

**OPINION ABOUT A DISSERTATION**  
for the acquisition of an educational and scientific degree "doctor"  
in the field of higher education 1. Pedagogical sciences,  
professional direction, 1.2. Pedagogy,  
doctoral program in Preschool and Primary School Pedagogy

Topic: **"A model for transformation of aggressive behavior into assertive behavior by creating stories among students in the initial stage of education (grades 3-4)"**

Author: **Vesela Pancheva Stoyanova**

Research supervisor: **Prof. Dr. Pepa Miteva**

Prepared the opinion: **Prof. Dr. Gergana Dyankova, "Neofit Rilski" SWU - Blagoevgrad**

**I. GENERAL PRESENTATION OF THE PROCEDURE AND THE DOCTORAL STUDENT**

This opinion was developed in implementation of Order UMO 137/03.03.2023 of the Rector of the Burgas Free University (BFU) in connection with the procedure for the defense of a dissertation work on the topic **"A model for the transformation of aggressive behavior into assertive behavior by creating fairy tales for students in the initial stage of education (3rd-4th grade)"** for the acquisition of the educational and scientific degree "doctor" in field of higher education 1. Pedagogical sciences, professional direction 1.2. *Pedagogy*, doctoral program *Preschool and primary school pedagogy*.

The author of the dissertation is **Vesela Pancheva Stoyanova** - a doctoral student of an independent form of education at the Center for Humanitarian Sciences of BFU with academic supervisor *Prof. Dr. Pepa Miteva*.

The presented set of materials is in accordance with Article 18 (3) of the Regulations for the Development of the Academic Staff at BFU and includes the following documents: a request to the Rector of BFU to disclose the procedure for the defense of a dissertation; dissertation with applications; abstract; creative resume; a list of 6 scientific publications on the subject of the dissertation. The dissertation work was discussed at a meeting of the Academic and Scientific Council of the Center for Humanities on 05/25/2023.

Doctoral student Vesela Stoyanova has a master's degree in elementary school pedagogy (1989) with a First Professional Qualification Degree (2007) and a master's degree in psychology (2004) with a master's certificate (2005), as well as an international certificate in positive psychotherapy (2008). For more than 30 years, he has been the director of SU "D. Talev", the city of Dobrich, and with Order UMO 107/16.03.2021 of the rector of the Burgas Free University, she was enrolled as a doctoral student in an independent form of study in the doctoral program "Preschool and Primary School Pedagogy".

**II. ACTUALITY OF THE PROBLEM AREA**

Vesela Pancheva Stoyanova's dissertation examines the problems of psychosocial development of children of primary school age and, more specifically, the question of transforming aggressive behavior into assertive behavior.

The relevance of the presented dissertation is interpreted in the starting author's thesis about the urgency of finding solutions to overcome the aggressive manifestations of students of primary school age and unfolds through the conceptualization and approbation of an innovative author's model for transforming aggressive behavior into assertive behavior.

The focus of the model is utilizing the intellectual potential of 9-10-year-old children by stimulating their creative participation in creating fairy tales. The emphasis in the construction of the fairy tale genre is tied to the artistic resource of the magical tale as an inexhaustible source for activating students' creative thinking and imagination.

The formulated goal, hypotheses and tasks, as well as the selected methodological toolkit of research are relevant to the selected problem area and correspond to the object and subject of the dissertation.

### **III. CHARACTERISTICS OF THE DISSERTATION, ABSTRACT AND SCIENTIFIC PUBLICATIONS**

The main text is 237 pages long and is structured into Introduction, four main chapters, Conclusions, Conclusion, Recommendations, Contributions and List of publications on the topic of the dissertation and Appendices.

The literature includes 193 titles, of which 172 are in Cyrillic, 7 are in Latin, and 14 are Internet sources.

Quantitative data are presented in 7 tables, 10 figures and 21 diagrams in the main text and 15 appendices spread over 89 pages.

In its compositional organization, the dissertation is distinguished by both proportionality and logical interconnectedness in the theoretical and empirical setting.

