**REVIEW**

**of Prof. DSc. Tanya Ivanova Borisova**

for awarding the educational and scientific degree "DOCTOR" in the field of higher education: 3. Social, economic and legal sciences, professional field 3.1. Sociology, anthropology and cultural sciences ("Ethnology - Ethnopsychological models in education")

**Title of the dissertation:** "Value-oriented models of interaction in an interethnic educational environment (1991 – 2016)"

**Doctoral student:** Dafina Lachezarova Pandin

**Scientific supervisor:** Prof. Dr. Irina Koleva Koleva

**1. Legality of the procedure**

By Order No. RD 38 – 639 of the Rector of Sofia University, I am appointed as a member of the scientific jury for awarding the educational and scientific degree "Doctor" to Dafina Lachezarova Pandin. All submitted documents are in accordance with the requirements of the Law on Academic Staff of the Republic of Bulgaria and the Regulations for the Development of the Academic Staff of Sofia University. During the review of the submitted dissertation, I did not find any plagiarism.

**2. Data about the dissertation candidate**

Dafina Lachezarova Pandin graduated with a bachelor's degree in Psychology from Southwestern University and a master's degree from Sofia University. She has worked as a preschool teacher, educational advisor, and school psychologist. He is currently a psychologist in private practice. From 2021 to 2024, he is a doctoral student in the Department of Ethnology and Cultural Anthropology at the Faculty of History of Sofia University.

**3. Doctoral studies data**

The dissertation work was discussed and directed for defense by a council of the Department of Ethnology at the Faculty of History of Sofia University "St. Kliment Ohridski", held on 12.11.2024.

The dissertation is structured in an introduction, an exposition in three chapters, conclusions, conclusion, bibliography, appendices and contributions with a total volume of 276 pages, of which 32 pages are appendices. The bibliography includes 298 units, of which 181 are scientific sources (of which 161 sources in Cyrillic and 18 sources in Latin) and 117 electronic sources, including work with archival materials.

**4. Data about the dissertation and abstract**

The topic of the dissertation, logically set by the supervisor and accepted by the doctoral student, is dissertable and relevant. It corresponds to a number of conceptual international and national documents and strategies, which are the basis for improving the quality of education towards intellectual development and personal support for each student.

The doctoral student's research program is multi-layered, ambitious, labor-intensive, and of significant practical value. The developed and researched didactic model is pragmatic and entirely focused on the system of state preschool education in an interethnic environment. The methodology of the experimental study is consistent with the purpose of the ethnopsychological study and the requirements for reliability and validity of the results.

The writing style is scientific, concise, logical, and at the same time surprisingly readable.

The abstract provides a correct and accurate idea of ​​the significance of the dissertation. It examines value-oriented practices and models of interaction in an interethnic educational environment (1991 – 2016). The research program contains the relevance and significance of the problem, the goals, objectives, subject, object, hypothesis and methodology of the dissertation. The first two chapters of the dissertation represent a theoretical analysis.

The first chapter of the dissertation presents a situational analysis of ethno-pedagogical reflection in the system of state preschool education in Bulgaria in the period 1991 – 2016.

Chapter two analyzes value-oriented reflective practices of interaction in an interethnic educational environment in Bulgaria. A SWOT analysis of strategic national and regulatory documents was carried out, conceptual projects, concepts, programs and program systems in the preschool education system in the period 1991 – 2016.

Chapter three presents the empirical research of the dissertation thesis in three stages. The first stage represents the observation of educational subjects in state preschool education on the territory of kindergartens with a multi-ethnic population in Bulgaria. The second stage goes through two questionnaires regarding intercultural competence. The first target group are pedagogical specialists, teachers and principals from all over Bulgaria, and the second target group - non-pedagogical specialists (assistant educators, teacher assistants and educational mediators). The third stage is ethnographic interviews with teachers, principals and experts working and having the necessary expert qualifications regarding preschool education in the specified period. The topic of these interviews is the need and importance of implementing reflective value-oriented practices and models of interaction in an interethnic educational environment (1991 – 2016).

The need to implement and take into account the purpose of ethnopsychological research is outlined – development of a theoretical-empirical model in the system of state preschool education in an interethnic environment for implementing measures to prevent early dropout of children at risk.

**5. Scientific contributions**

The author's theoretical-empirical model presented in the paper would be impossible without conducting serious, long-term and in-depth research.

I fully accept the doctoral student's scientific contributions, which can be sought in two aspects:

***1. Contributions of a scientific and theoretical nature:***

1.1. A theoretical and empirical model has been developed for the application of a reflexive value-oriented educational policy in an interethnic environment in the system of Bulgarian state preschool education;

1.2. Value-oriented ethno-pedagogical and ethno-psychological practices and models of interaction are typologized and hierarchized, in relation to developed educational markers in an interethnic environment in the system of state preschool education in Bulgaria /for the period: 1991 – 2016/;

1.3. Criteria and indicators have been developed for SWOT of strategic national and regulatory documents in the preschool education system with a focus on education in an interethnic environment;

1.4. A reflexive analysis of ethnopedagogical and ethnopsychological innovation by Irina Koleva was carried out, regarding implemented author's models of innovative kindergartens in Bulgaria /in the period: 1991 – 2016/;

1.5. An interdisciplinary approach was used in carrying out the theoretical analysis of value-oriented reflective practices of interaction in an interethnic educational environment in Bulgaria /ethnology, ethnopedagogy and ethnopsychology/.

***2. Contributions of a practical and applied nature:***

2.1. An ethnopsychological analysis of the value orientations of some ethnic subgroups of Roma and Bulgarian Turks was carried out in the following settlements: Blagoevgrad, Burgas, Vratsa, Gabrovo, Kyustendil, Sofia and Shumen;

2.2. A psychometric diagnosis of the intercultural competence of pedagogical specialists (teachers and kindergarten directors) in areas with a multi-ethnic population in our country has been carried out in different ethnically composed settlements, e.g. - municipality of Valchedram; municipality of Troyan; municipality of Pomorie; and cities from the Danube River, through Sofia, all the way to Burgas - a multi-layered and labor-intensive activity;

2.3. 29 semi-structured and structured interviews were conducted with kindergarten directors and teachers who worked on value-oriented educational practices and models in the period 1991 - 2016 in almost all of Bulgaria.

**6. Publications and participation in scientific forums**

Quantitatively, the publications / 5 / exceed the minimum requirements. They are entirely on the topic of the dissertation and mark the path of its development. They present the author's main ideas, both in theoretical and practical aspects. One of them – “Ethnopedagogical foundations for the implementation of innovative software systems in an interethnic environment (historiographic analysis)” in the journal “Pedagogy”, issue 7, pp. 963–975, is Ref, Web of Science. The rest are in authoritative publications with scientific reviews.

The doctoral candidate has participated in 4 scientific projects.

The publications confirm the author's scientific competence; their style is logical, precise, and readable.

**7. Conclusion**

The dissertation work proposed for opinion fully covers my idea of ​​a conscientious, in-depth study with an innovative focus and scientific contributions. Its numerous merits, without a doubt, give me irrefutable evidence to confidently present to the scientific jury to award Dafina Lachezarova Pandin the educational and scientific degree of **"Doctor"**, in the field of higher education: 3. Social, economic and legal sciences, professional field 3.1. Sociology, anthropology and cultural sciences ("Ethnology - Ethnopsychological models in education").

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