

REVIEW

by Prof. Maria Slavova Teneva PhD

Trakia University, Stara Zagora

in relation to the dissertation thesis for obtaining the educational and scientific degree of “Doctor”

Field of higher education: 1. Pedagogical sciences

Professional direction: 1.2. Pedagogy

Dissertation topic: "Modern experimental drawing techniques in the preparation of students of pedagogical specialties"

Author of the dissertation: Petar Atanasov Petrov

Supervisor: Assoc. Prof. Ani Dimova Zlateva PhD

I. Data for the doctoral student and the doctoral studies

In 1985, Petar Atanasov Petrov graduated from University of Fine art "St. Cyril and St. Methodius" Veliko Tarnovo, specialty "Fine art, pedagogy and aesthetics". He worked as a designer and performing artist during the period 1984-1985. From 1990 to 2016, he worked as a fine art teacher at the "Zheleznik" elementary school, the "Hristo Botev" high school, the "Geo Milev" secondary school of Mathematics and Natural Science - Stara Zagora and the "Delfinite" private school. From 2017 to the present, he works as an assistant in "Pedagogy and Methodology of Fine Art" at the Faculty of Pedagogy of Trakia University, Stara Zagora. By order 2477/30.09.2021 of the Rector of the Trakia University, Petar Atanasov Petrov is enrolled in doctoral studies in an independent form of study at the department of "Pedagogical and Social Sciences" with subject of the dissertation thesis "Modern experimental drawing techniques in the preparation of students of pedagogical specialties". The doctoral student completes all the tasks of the individual study plan, prepares the dissertation in accordance with the requirements of the regulations for development of the academic staff and presents it for preliminary discussion in the department on 13.06.2022. The doctoral student was dismissed with the right of defence by order 1921/17.06.2022 of the Rector of the

Trakia University. No procedural violations were committed during the doctoral studies.

II. Data for the dissertation

The dissertation consists of 192 pages of main text and 18 pages of appendices. 77 literary sources were used, of which 63 in Cyrillic, 6 in Latin, 8 Internet resources. Contains 30 figures and 88 tables. The dissertation work is dedicated to a current and significant problem for the pedagogical theory and practice aimed at the use of experimental drawing techniques in the preparation of students of pedagogical specialties. The development is based on the theoretical sources analysis, the study of good practices, the presentation of the author's methodology and the results of experimental research analysis.

The dissertation is structured in three chapters, inferences, conclusion, contributions, references and appendices.

In the first chapter, scientific literature on the researched problem is studied and analyzed. A historical retrospective of the materials and techniques used in fine art has been made. The ideas of modernism in the fine art, the contemporary art and the digitalization as a part of it are presented. Special attention is given to the modern drawing techniques and the modern experimental drawing techniques applicable in the fine art education. The specificity in the preparation of the students of pedagogical specialties and the students in primary school is derived. Theoretically, the idea of including interactive methods in the fine art education is presented, which would help to change the disposition of the two subjects in the learning process (teacher-student) in the direction of optimizing the interactions between them. Emphasis is placed on the developmental and creative possibilities of modern experimental drawing techniques in the fine art education. In an analytical plan, a mutual relationship between the fine art curriculum and the opportunities provided by the pictorial techniques has been revealed.

In the second chapter, the study conceptual framework is presented. The defined object and the subject area are in logical conditioning.

The objective research, tasks and working hypothesis are defined expediently. An appropriate set of research methods is used. In order to analyze the empirical data from the experimental activity, criteria and corresponding indicators are differentiated. A good impression is made by the author's effort to convince the reader of the dissertation in the two-way connection between the teacher activity (teaching) and the student activity (learning). He launched the idea that the

teacher's professional competence influences the specificity of the teaching technology chosen and applied by him in the lesson. The effectiveness of the lesson didactic technology nuances the student learning effectiveness and their achievement. This interrelationship is presented in the dissertation through description of two author's methodologies on application of the same experimental drawing techniques - in the preparation of students from pedagogical specialties and primary school students and conducting an experimental activity with two target groups of respondents. In 2018, an experiment was conducted with 21 students from the pedagogical specialties studying at the Faculty of Pedagogy of the Trakia University. In the year 2018-2019, an experiment was conducted with 23 first-grade students studying at "Zheleznik" Secondary School, Stara Zagora. The experimental activity with the two groups of respondents is based on developed by the author methodology aimed at applying the same experimental drawing techniques in the education of students and pupils.

In the third chapter, an analysis of the results of the experimental activity conducted with the students and the students of the pedagogical specialties is presented. For a comparative analysis of the evaluations according to the defined criteria and indicators, the statistical indicator for the weighted arithmetic mean is used. The results are presented in tabular form. The numerical data have been subjected to qualitative analysis. The expediency of the choice of the research problem and the working hypothesis are substantiated by the author through the comparative analysis of the results of the experimental activity with the students and with the pupils. The obtained results lead to the conclusions differentiation in several directions: through the application of experimental drawing techniques, a higher level of familiarity with art is provoked, creative imagination and originality of thinking are stimulated, the aesthetic qualities of images are improved, interaction between subjects is stimulated in the learning process.

III. Publications

Petar Atanasov Petrov presents a list of three publications on the topic of the dissertation work. The publications are realized in indexed magazines in Bulgaria and abroad. Through them, the author promotes his original ideas and methodology for applying experimental drawing techniques in the preparation of students of pedagogical specialties and elementary school students.

IV. The Abstract

The abstract is in a volume of 39 pages. It is fully consistent with the content of the dissertation work. It objectively presents the main highlights of the realized research in a theoretical and empirical aspect. Structurally, it meets the requirements for creating this type of development.

V. Scientific contributions

The author differentiates scientific contributions in a theoretical and practical-applied aspect. I accept the contributions made by the doctoral student. As the most significant, I highlight the developed by the author methodology for applying experimental drawing techniques in the preparation of students of pedagogical specialties and elementary school students; the creation of an author's system of criteria and indicators for evaluating the studied phenomena; the interrelationship between the professional activity of the teacher (teaching) and the activity of the student (learning) in the learning process, substantiated through experimental research.

VI. Notes, recommendations

Regarding the literature review, it could be considered to enrich the list of used literature and its modernisation. The doctoral student stated position on the researched problem appears to be in deficit.

Regarding the presentation of the empirical results of the conducted experiment, it would be more appropriate the results of the experimental activity with the students to precede the results of the experimental activity with the pupils. Thus, the chronology of conducting the experimental activity would be tailored, the interrelationship of the teacher's professional competence - teaching effectiveness - learning effectiveness would be emphasized.

Regarding the analysis and interpretation of the experimental work empirical results, more thoroughness could be achieved. It would be more expedient to visualize the dynamics of the results, according to the individual criteria and indicators, at different stages of the experimental activity, through diagrams, and their tabular presentation to be shown in the appendices of the dissertation work.

VII. Conclusion

Petar Atanasov Petrov's dissertation presents a theoretical review of scientific literature on the researched problem, contains the author's methodology, criteria

and indicators for the interpretation of empirical data, analyzes the results of the conducted experiment, contains scientific contributions. The dissertation work, the abstract and the publications are in accordance with the national scientometric indicators for obtaining the educational and scientific degree of “Doctor”.

This gives me the reason to give a positive assessment and to propose to the Scientific Jury to award Petar Atanasov Petrov with the educational and scientific degree of "Doctor" in the field of higher education. 1. Pedagogical sciences, Professional direction 1.2. Pedagogy, Scientific specialty "Theory of education and didactics"

18. 07. 2022 г.

Signature:
/Prof. Maria Teneva PhD/