

OPINION

by Prof Emilia Borisova Konstantinova

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on dissertation for the award of the educational and scientific degree **Doctor**, in the field of higher education 1. Pedagogical Sciences, Professional field 1.3 Teaching Pedagogy, specialty: Methodology of Fine Arts Teaching

Author: Teodora Hristova Tsankova

Title: *Construction of space in landscape through colors as a means of expression by students in 5th-6th grade*

Scientific supervisor: Prof Zora Yanakieva - AMDFA "Prof Asen Diamandiev", Plovdiv

General presentation of the procedure and the doctoral candidate

The doctoral candidate Teodora Tsankova has presented a set of documents (on paper and electronic media) related to the procedure for the defense of the dissertation work, as well as 4 publications related to the topic of the reviewed work in accordance with the regulations for the development of the academic staff of AMDFA "Prof Asen Diamandiev", Plovdiv. I have no objections to the presented documents and materials, which are available and in order.

Teodora Tsankova graduated with a Master's degree /1990/ the Plovdiv University "Paisiy Hilendarski" in major Primary School Pedagogy with a specialization in Fine Art. The candidate is a prominent long-term primary art teacher of children from the 1st to the 7th grade in primary school "Victoria and Krikor Tyutyundjian" and Academy 21 Century in Plovdiv, as well as in primary school "Pencho Slaveykov", Belashtitsa.

In her professional development, Teodora Tsankova has received professional qualification degrees. In 1997, she obtains second professional qualification degree from the Thracian University in Stara Zagora, under the supervision of Assoc. Prof Zlati Zlatev, and in 2008 she receives first professional qualification degree in the same university with the development of an original methodology based on drawing and learning a foreign language with scientific supervisor Prof Antonina Koleva Tsenkova. The innovative model is based on three pedagogic principles: Total Physical Response by Dr. James Asher, the Russian pedagogy of T.I. Shtukina for the creation of an emotional environment that provokes a cognitive attitude and motivates, and the understanding of L.S. Vygotsky that "drawing is a sign activity in direct dependence with the development of the sign function of the child's consciousness". The practical use of the author's methodology of Teodora Tsankova makes teaching effective, optimizes the acquisition of a foreign language and provokes students to think creatively towards children's projects, as a result of which they create books and

albums with illustrated texts, comics with animals, plants and fairy-tale characters. The copyrighted innovations were published in co-authorship with other colleagues of Tsankova in the collection *Foreign language training of children in the modern educational environment* in 2007.

I will add to the biography of the doctoral candidate her scientific activity and participation in scientific forums with four publications presented in which she examines issues related to the problems of her dissertation work.

Relevance of the topic and knowledge of the problem

The presented dissertation has two directions of significance: scientific-theoretical and applied-experimental.

The topic is relevant and corresponds to the long-standing interest of the author and her experience, which is valuable for practice and which T. Tsankova wants to describe and defend. The content of the dissertation has a logical sequence with a clearly defined framework of the considered problem. The candidate shows good knowledge on the problem, as demonstrated in her publications, which allows her to explore the chosen topic in depth. Outlining the subject of her research, she clearly brings out an innovative solution through the experiment of introducing a new methodology for optimizing the acquired knowledge and skills in the junior high school education.

Characteristics and evaluation of the dissertation

The dissertation has the character of a theoretical-empirical study. The subject, purpose and main tasks in the dissertation research are correctly formulated. The research methodology used helped to achieve the main goal.

The dissertation contains an introduction, three interconnected chapters and a conclusion. The main text of the work consists of 230 pages, the bibliography includes 134 sources (Bulgarian and foreign) and 33 pages of appendices, including author's exercises boards. The introduction specifies the importance of the problem, the purpose and tasks of research, and the main methods.

The first chapter offers a broad theoretical analysis at the beginning, in which the author specifies – “in the pedagogical literature, until now, the problem of the development of colour perception in preschool childhood” is covered, which is "only part of the considered problem of construction of space in the landscape through colours as a means of expression", therefore it is necessary "to reveal all significant aspects (for example: communication with works of art, as well as a methodology for organizing purposeful observations) with a view to optimal implementation in the pedagogical environment". Therefore, she adds some hitherto unexplored aspects of the problem, then includes issues related to the landscape from its origin, development and formation as a genre. Along with this, she also describes specific terms, expressive and artistic means related to the researched problem. Tsankova also dwells on the place of landscape in art education for 1-8 grade. Finally, the experimental learning model is presented theoretically.

