

REVIEW

**of a dissertation for awarding the scientific degree „Doctor of Science“
on the topic „The ideas of the new education movement and the modern
public education“**

Author: Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova

Reviewer: Prof. DSc Milen Zamfirov Zamfirov

1. Compliance of the procedure with the current regulations.

By order No. RD-38-61/31.01.2023, I have been appointed as a member of the Scientific Jury for the procedure for the defense of a dissertation work for the acquisition of the scientific degree „Doctor of Sciences“ on the topic „The ideas of the new education movement and modern public education“, developed by Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova. The procedure is in accordance with the current regulations (Law on the Development of the Academic Staff in the Republic of Bulgaria, the Regulations for its Implementation and the Regulations for the Terms and Conditions for Acquiring Scientific Degrees and Holding Academic Positions at SU “St. Kliment Ohridski”) and according to it no violations were found. The work has gone through a procedure for approval and preliminary discussion before the members of the “Preschool and Media Pedagogy Department” within the terms stipulated by the normative documents and a decision was taken by the relevant department to refer to public protection with protocol No. 6 of 17.01.2023. The decision is confirmed by the Faculty Council of the Faculty of Educational Sciences and Arts with protocol No. 1 of 26.01.2023.

Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova submitted the necessary documents for the public defense within the deadline: 1) curriculum vitae; 2) higher education diploma and its application; 3) diploma for Educational and Scientific Degree “Doctor“; 4) dissertation work; 5) abstract in Bulgarian and English; 6) scientific works related to the dissertation work (printed and accepted for printing with the relevant confirmation documents); 7) declaration of authorship; 8) certificate of compliance with the minimum national requirements for the Doctor of Science degree; 9) similarity report from the anti-plagiarism prevention system available in SU “St. Kliment Ohridski”. All materials are presented on paper and on electronic format.

From the submitted similarity report from the plagiarism prevention system available at SU “St. Kliment Ohridski”, it can be seen that there are minimal percentages of repetition in the length of phrases, words and symbols: similarity coefficient 1 - 7.77%, similarity coefficient

2 - 3.97% and coefficient of similarity 3 – 10.06%. The similarities found in the dissertation are regulated and bear no signs of plagiarism.

With regard to the national minimum requirements for obtaining the scientific degree „Doctor of Sciences“, Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova meets the minimum in all scientometric indicators, and no duplication of publications for participation in previous competitions by the candidate is found. The sum of indicators from group D is 265 points (with a minimum of 100) and the sum of indicators from group D is 160 points (with a minimum of 100). This explains the high overall score for all scientometric indicators – 575 points.

The dissertation work does not repeat the topic and content of the submitted for the acquisition of the educational and scientific degree „Doctor“.

According to Art. 6, para. 3 of the Law on the Development of the Academic Staff in the Republic of Bulgaria and Art. 75, paragraph 1 of the Regulations on the terms and conditions for acquiring scientific degrees and occupying academic positions at SU „St. Kliment Ohridski“ the dissertation contains theoretical summaries and solutions to major scientific problems that correspond to modern achievements and represent a significant and original contribution to science, a necessary condition for the acquisition of the scientific degree „Doctor of Sciences“.

1. General biographical presentation of the candidate.

1.1. Education and qualifications

Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova graduated from higher education at SU „St. Kliment Ohridski“ - Blagoevgrad branch in 1983, educational and qualification degree „Master“, majoring in „Elementary school pedagogy“. From 1999 to 2002, she was a self-taught doctoral student at the SU „St. Kliment Ohridski“, Faculty of Pedagogy, majoring in History of Pedagogy and Bulgarian Education (code 05.07.02). In 2007, she defended his doctoral dissertation on the topic „Literary and educational activity of the Rila Monastery (From the 10th century to the Liberation)“ and received the educational and scientific degree „Doctor“.

