

## STANDPOINT

Of a dissertation work for awarding the educational and scientific title “Doctor” on the following topic:

### IMPROVING PEDAGOGICAL COMMUNICATION IN CRISIS MANAGEMENT AT SCHOOL

**Field of higher education:** Pedagogical Sciences

**Professional direction** 1.2 *Pedagogy (Theory of Education and Didactics – Pedagogical Communication)*

**Author:** *Radina Mladenova Mladenova*

**Author of the review:** *Prof. DSc Vanya Spasova Georgieva*

#### *1. Basic data about the doctoral student*

PhD student Radina Mladenova has extensive experience in evaluating and managing projects that are relevant and significant for a number of contemporary educational processes. This outlines the presence of a good management culture, communication skills, teamwork skills, and courage in choosing research topics.

#### *2. General characteristics my assessment of the dissertational research*

I have written my opinion on the basis of the set of materials presented by the candidate Radina Mladenova to be reviewed: a dissertation, written in Bulgarian on 233 pages, quantitative data and brief analyses in appendices with a volume of 158 pages, a description of 161 sources used, most of which are in Latin, an abstract in Bulgarian - respectively 63 pages and copies of 5 scientific publications on the topic of the dissertation. The work is author's in nature. The topic of the dissertation fully corresponds to the content of the presented work and the professional direction 1.2.

The careful reading of the materials provided from the work of doctoral student Radina Mladenova outlines my general opinion that there is:

- Good knowledge and systematized presentation of contemporary publications and documents related to the issues of the chosen topic of

the dissertation, which smoothly leads to a clear statement of the unresolved issues in the subject area of the research;

- A well-established conceptual framework of the dissertation work – object, subject, goal, tasks, hypothesis, main research question;
- Logical decomposition of the overall study into two parts, with the empirical-theoretical part divided into three interconnected and complementary chapters, and the added applications in a separate part;
- Harmonious combination of theoretical and empirical parts of the research;
- Good presentation of the process and results of empirical research in linguistic and graphic form;
- Presence of contributions in the field of theory and practice of pedagogy and educational management in particular;
- Satisfactory public presentation of individual parts of the dissertation work at scientific conferences in our country;
- Keeping to the necessary rules of citation and references.

### ***3. Attitude on the separate parts of the dissertation work***

More specifically, the essence and features of the study can be discussed by analyzing details of its structure.

The statement of the problem in the introduction, the theoretical study of pedagogical communication in principle and in conditions of crisis in the first chapter, and the theoretical and empirical part for proving the hypothesis in the third and fourth chapters are well differentiated in terms of structure.

The main research question of the dissertation in the introduction shapes the conceptual framework of the study - subject, goal, objectives, hypothesis. They are logically selected and visibly show the stages of achieving the tasks and proving the research hypothesis to the reader of the work.

The first chapter contains analyses that are useful for revealing the depth and breadth of the chosen subject area. For example:

- The consideration of the school organization as a socio-technical system that unites formal and informal elements and strives for horizontal and vertical coordination and integration of activities.
- Differentiation of basic types of communication links, centralized and decentralized communication structures, informal communication networks.
- Differentiating the relations between pedagogical communication and learning and between pedagogical communication and management of the school environment
- A study of international systems and standards for school managers, covering leadership standards, training infrastructure and certification in a number of European countries.

The empirical part of the study in the second and third chapters fully corresponds to the BSD (Balance Score Card) philosophy, according to which: measure what can be described; evaluate what can be measured; manage what can be evaluated.

The doctoral student demonstrates skillful selection of recipients and sample and consistency of the research conducted.

Doctor Radina Mladenova offers a practically applicable conceptual framework for continuing education of managers in school education, aimed at improving pedagogical communication skills in crisis management.

#### ***4. Main contribution in the scientific and science applied and of the doctoral student***

I positively appreciate the effort of doctoral student Radina Mladenova to apply an interdisciplinary approach to the overall research. This approach ensures

the achievement of three main contributions, which in my opinion are well differentiated and verbalized in the dissertation work.

As a contribution to the professional field of "Pedagogy, scientific specialty Pedagogical Communication", I accept the enrichment of the conceptual apparatus of pedagogical communication by expanding the concept of pedagogical communication in crisis management at school.

As a contribution to the professional field of "Theory and Management of Education", I accept the study of the communication skills of pedagogical specialists and educational managers in school crisis management, which expands the spectrum of the professional profile of specialists related to the management of school organizations, as well as the proposals for the development and improvement of educational practice and policies.

As a contribution to the professional field of "Pedagogy of Training in..." I accept the creation of an educational conceptual framework with tools for training in pedagogical communication skills in crises.

#### ***4. Evaluation of the publications and the abstract***

The texts of publications on the topic presented to me, as well as the abstract, faithfully reflect individual substantive moments of the dissertation work. The effort to avoid literally repeating phrases and passages from the dissertation in the abstract, but to include summaries and a brief but accurate interpretation of the essence of the research in individual parts of the work, deserves admiration.

I respect what was done in the crisis communications manual, where most of the texts are the work of doctoral student Radina Mladenova.

#### ***5. Recommendations, questions***

The rich and in-depth scientific justification of the methodological framework of the parameters of education management in crisis conditions and the evidence of the doctoral student's skills in conducting precise empirical research lead to my main recommendation to her:

„Not only her management practice, the construction and management of innovative projects, but also her future teaching activities should be within the territory of educational management.“

## **6. Conclusion**

**I believe that the presented dissertation on the topic "Improving pedagogical communication in crisis management at school" has its value as a current, systematized study of a significant problem and deserves a positive assessment overall.**

**Based on this positive evaluation I propose to the honorary jury to award *Радина Младенова Младенова* the educational and scientific title “doctor” in Field of higher education “Educational Sciences”, professional Field 1.2 Pedagogy (Theory of Education and Didactics – Pedagogical Communication)**

As a member of the jury, I will vote positively.

December 9, 2024  
Blagoevgrad

Prepared the opinion:  
Prof. DSc Vanya Spasova Georgieva