The second chapter is dedicated to the used methods of the theoretical-empirical research, the criteria with relevant indicators, by which the degree of mastery of the students' skills is determined, as well as the way of mathematical processing of the results. For more complete information, the candidate also uses a survey, presenting a survey card with pre-composed questions. Last but not least, she presents the organization of the research, conducting the didactic experiment by stages, gives a detailed description of the way of conducting the lessons on topics.

The third chapter specifies the analysis of the results of the didactic experiment based on the analysis of the survey results, the analysis of the student works from the ascertaining and control stages of the research, comparative analyses between the control and experimental groups. The hypothesis of the experiment is presented by checking the achievements.

The summaries and conclusions are based on the results of the overall analysis of the study.

Abstract and publications on the topic of the dissertation work

The abstract consists of 49 pages, according to the requirements and adequately and fully reflects the dissertation. The contributions of the study are presented.

Five publications included in collections and reports are presented. Each of them reflects a different stage of the candidate's work on the topic of the dissertation research in theoretical and applied aspects. The contributions formulated by the author adequately reflect the results of the research.

Contributions and significance of the development for science and practice

The candidate has listed several contributions. Since for me the teaching methods are the most important element of the learning technology, the most powerful is the innovative nature of the methodology and its experimental and evidentiary research material on the benefit and effectiveness of art education for building space in the landscape. For which the author should be congratulated. Otherwise, the contributions stand out in several directions as follows:

1. The author has developed original experimental training model on the educational problem of *landscape* as part of the fine arts education at junior high school, aimed at building a system of knowledge, skills and attitudes in students for construction of space in the landscape through colours as a means of expression.

2. The existing methodical system of training in the construction of the space in the landscape is supported, by including and combining in the learning process of the developed by the author educational presentations and methodological boards "Steps" as main methods, in combination with other complementary methods.

3. The diagnostic apparatus with the relevant criteria and indicators for the analysis and evaluation of the students' works on the theme "Landscape" has been further developed. Its effectiveness in the implementation of diagnostic and evaluation procedures has been experimentally

proven.

4. Educational boards, presentations, materials related to the problem of building the space in the landscape were created, presented in electronic and paper form (in the collection "Album: Steps in painting"). They are suitable means and methods for teaching students in the fifth grade, they are useful and valuable for the pedagogical practice of artists and in the work of teachers of the subject of fine arts in secondary general education schools.

5. The positive impact of the used pedagogical model for teaching junior high school students on the educational problem *landscape* was confirmed and experimentally proven.

6. The created educational albums and presentations are based on the artistic works of Bulgarian painters and direct the attention of the adolescent students to the achievements in depicting nature and the pictorial space in the various techniques and artistic styles of the Bulgarian artists. This gives the primary-school students the opportunity to consolidate artistic skills and knowledge of fine art. The materials can be used by the art teacher to support and diversify the proposed topics in the textbooks, in supporting the process of mastering the mandatory minimum educational requirements specified in the national educational standards.

Conclusion

The conducted experiment with the use of the methodology is undoubtedly effective, which is demonstrated not only by the data from the applied survey, but also by the overall analysis of the results of the didactic experiment. The dissertation work and accompanying materials demonstrate that Tsankova possesses theoretical knowledge and professional skills in the scientific specialty, skills for conducting scientific research, for analysis and generalizations.

In general, the dissertation contains the necessary scientific and practical results, which are contribution to the education of fine arts with an emphasis on proven applicability and usefulness to students. This gives me reason to give my positive assessment of the qualities of the materials presented by Teodora Tsankova and the results achieved.

I propose to the scientific jury to award the educational and scientific degree Doctor in field of higher education 1. Pedagogical Sciences, professional field 1.3. Pedagogy of teaching..., specialty: Methodology of Fine Arts Teaching to Teodora Hristova Tsankova.

09.06.2022

Prepared by:
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