In 1989, she specialized in the Institute of Slavic and Balkan Studies in Moscow (Russia) on the topic „Cultural relations between Bulgarian and Russian monasteries during the Renaissance (18th-19th centuries)“. In 1990, she specialized in French at the Institute for Foreign Students in Sofia. In 2007, she studied the organization, management and educational activities of Catholic schools as a guest of the Faculty of Educational Sciences at the Pontifical Salesian University and the National Center for Salesian Activities in Rome (Italy).

She speaks Russian, French, Italian and English.

1.2. Professional teaching experience.

The professional teaching activity of Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova began in 1983 as a primary teacher in „Hristo Botev“ Secondary School - Kocherinovo. At the same time, during the 1983/1984 academic year, she was also a part-time assistant in the History of pedagogy and Bulgarian education. After winning a competition in 1985, she was appointed as a full-time assistant, and from 1989 to 1997, a senior assistant in the History of pedagogy and Bulgarian education at the Southwest University “Neofit Rilski” in Blagoevgrad. From 2000 to 2005, she was a part-time teacher of Elementary school pedagogy at the Faculty of Pre-school and Primary School Education of the “St. Kliment Ohridski”. From 2006 to 2016, she was a part-time lecturer in the History of pedagogy and Bulgarian education in the same faculty, and her work there continued in the following years. From 2011 to 2016, she was a part-time teacher of the History of childhood (an independently developed lecture course on a compulsory elective). From 2012 to 2014 and 2016/2017, she was a part-time teacher of Comparative preschool education. Since September 1, 2017, she is the main assistant in Psychological and pedagogical foundations of information culture, Comparative preschool education and History of childhood. Since 17.12.2020 she is an Associate professor of Psychological and pedagogical foundations of information culture, Comparative preschool education, History of childhood and Socialization of personality in the information society

1.3. Guest lecturer, guest researcher and Erasmus mobility.

Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova was a guest lecturer at the University of Paris 8 (2010); in the Department of Humanities and Social Sciences at the University of Bergamo (2015). She was a visiting researcher at the Department of Educational Sciences, Cultural Heritage and Tourism at the University of Macerata (2014). She has carried out Erasmus mobility at the Doctoral School at the Department of Educational Sciences of the University of Padua, Italy (2008); at the Center for Research on Education and Education at the University of Paris 10 Nanterre, France (2009).

1.4. Membership in editorial boards abroad and cooperation

Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova was a collaborator of the magazine „History of Education & Children's Literature“ on a project to prepare an International bibliography on the History of education and children's literature (2014-2015); member of the International Editorial Board of the magazine „Formazione, lavoro, persona“ (Education, work, personality) of the University of Bergamo (2016-2018). Since July 2020, she

has been a member of the Scientific Committee of the magazine “Gli Argonauti. Rivista di Studi Storico-Educativi e Pedagogici“, published by the University of Messina (Italy).

Since 2021, she has been a member of the Bulgarian National Committee for Preschool Education - OMEP.

1.5. Scientific interests, publications and participation in scientific forums

The scientific interests and publications of Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova are in the field of the History of pedagogy and Bulgarian education, the new education movement, the theory and history of childhood, the child and childhood in the new pedagogy, the emergence and development of pedagogical disciplines in Western Europe and Bulgaria (the end of the 19th-20th centuries), the psychological-pedagogical foundations of information culture, modern pedagogical currents, etc.

Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova has participated with reports in 22 national and international forums (conferences, congresses, symposia, summer schools, student scientific forums).

2. Actuality of the issues of the dissertation work and research methodology

The dissertation work proposed for review on the topic „The ideas of the new education movement and modern public education“ fits into the research direction on the problems of the history and the current state of the new education movement and the new pedagogy. From a number of international initiatives carried out in recent decades in this still under-researched field, the author Assoc. Prof. Dr. Milka Nikolova Terziyska-Stefanova concludes that in „the history of the new education movement there are still many unsolved problems and unexplained questions related to the doctrinal origins and intellectual ramifications of the new pedagogy; organizations and road users; dissemination nationally and internationally, in different institutional, political and cultural contexts; the influence of the new education on the reforms of the national education systems; the practical realizations of the ideas of the new education and the actors involved in them. Among the poorly researched issues is the relationship of the new education movement with modern public education.” The lack of terminological unity for the designation of the movement in Bulgarian historiography also suggests its relevance.

