

REVIEW

by Prof. Milen Zamfirov Zamfirov, PhD,
SU "St. Kliment Ohridski"

of a dissertation for awarding the educational and scientific degree "doctor"
in the field of higher education Pedagogical Sciences
professional direction 1.2. Pedagogy
doctoral program Special pedagogy

Author: Borislava Veselinova Petrova

Topic: Parameters of specific learning difficulties in students with communicative disorders in II-IV grades

Research supervisor: Assoc. Dr. Gencho Valchev

1. General description of the presented materials

The set of paper materials presented by Borislava Veselinova Petrova is in accordance with the ZRASRB and the Regulations for the Development of the Academic Staff of Thrace University.

2. Relevance of the topic and appropriateness of the set goals and tasks

The issues developed in the dissertation work are current and have a promising scientific and applied application. The specific learning difficulties of students with communicative disorders in the educational system are often subjectivized

in relation to teachers' visions and representations with an emphasis on popular and conservative learning models.

3. Knowing the problem

Doctoral student Borislava Veselinova Petrova knows the normative and organizational environment in which the integrated education of children with special educational needs is realized and the innovative models and technologies of education, both in theory and in practical terms. Borislava Petrova's creative approach to the literary analysis of education policies, strategies and practices is clearly expressed:

- considering innovation not as a goal, but as a process;
- the conventionality of the term "specific learning difficulties" and the scientific precision of the term "communicative disorders";
- innovations on the territory of the classroom, etc.

4. Research methodology

The chosen research methodology allows the realization of the set goal, obtaining answers to the 4 research tasks presented and brings out a clear conceptuality in relation to the set hypothesis. The innovative model has a precisely shaped form and content for the purposes of research searches, the doctoral student structured a series of consecutive questionnaires - a survey card for the study of pedagogical specialists and evaluation of the diagnostic and intervention tools.

5. Characterization and evaluation of the dissertation work

The dissertation contains an introduction, three chapters, a conclusion, scientific contributions, references and appendices.

The volume of work is 165 pages, of which 159 pages are the main part, 9 pages are used literature and 7 appendices on 12 pages. The list of used literature contains 132 sources, of which 30 are in Cyrillic, 102 are in Latin. The main part includes 17 tables, 32 figures.

The list of the author's publications on the topic of the dissertation consists of 4 titles, all four of which are in Bulgarian periodicals.

The first chapter presents a theoretical justification of the dissertation research, Examines communication disorders as a determinant of specific learning difficulties in the initial stage of basic education.

The first part interprets the modern concepts of the form and organization of the education of children with special educational needs, related to the specific disorders of the ability to learn.

Focus is placed on:

- dyslexia;
- Cognitive aspects;
- Specific mental operations;
- Emotional aspects;
- Social aspects;
- Linguistic aspects;
- Phonetic development;
- Lexical and morphological development;
- Syntactic development;
- Pragmatic development.

In the second part, interpretations are made regarding the assessment of specific difficulties in the field of reading in students with prosodic stuttering disorder (operationalization, selection and development of instruments).

With these parts of these chapters, Borislava Petrova definitely makes a request for the formulation of a new scientific problem - innovative models in educational activities with children with SEN.

The third part presents the parameters of the specific difficulties in reading in students with stuttering (empirical research).

The results are presented in a chronological sequence of the stages of conducting the empirical research, specifically according to the individual hypotheses, with rich visualization in schemes, diagrams to figures and histograms, with interesting and summarizing author's interpretations. The validity of the statements in the hypothesis has been proven in an irrefutable and indisputable way.

Generalized recommendations for practice have also been specified.

The contributions of the dissertation work are presented as Theoretical Contributions and Practical-Applied Contributions.

Of high social and educational significance are the first and second mentioned practical-applied contributions related to the developed comprehensive system for early screening and assessment of the parameters of reading difficulties in students with prosodic stuttering disorder at primary school age.

6. Personal participation of the doctoral student

I believe that the dissertation research conducted, the contributions formulated and

obtained results are the personal credit of the doctoral student. In the dissertation work and in the author's abstract, the author's presence and bias are clearly highlighted and visible, creative and emotional conviction, handwriting and style.

7. Abstract

The author's abstract was made according to the requirements of the ŽRASRB and the Rules of TU and reflects the main results achieved in the dissertation.

8. Critical remarks and recommendations

In the reorganized learning content, examples from different areas of the learning material could be brought out.

9. Recommendations for future use of dissertation contributions and results

I categorically recommend the doctoral student Borislava Veselinova Petrova to publish the dissertation research in a form suitable and accessible for use by general education and resource teachers, as well as by parents for the educational activity and for the formation of competencies with children and students with special educational needs.

CONCLUSION

The dissertation contains scientific, scientific-applied and applied results, which represent an original contribution to science and meet all the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria (ZRASRB), the Regulations for the Implementation of ZRASRB and the relevant Rules of TU.

The presented materials and dissertation results fully correspond to the specific requirements adopted in connection with the Rules of TU for the application of ZRASRB.

The dissertation shows that the doctoral student Borislava Veselinova Petrova possesses in-depth theoretical knowledge and professional skills in the scientific specialty Special pedagogy, 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 work, abstract, achieved results and contributions, and I propose to the honorable scientific jury to award the educational and scientific degree "doctor" to Borislava Veselinova Petrova in the field of higher education:

Pedagogical sciences, professional direction 1.2. Pedagogy, doctoral program
Special pedagogy.

20.12. 2022 Reviewer:

(Prof. Milen Zamfirov, Ph.D.)