

OPINION

by Assoc. prof. Dr. Diyana Georgieva

of a dissertation for the award of an educational and scientific degree "doctor"

in the field of higher education 1. Pedagogical sciences

professional direction 1.2. *Pedagogy*

doctoral program *Theory of education and didactics*

Author: *Petar Atanasov Petrov*

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

Research supervisor: *Assoc. prof. Dr. Ani Zlateva*

1. General description of the presented materials

By order No. 1925/20.06.2022 of the Rector of Thrace University, I am confirmed as a member of the scientific jury in the procedure for the defense of a dissertation work on the topic "Modern experimental techniques of drawing in the preparation of students of pedagogical specialties" for the acquisition of the educational and scientific degree "Doctor" in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of education and didactics).

The dissertation work, developed by Petar Atanasov Petrov – a doctoral student of an individual form of study in the doctoral program *Theory of Education and Didactics*, has a volume of 208 pages and consists of an introduction, three chapters, conclusions, scientific contributions, a conclusion, a list of used literature and applications. The main text contains 185 standard pages, followed by 6 appendices visualizing the output of students and pupils as participants in the ascertaining, formative and control stages of empirical research. The dissertation includes 30 figurative images and 88 tables with appropriate names and consecutive numbering. The list of used literature is a set of 77 titles, most of which are transliterated in Cyrillic, although they belong to authors representing the Western scientific school. Eight literary sources borrowed from the Internet-space are also included.

The doctoral student has presented 3 publications in editions, referenced and indexed in world-renowned databases with scientific information, which correspond to the topic of the dissertation work.

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

The theme of obtaining quality training in the area of fine art, corresponding to high standards of professional and personal behavior, continues to maintain its relevance with the application of resources for the development of creative capacity in the various emanations of contemporary fine art, on the one hand, and the demand of relevant solutions to assist in overcoming the template manner in the performance of visual tasks in the course of organized forms of fine art education and offering another model with a high coefficient of useful action. Fine art education, both at the initial level of basic education and in the structures of higher education, is in a position of subordination to the development of contemporary art, as an artistic trend embodying innovative artistic expressions and techniques that build aspects involved in shaping of a new outlook in the artistic world.

In this context, the main thesis of the dissertation fits in, according to which the need to apply pedagogical technology in the fine art training of individuals at both ends of the educational continuum, in response to modern educational paradigms, has matured. The conducted empirical research is focused specifically on testing and verifying the effects of an innovative pedagogical system, the building block of which are modern imaging techniques designed for the development of visual abilities and visual literacy, the activation of creative potential and the initiation of original ideas by students, representatives of the pedagogical majors, and pupils of the initial stage of education.

3. Knowing the problem

The generated text of the dissertation is indicative of the high degree of knowledge of the multi-layered issues developed by contemporary authors. A multi-aspect analysis of concepts illustrating the current picture of the development of the problem in a theoretical plan is proposed. The prospects for practical applications of the scientific discoveries to date are highlighted. In parallel with this, a personal attitude to the opinions presented by the foreign specialists related to the thematic field of the dissertation work has demonstrated. The theoretical part concludes with a summary that outlines the methodological bases of the

conducted empirical research and the main parameters for analysis and discussion of the results obtained from it.

4. Research methodology

The methodology of the research is the author's and includes a toolkit for monitoring the creative manifestations of the students and pupils, and diagnostic assessment of their visual literacy and pictorial abilities in the conditions of a finding, formative and control experiment. The criteria are formulated in a didactic and aesthetic context and their corresponding indicators of composition, technical expressiveness, richness of expressive means, emotional-aesthetic effect of the drawing, as well as quantitative and qualitative parameters. The results were processed with the generally accepted methods of mathematical statistics.

5.Characterization and evaluation of the dissertation work

The dissertation is developed in 3 chapters. **The first chapter** is devoted to theoretical interpretations of the problem. Analyzes of literary-scientific achievements through the prism of generalized historical facts and current trends in the development of fine art are synthesized and consistently presented. A major emphasis is placed on the differential markers separating modern art from contemporary art. A description of the immanent characteristics of contemporary art is made, followed by a creative dissection of its content, represented by a constellation of directions – a product of the constantly developing philosophical-aesthetic thought. Special attention is given to an analytical review on the contemporary aspects in the education of fine arts in primary and higher education level in the context of current pictorial techniques and experimental drawing techniques, consistent with the requirements for flexibility and originality, for generating new concepts, new experiences and realities. An innovative aspect in the theoretical analysis is the examination and interpretation of the developing and creative potential of modern drawing techniques in the organized forms of training of students and pupils in fine arts. Ideas are inspired to realize the limitlessness of creativity and imagination; to understand of art on a deep level; to increase the analytical, evaluative and creative level, to "sharpen" observation and visual sensitivity to specific stimuli. A significant focus is placed on the learning content of the subject of *Fine Art* in the first grade, which ensures the expression of ideas and experiences; formation of criteria for aesthetics in the course of perception of realities and works of fine art; development of a range of cognitive, emotional and behavioral skills; accumulation of empirical experience in operating with pictorial techniques and specific materials; awakening and maintaining interest