Hence the purpose of the dissertation: to present in a comparative plan the history of the new education movement abroad and in Bulgaria from the end of the 19th and the first decades of the 20th century and its influence on the principles on which modern public education is built.

The author proceeds from the hypothesis that the values of the new pedagogy are the basis of modern pedagogical theory and practice. According to her, the ideas of the new education movement are confirmed as guiding principles on which modern public education systems are built.

The tasks that are in the direction of the analytical clarification of the terminology of the international movement for a new education are related to the thus formulated goal and hypothesis of the research; the comparative study of its theory and practice; the identification of its participants; clarification of the contribution of science (pedagogy, psychology, pedology) to the construction of a scientific concept of childhood as the basis of educational reforms at the end of the 19th - the first half of the 20th century; the study of the main documents of UNESCO, which determine the main directions of development of education in the world in the second half of the 20th and the first decades of the 21st century; researching the changes and trends in the development of modern public education and establishing their relationship with the ideals of the new education movement and the concept of the child and his education; outlining the characteristics of modern children influenced by the digital age and highlighting the positive and negative influences of new technologies on the characteristics of modern childhood.

The object and subject of the study are related to clarifying the theory and practice of the new education movement; the changes in public education resulting from the influence of his ideas; the concepts of the child as an active subject in the process of his education from the origin of the movement to the modern stage of society's development; the changes that occur in modern childhood as a result of the influence of new information and communication technologies; the documents of international organizations in the field of education; trends in the development of public education and school reforms after the Second World War to the present day.

The research methods used by the author are analysis, synthesis, summary, comparison, classification, biographical method aimed at researching archival materials, scientific works, reports of international institutions (both traditional and electronic), Internet sites, and others that clarify the essence, the main ideas and concepts of the new education movement and its connections with modern public education.

For the clarification and analysis of the investigated phenomena, the author adheres to the chronological approach, which requires facts and events to be considered in their sequence and continuity. The chronological framework of the study covers the end of the 19th - the first decades of the 21st century (up to the present moment), when the new education movement

arose and spread and its ideas influenced public education in democratic countries. The systemic approach was also used, which allows to reveal in dynamics the general connection in the development of the considered phenomena in a broad cultural-historical context.

The study also has its chronology and it is traced through the three stages it passes through.

The first stage covers the period 2002-2013, during which time the author studied, analyzed, systematized and summarized archival sources and scientific research related to the new education movement in Bulgaria and abroad. In the second stage, she studied the historical and contemporary aspects of the child and childhood, including the achievements of the new education in this regard. The third stage, which began in 2017, the scientific interests of the author are related to the study of the information factor for clarifying the essence of culture at each stage of the development of humanity and, in particular, education as a part of this culture. Associate Professor Milka Terziyska-Stefanova points out this stage as particularly important for clarifying the idea of the connection between the ideas of the new education movement and modern public education. As a key moment, she points to the film *Révolution école 1918-1938*, which tells the story of the efforts of the pioneers of the new education movement to carry out educational reforms and create the new school.

3. Structure and content of the dissertation work.

The dissertation has a volume of 331 standard pages and contains an introduction, three chapters, a conclusion, scientific contributions, publications on the topic of the dissertation, references and appendices.

In the introduction, the author substantiates the relationship of the study with current research directions on this problem in the world, presenting the theoretical and methodological basis of the study: goal, hypothesis, tasks, object and subject of the study, methods used, chronological framework.

