

Opinion

for the work of Teodora Dimitrova Valova on the topic:
"Artistic texts in Bulgarian language training for doctors"
for obtaining the scientific degree "Doctor of Sciences"
by Prof. Dr. Magdalena Kostova-Panayotova,
SU "St. Kl. Ohridski"

Teodora Valova graduated with a master's in cross-border Bulgarian studies at Sofia University. As a biography, it can be seen that she started as an assistant in the Department of Information and Teacher Development in 2001, after which she was an assistant at the Pedagogical College in Pleven, which is part of the University of Veliko Tarnovo.

In 2010, she was elected as a docent in Bulgarian language teaching methodology at the Pedagogical College, having also worked as a deputy director.

From 2016 to the present, he has worked as an associate professor at the Medical University in Pleven, where he teaches Bulgarian to foreign students, in master's programs and the specialty of Medicine. Simultaneously, since 2018, he has coordinated the regional academic center Pleven.

She participated in various projects under the Erasmus Plus program, the Comenius program, etc.

She submitted a report on compliance with the minimum national requirements, in which she reports 410 items under indicators D and D.

Assoc. Dr. Valova has presented a dissertation that examines a specific problem related to Bulgarian language training for doctors, a problem that is the focus of attention of interdisciplinary studies such as medical humanities. Combining medical, ethical, and legal issues with linguistic issues places medical knowledge in a broader context that enables research applications to be used in different areas of linguistic as well as medical knowledge.

The dissertation also advocates how in today's globalized world, where language is a tool of multilingual communication in crises - from disasters caused by climate change to wars and pandemics, it is extremely important to have adequate dialogue in a multilingual audience and learn the Bulgarian language

based on literary examples is an opportunity to develop communicative competence.

Valova sees such training as an opportunity to develop empathetic ability "by creating conditions in which students can recognize moral and ethical dilemmas" and through the fates of literary characters to draw relevant conclusions that help to solve various problems.

The research itself is implemented in two parts:

The first chapter "Artistic Texts in the Communicative Organization of Learning" lays down the conceptual ideas of the study. The main thesis is the idea of including specialized Bulgarian language training in the educational content for doctors, which creates conditions for the formation of communicative competence as part of the doctor's professional competence. This chapter also presents modern theoretical approaches to the problem. A theoretical review of some classic concepts of using literary texts in foreign language teaching is also done. Methodological studies in the field of medical humanities in recent years are summarized - a modern and highly developing direction in the West.

The second chapter, "Theoretical-applied aspects of the use of literary texts in the teaching of the Bulgarian language for doctors" examines the specifics of teaching a foreign language in a university context, in particular in the "Medicine" specialty at Pleven University of Medical Sciences, as well as the content of the language course.

According to the author, the analysis of the educational content in Bulgarian for special purposes establishes the rare use of texts from fiction, thus losing the potential for inclusion in foreign language culture and enriching the student's vocabulary and communicative abilities.

In the third chapter "Design of experimental pedagogical research. Model of formation of communicative competencies in Bulgarian language training for doctors," the author puts forward the idea that such a model is an effective tool for building the doctor's communication skills.

Assoc. Prof. Valova has conducted experimental research over two years in the relevant stages: preparatory, ascertaining, formative stage, and final stages, which are presented in figures and tabular form.

The fourth chapter: "Analysis of the results of the experimental study" processes the data obtained.

The conclusions and conclusions, as well as the contributing points, are presented correctly. In my opinion, the most important of them is the construction

of an author's educational model, which could lead to the optimization of the teaching of the Bulgarian language for doctors, as well as the proposed diagnostic instrumentation.

Also attached are 14 publications, 8 of which are independent, the rest co-authored.

The analysis demonstrates precision and matures analytical thinking.

Everything said so far paints the picture of an active scientist, with clear priorities and outstanding scientific results.

I think the text is completely dissectable and defensible in the field of "Methodology of teaching the Bulgarian language"

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Sofia

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