Free University to disclose the procedure for the defense of a dissertation; (2) curriculum vitae, European format; (3) dissertation; (4) abstract; (5) a list of scientific publications on the topic of the dissertation; (6) copies of scientific publications; (7) declaration of compliance with the requirements of Art. 6, para. 3 of the Law on the Development of the Academic Staff in the Republic of Bulgaria.

Doctoral student Vanya Avramova obtained the Bachelor's degree in "Social Activities and Counseling" at the Burgas Free University and upgraded her basic specialty in the Master's program "Social Counseling and Psychology". The mastered expertise in the field of "helping professions" provoked her motivation to continue her education to acquire the Educational and Scientific Degree "Doctor" and probably predetermined her interest in the topic of the dissertation work.

2. Relevance of the topic.

By itself, formulated in this way, the topic of the dissertation work "Pedagogical model for inclusive education of children with special educational needs in the initial stage of education (7-11 years)" is proof that Vanya Avramova is aware of the ineffectiveness of inclusive practices in educational institutions and the growing, as a consequence, crisis situation of children with special educational needs. The critical justification of the topic additionally verifies the professional-pedagogical reflection of the author and reflects the motives to search for and test new approaches for redefining educational practices.

3. Knowing the problem.

With her categorical statement that "inclusion in education is more than work technology and new methods of pedagogical interaction with a specific group of learners or the presence of specialists", Vanya Avramova demonstrates that she knows the key importance in the development of the child's psyche, given the plastic, its elastic and fluctuating variability. By relating this knowledge to the educational context, the author problematizes the competence of teachers, specialists, and community partners to manage pedagogical interactions in a way that maximizes its inclusive nature in the primary school stage.

4. Research methodology

The main and accompanying methods applied represent a well-structured and comprehensive perspective of the researched work opportunities in a heterogeneous educational environment.

The achieved expediency of the research toolkit testifies to the precise selection of the research methodology as adequate to the set goals and productive, in view of the formulated tasks and the applied orientation of the results.

5. Characterization and evaluation of the dissertation work and contributions.

The dissertation has a clearly defined methodological base, maximally consistent with the content of the scientific thesis. The methodological basis of the research is the holistic, activity and situational approaches. There is a good orientation in the theoretical foundations of the dissertation problem, derived deductively from fundamental theoretical statements:

- for the regulated educational policies - the factors, conditions and ways contributing to the introduction of the inclusive function as a priority for the educational system are analyzed analytically;

- for the development of the subject in the activity through the system of relationships with others (peers and adults) - emphasis is placed on the diagnosis of the needs of the person at primary school age with a view to providing general and additional support.

- for the specifics of the activities implementing the physical, social and educational inclusion of children and students with special educational needs - emphasis is placed on the complexity of providing differentiated care given the precise classification of impairments/disorders (sensory, physical, intellectual, communicative) and the precise identification of the difficulties arising from them.

In the developed analytical parallel, the necessity is argued:

- from revising established practices for physical, social and educational inclusion;
- from rethinking the relationships between the subjects (children, parents, teachers, specialists) both at the individual and at the group/institutional level;
- from consideration of the contextual characteristics of the educational environment as a human, technological and material resource.

It is these highlighted deficits that are the basis for designing a pedagogical model for inclusive education of children with special educational needs in the initial stage of education. The leading presumption is to update and upgrade knowledge, skills and attitudes regarding the life-affirming mission of the modern teacher, as well as the need for comprehensive but coordinated interaction at all levels, and according to these parameters, the methodological framework of the research program is precisely constructed.

The adapted system for analysis and (self) assessment of the inclusive environment, as well as the specially developed tools for researching the opinion of target groups differentiated according to their status, register data that:

- (1) represent a solid basis for analytical interpretation of the current educational situation;

- (2) constitute objective perspectives in identifying discrepancies;

(3) enable committed, solution-focused actions to be taken.

In this part of the dissertation, Vanya Avramova shows not only depth in the researched problem, but also a research strategy for its interpretation. The conceptualization of a unified pedagogical model reflects the research tactics for inclusive education of children with special educational needs in the initial stage of the doctoral student - the interdependence of the components structuring the inclusive function of the educational system is substantiated meaningfully and logically, which is logically a prerequisite for subsequent and comprehensive operationalization in the educational reality.

The presented dissertation contains scientific and scientific-applied contributions that meet the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its implementation and, accordingly, the approved Regulations of the Burgas Free University.

I note that the contributions of the dissertation development are a logical consequence of the presented theoretical text and empirical results. Adequate methodological procedures were used to ensure the reliability of the studied parameters.

6. Evaluation of the publications and personal contribution of the doctoral student.

The five publications presented are author's and are based on adequate theoretical material, analytically interpreted by the doctoral student. In terms of content, the articles are inextricably linked to the topic of the dissertation, which reveals the experience of the doctoral student to investigate multifaceted phenomena in their causal conditioning.

7. Abstract of the dissertation work

The presented abstract correctly reflects the content of the dissertation work and fully corresponds to the specific requirements of the Faculty of Education, adopted in connection with the Regulations of the BSU for the application of the Law on the Development of the Academic Staff in the Republic of Bulgaria.

8. Referrals/Questions.

8.1. Recommendation:

- I recommend upgrading the results of the research by developing an operational program for testing the conceptual Model for inclusive education of children with special educational needs in the initial stage of education (7-11 years).

8.2. Questions:

- In relation to this recommendation, my question is also: "In which of the presented components of the Model is the longest-lasting resistance to changing professional response models expected?".

CONCLUSION

The dissertation has scientific and applied value, revealing the ability of doctoral student Vanya Avramova to conduct research procedures, the results of which contribute to the development of pedagogical theory and practice. By giving a positive assessment of the dissertation work on the topic "Pedagogical model for inclusive education of children with SEN in the initial stage of education (7-11 years)", I offer to the respected members of the scientific jury, Vanya Avramova to be awarded the educational and scientific degree "doctor" in the field of higher education 1. Pedagogical sciences, Professional field 1.2. Pedagogy, Scientific specialty "Preschool and primary school pedagogy".

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Blagoevgrad

Prepared the opinion:
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