The first chapter is entitled „The New Education Movement - Origin, Representatives and Events“. It examines in comparative terms the birth and institutionalization of the new education movement in Europe and Bulgaria at the end of the 19th and the first half of the 20th century: the appearance of the first „new schools“ and the attempts to consolidate the movement (the founding of the International Bureau for new schools by Adolphe Ferriere, the birth of the concept of „new education“ and the characteristics of the new schools, summarized in 30 points by Adolphe Ferriere); the founding of the International League for a New Education and the Bulgarian participation in its leadership in the person of Prof. Dimitar Katsarov; the

participation of Bulgarians in the international congresses of the league; the movement for a new education in Bulgaria, the Bulgarian section for a new education and its printed organ the magazine „Free Education“, edited by Dimitar Katsarov; the attempts at practical implementation of the ideas of the movement for a new education in the Bulgarian public school in the 20s-30s of the 20th century.

The rich factual material and its analysis in the first chapter are aimed at clarifying the essence, content and main representatives of the movement for a new education with an emphasis on the directions of activity of its representatives and highlighting the main ideas of the movement. This chapter is the foundation upon which the author builds the following second chapter.

The second chapter, entitled „Theoretical and practical achievements of the new pedagogy“, is dedicated to scientific knowledge about the child and his education. The emergence and institutionalization of pedagogy in Europe in the second half of the 19th century and in Geneva - one of the centers of the new pedagogy in the first decades of the 20th century - is examined; the development of pedagogy as a university discipline in Sofia University and the work of the first teachers in the pedagogical disciplines in it are followed; the birth and end of pedology (the unrealized science of the child); the new concept of the child and childhood; the difference between traditional and new education.

Among the great theoretical and practical achievements of the new pedagogy, the author emphasizes the new concept of the child as an active subject in the educational process and its relevance in the conditions of the modern information society.

The third chapter is entitled „Challenges to Education in the Modern Age“. It examines UNESCO's role in the development of education in the modern era, analyzing the various programs and strategies in this direction; the main directions in the development of education in the second half of the 20th and the first decades of the 21st century. Special attention is paid to the problems, priorities and challenges facing modern education: the new image of childhood in the digital age; childhood and education in the global information society; education in the conditions of cyber socialization; the children and the school during the COVID-19 pandemic in the world and in Bulgaria. On the basis of an analysis of the annual reports of the International Telecommunication Union and UNICEF research, conclusions have been made about the problems facing the modern state of education, solutions for which the new pedagogy can offer.

In the conclusion, generalizations and conclusions are made about education in the modern information society in the direction of proving the hypothesis, namely that the new

pedagogy imposes values that are the basis of modern democratic societies and modern pedagogical theory and practice. The relevance of the ideas of the new education movement about the role of education in the development of the individual and society as a whole is emphasized. Both the achievements of modern education, based on the principles of the new education movement, and the not yet fully achieved goals to which it continues to strive are indicated.

The literature used by Assoc. Prof. Dr. Milka Terziyska-Stefanova includes archival materials from the fund of the Sofia University „St. Kliment Ohridski” (State Archives - Sofia, fund 994 K, op. 2) and the fund of Dimitar Katsarov in NABAN (f. 138K); periodicals; monographs; official documents of state institutions and international organizations; dissertation research; statistical studies; empirical data from sociological surveys of our and foreign scientists and experts and international institutions; articles and reports on history, pedagogy, history of pedagogy, psychology, sociology, etc.; textbooks on the history of pedagogy and Bulgarian education; internet resources.

There are 147 literary sources, of which 119 are in Cyrillic and 28 are in Latin. The online resources include 105 titles, of which 45 are in Cyrillic and 60 are in Latin. 37 internet sites were also used.