In the course of a theoretical presentation (Chapter One, pp. 10-108), dissertation student Vesela Stoyanova presented the correlative dependencies between the main key concepts, namely: aggressive behavior, age characteristics of students, content dimensions of the fairy tale genre and its potential for psycho-corrective influence of the behavioral repertoire of primary school-age students. The process of forming skills for creative creation of fairy tales has been thoroughly examined at the theoretical level, unfolded step by step in terms of structure and content.

Chapter Two (pp. 109-127) presents the design of the empirical study. I evaluate the chosen research technology as a component with a contribution charge to the methodology of pedagogical theory and practice. In terms of organization, the empirical program is adequately argued and described, according to the requirements of modern research categories.

In the third chapter (p. 128-160), Vesela Stoyanova presents the technology and testing of her exemplary model for creating magical tales, which is based on the educational experience of students (knowledge and skills) and combined with the created fairy tale becomes a fixed model for constructive behavioral response in the context of the assertive personality.

The fourth chapter (pp. 161-213) discursively covers the analysis and interpretation of the results of the scientific research. The obtained data are quantitatively, qualitatively and statistically discussed. Their in-depth analysis is

relevant to the research objective and visually supported (tables, charts and diagrams) with a precision that aids perception and highlights relevant correlative dependencies.

In the "Summary of the results" part (pp. 187-192) of the fourth chapter, Vesela Stoyanova emphasizes the functional capabilities of the model, by interpreting the results according to the applied criteria of the Monitoring Protocol.

In the compositional section "Conclusion and recommendations" of the presented work (p. 214-220), dissertation student Vesela Stoyanova presents her general summaries regarding the proof of the hypotheses and offers recommendations for changing the educational program related to the timely formation of assertive behavior in the primary stage school age.

The abstract is written in accordance with the established requirements and reflects in a summarized form the content of the dissertation research with an emphasis on the empirical results and derived generalizations.

The scientific publications reference lists six scientific works that are relevant to the scientific research in the dissertation and meaningfully expand on significant aspects of it.

As a scientific research product, the presented dissertation reveals the necessary intellectual potential and professional skills of the dissertation student Vesela Stoyanova to independently conduct and present a contributing scientific research.

#### **IV. SCIENTIFIC AND SCIENTIFIC-APPLIED CONTRIBUTIONS**

I accept the dissertation's proposed reference for the contributing moments, as it corresponds to the actual scientific achievements of the dissertation work. I believe that for the pedagogical theory and practice, priority importance is acquired by the one developed by Vesela Stoyanova an innovative model for transforming aggressive behavior into assertive behavior in primary school students (grades 3-4). Nevertheless, the main contributions of the dissertation work "A model for the transformation of aggressive behavior into assertive behavior by creating stories among students in the initial stage of education (3rd-4th grade)" can be summarized as follows:

- Scientific contributions:
  - The theoretical statements of modern researchers in the field of pedagogy have been analytically synthesized, justifying the expediency of the fairy tale genre for transforming the aggressive behavior of elementary school students into assertive behavior;
  - Based on the theoretical study, an appropriate educational technology was created for the formation of skills for creative creation of magical tales by using creative tools - dodecahedron and cognit;
- Practical contributions:
  - The need for systematic and purposeful work with students in the initial stage of education to develop skills for assertive behavior has been established;
  - Empirically, the effectiveness of the developed algorithm for diagnostic and corrective activity of the aggressive behavior of students in grades 3-4 was revealed. class in the context of assertive behavior in interpersonal interaction.

#### IV. RECOMMENDATIONS

The critical remarks are on the style of the dissertation, which at times is markedly narrative, but they do not diminish the quality and quantity of the achievements, but are a recommendation to improve the future research work of the doctoral student.

#### V. CONCLUSION

The scope of the work carried out, its scientific contributions and its applied prospects are grounds for my positive assessment of the conducted research, which is why **I propose to the respected scientific jury to award Vesela Pancheva Stoyanova the educational and scientific degree "doctor"** in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy, doctoral program in Preschool and primary school pedagogy.

26.08.2023,  
SWU "Neofit Rilski"

Prepared the opinion:



*Prof. Dr. Gergana Dyankova*