in the achievements of national and world artistic culture. The separate theoretical part of the dissertation ends with logical summaries that outline the methodological bases of the conducted empirical research and the main parameters for analysis and discussion of the results obtained from it. The theoretical analysis of the problem is characterized by readability, use of current scientific literature and conciseness of the exposition.

The second chapter presents the methodological component of the empirical research, showing the methodological literacy of the researcher. The aim, object, subject and tasks of the empirical research are stated correctly and clearly. The research question and the corresponding hypothesis are posed. The assumption postulates that the generation of a positive effect on the preparation of students of pedagogical specialties in fine art is possible through a theoretically grounded and experimentally verified need to apply an educational system using modern experimental painting techniques. The participants in the research are a total of 44 – 23 children from the first grade, educated on the territory of "Zheleznik" secondary school in the city of Stara Zagora and 21 students of different ages from II, III and IV courses of the PPSP specialty at the Faculty of Pedagogy of Trakia University. The diagnostic toolkit is based on empirical methods and the interpretation method. The collected data are coded, registered and processed through the frequency analysis components.

In the **third chapter**, the results obtained in the course of the finding and control experiment are analyzed, both for the pupils of the first grade and for the students of the PPSP specialty. Comparative analyzes of the achievements in the two groups, differentiated by educational characteristics, separately. The dissertation gains a lot with the qualitative interpretations of the processed data, referring to the established positive dynamics after the application of the structured pedagogical system, using the potential of modern experimental imaging techniques. The analyzes are richly visualized with tables and figures, which contributes to the better overview and readability of the dissertation work. Another positive side of the quantitative and qualitative analysis that can be pointed out is the comparison of the results obtained from the two subgroups of participants – pupils and students. In the parallel tracking of the status of creating images combining compliance with compositional rules and correct use of the rich palette of expressive means in the artistic products of students, progress was found in the mastery of structural elements such as: image, composition, color, and improvement of the ability to reproduce an emotional-aesthetic effect.

Important for the preparation in fine arts are the conclusions put forward by the doctoral student and the recommendations formulated on this basis in relation to the teaching staff and pupils from the initial course of study, in connection with distancing from formalism when conducting the exercises; knowledge of the stages and regularities of development of visual activity depending on the age factor; timely and adequate reaction in response to demotivating patterns and manifestations of indifference to the performance of visual tasks in the course of the lesson/lecture/seminar.

6. Contributions and significance of the development for science and practice

The contributions of the dissertation work can be divided into three planes: theoretical, scientific-applied and diagnostic-practical. I accept all contributions listed.

7. Evaluation of publications on the dissertation work

The doctoral student has published 3 scientific materials that present the scientific community with essential moments of the dissertation research.

8. Abstract

The presented abstract reflects in a synthesized format the structure and content of the dissertation work.

9. Recommendations for future use of dissertation contributions and results

I recommend a wider popularization of the obtained empirical results, as the dissertation has outlined applied value and expected effects in current educational practice. It contains great potential for further research in the context of general education, for the acquisition of adequate visual literacy among pupils at all levels of education, the semantic content of which is related to the ability to interpret and make sense of information presented in the form of an image, with which the definition of the concept goes beyond the traditional, related to the skill of interpreting handwritten or flat-printed type.

CONCLUSION

Petar Petrov's dissertation contains theoretical, scientific-applied and diagnostic-practical results, which I appreciate as a significant contribution to pedagogical science. They are in accordance with the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria (LDASRB), the Regulations for the Implementation of

LDASRB, the Regulations for the Terms and Procedures for Acquiring Scientific Degrees and Holding Academic Positions at Trakia University and the requirements of the Faculty of Education. The doctoral student has acquired systematized theoretical knowledge and competences in the scientific specialty "Theory of education and didactics" and has built the capacity to independently conduct scientific research.

I positively evaluate the conducted scientific research and propose to the respected scientific jury **to award the educational and scientific degree "Doctor"** to Petar Atanasov Petrov in the field of higher education 1. Pedagogical sciences, Professional direction 1.2. Pedagogy (Theory of education and didactics).

03/08/2022

Prepared the opinion:



/Assoc. prof. Dr. Diyana Georgieva/