The appendices prepared on the basis of archival materials and „Free Education“ magazine supplement and clarify the researched questions. They are the following: 1) Collective members of NEF (New Education Fellowship); 2) Actors of the new education, presented on the pages of the magazine „Free Education“; 3) Announcements about international congresses on the pages of „Free Education“ magazine; 4) The anonymous exposition by students of pedagogy, entitled „The Reactionary Character of Pedology“, which is published for the first time.

4. Scientific and theoretical contributions of the dissertation work

I accept the nine scientific-theoretical contributions of the dissertation work indicated by Associate Professor Dr. Milka Terziyska-Stefanova, namely: research and analysis of the process of birth, development and institutionalization of the movement for a new education; clarification of the terminology when indicating the movement; the leading role of Prof. Dimitar Katsarov in spreading the ideas of new education in Bulgaria in the first half of the 20th century; the contribution of pedagogy and pedology to building the new concept of childhood as a basis for renewing education; the contribution of the new education movement to the idea and practical application of globalization in education; the main ideas of the new

education movement as the fundamental principles on which modern public education is built; the changes occurring in the characteristics of modern childhood (the new image of childhood) under the influence of the rapid development of new information and communication technologies in recent decades, which impose new forms of learning and socialization; the relevance of the concept of the new education movement for the active, creative participation of children as an equal subject in the educational process; trends and directions in the development of modern public education are outlined in relation to the challenges facing it as a result of the informatization of all spheres of life.

5. Abstract.

The abstract follows the structure of the dissertation work. It is 80 pages in Bulgarian and 67 pages in English. In it, the text of the dissertation is presented sequentially and in a synthesized form, including scientific contributions and publications on the topic of the dissertation. It is presented in both paper and electronic media.

6. Publications on the topic of the dissertation (content and implementation of scientometric indicators)

Publications on the subject of the dissertation include 1 printed monograph and 9 articles and reports, of which 3 are in print, certified by relevant documents.

According to Art. 2b, para. 2 and 3 of the Law on the Development of the Academic Staff in the Republic of Bulgaria, the minimum national requirements for the scientific degree „Doctor of Sciences“ are fulfilled as follows:

Group of indicators A: Indicator 1: Dissertation work for awarding the educational and scientific degree „doctor“ - **50 points.**

Group of indicators B: Indicator 2: Dissertation work for the award of the scientific degree „Doctor of Sciences“ - **100 points.**

Group of indicators D:

Indicator 4: Published monograph that is not presented as the main habilitation thesis - **100 points.**

Indicator 6: Articles and reports published in scientific publications, referenced and indexed in world-renowned databases of scientific information - **90 points.**

Indicator 7: Articles and reports published in non-refereed peer-reviewed journals or published in edited collective volumes - **75 points.**

Total number of points from indicators 4 to 10 - 265 points, out of the minimum required

100.

Group of indicator D:

Indicator 11: Citations or reviews in scientific publications, referenced and indexed in world-renowned databases of scientific information or in monographs and collective volumes - **105 points.**

Indicator 12: Citations in peer-reviewed monographs and collective volumes - **40 points.**

Indicator 13: Citations in non-refereed peer-reviewed journals - **15 points.**

Total number of points from indicators 11 to 13 - 160 points, out of the minimum required 100.

Total number of points for groups of indicators from A to D - **575**, with a minimum number of **350**.

From the report on the fulfillment of the national minimum requirements presented by Associate Professor Dr. Milka Terziyska-Stefanova, it can be seen that they have been met and the total number of points significantly exceeds the required minimum.

7. Personal impressions

I know Prof. Terziyska as responsible, conscientious and hardworking teacher and researcher.

8. Notes, recommendations and questions

I don't have any.

9. Conclusion

In conclusion, I give my positive assessment of the dissertation submitted for review and propose to the respected scientific jury to award the scientific degree „Doctor of Sciences“ to Associate Professor Dr. Milka Nikolova Terziyska-Stefanova in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy (Theory of education and didactics - Theory of education).

Reviewer:

Prof. DSc Milen Zamfirov Zamfirov