

REVIEW

by Prof. Snezhana Hristova Nikolova, PhD

of a dissertation on the topic "The prosocial behavior of students at the high school stage in the context of general support for personal development in inclusive education " for awarding the educational and scientific degree "doctor" in the field of higher education 1. Pedagogical sciences, professional direction 1.2 Pedagogy

(Special pedagogy)

Autor: Stanislav Petrov Pandin

Research supervisor: Assoc. Dr. Gencho Vasilev Valchev

By order No. 4129/20.12.2022 of the Rector of Thrace University – Stara Zagora, I have been appointed as a member of the scientific jury to ensure a procedure for the defense of a dissertation work on the topic: "The prosocial behavior of students in high school in the context of general support for personal development in inclusive education" for the acquisition of an educational and scientific degree "doctor" in the field of higher education 1. Pedagogical sciences, professional direction 1.2. Pedagogy, doctoral program Special pedagogy. The author of the dissertation is Stanislav Petrov Pandin - a doctoral student of an independent form of study. At the first meeting of the scientific jury, held on 21.12.2022, I was designated as a reviewer.

The set of materials presented for evaluation and preparation of a review is in accordance with the requirements of the ZRASRB and the Rules for the Development of the Academic Staff of Thrace University – Stara Zagora. In addition to the dissertation, the following are attached: an abstract, a list of scientific publications on the subject of the dissertation research and copies of the publications themselves, a reference to the contributions and all other necessary documents (curriculum vitae, enrollment and deduction orders with the right of defense, exam reports, etc.).

Brief biographical data of the PhD student

Stanislav Pandin graduated from the Faculty of Philosophy at the University of St. Kliment Ohridski" majoring in Psychology in the period 2000 – 2004. He has a master's degree in child and adolescent psychology – diagnosis and counseling (2004-2006) and specialization – additional professional qualification in psychology and philosophical disciplines (2011-2012) from SU "St. Kliment Ohridski". In the period June 2021 – November 2022, he is a doctoral student in an independent form of study in the Special Pedagogy doctoral program at the Pedagogical and Social Sciences Department of the Faculty

of Pedagogy of Thrace University – Stara Zagora with scientific supervisor Assoc. Dr. Gencho Valchev.

Stanislav Pandin has held various positions in his professional career, currently working as a crisis psychologist at the State Agency for Child Protection and as a child psychologist at ODZ "Zdrave" – Sofia, he is a member of the Sectional Commission of the "Psychology of development and education" at the Society of Psychologists in Bulgaria, a member of the editorial board of the scientific-methodical magazine "Kindergarten" at the Pedagogical Publishing House "Obrazovanie" and a member of the Local Commission for the fight against anti-social behavior of minors and minors of the "Izgreve" region and "Serdika" district – Sofia. Before that, he worked as a teacher of psychology and philosophical disciplines, as a child and school psychologist and pedagogical advisor. He was also a reporter, editor, journalist and PR expert. In the period 2012 – 2018, he was a basic teacher at the Faculty of Pedagogy of the "St. Kliment Ohridski". Since 2013, he has been a part-time assistant at the Faculty of Philosophy of the University of St. Kliment Ohridski".

From the overall educational and professional experience of Stanislav Pandin as a long-term psychologist and pedagogical advisor in the field of education, it is evident that he has a solid accumulated practice in working with children and adolescents. His activity is related to the resolution of problematic situations, as well as to the implementation of better interpersonal relationships.

Actuality of the topic

The presented dissertation examines a topic of particular significance for pedagogical practice. It is oriented to problems and questions that concern important details regarding educational interventions and the preparation of the inclusive environment with the aim of both stimulating prosocial behavior and forming altruistic attitudes in junior high school students in the context of inclusive education. In this regard, the topic has the necessary scientific and practical significance and is a request for real contributions in the refinement of the approaches and the modeling of the conditions on which the formation of altruistic attitudes as determinants of prosocial behavior depends. *The relevance of the scientific problem* stems from the paradigm of inclusive education in modern conditions in Bulgaria.

Knowledge of the issues by the doctoral student

Stanislav Pandin demonstrates an in-depth knowledge of the literature on the issues raised in the dissertation at the national and international level. The doctoral student is familiar with the modern school educational environment in Bulgaria, as well as with the

mechanisms of general support for personal development in the inclusion process.

Characteristics of the dissertation development

The dissertation has a volume of 218 pages, of which 185 pages are the main text, 11 pages with literature and 22 pages with appendices. It contains an introduction, four chapters, conclusions, a conclusion and references from 58 sources in Cyrillic and 98 in Latin. It is decorated with 17 figures. There are 6 appendices attached to the dissertation, including 2 tables, 3 questionnaire forms for altruistic attitudes in adolescence and 25 photographs. The dissertation is well structured and, in terms of quantity and content, meets the requirements for writing similar type of works. A theoretical-applied study with a well-conceived and implemented design is presented.

Our introduction presents the doctoral student's motivation for choosing a problem and directing research efforts to the formation of altruistic attitudes and the development of prosocial behavior as part of general support for personal development in high school students.

Even here, the main research questions, the methods of the dissertation research, the object and the subject, the goal with the corresponding sub-goals, the tasks and the research hypothesis are presented.

The theoretical overview selected in the dissertation is separated in the first two chapters and includes different directions, schools and concepts that present the main concepts as well as the educational paradigm in relation to inclusive education.

In terms of content, the *first chapter* is a demonstration of awareness and knowledge of modern positions regarding the basic scientific issues, on the basis of which the research concept was subsequently built:

- ✓ Defining the main concepts (empathy, altruism, prosocial behavior);
- ✓ Socialization and prosocial behavior of the student.

In addition to clarifying the basic concepts, PhD student Pandin presents the leading theories of altruism in the context of behavior, specifies attitudes and motives as determinants of prosocial behavior and carries out an analytical analysis of the existing theoretical views on the personality, motivation and behavior of students in high school education.

A special focus is placed on the interrelationship between socialization and prosocial behavior, with a detailed analysis of the learning opportunities that form prosocial behavior at the individual level and at the group level. The role of class, communication, family, school and teachers as factors in forming altruistic attitudes is thoroughly presented. In separate sub-

paragraphs, the key role of feelings and trust in the teaching process towards the development of pro-social behavior of students is brought out.

The second chapter focuses on the conceptual foundations of inclusive education as an opportunity for student socialization. Inclusive education is presented as a state educational strategy. A functional analysis of the activities of the personal development support teams and the activities of school psychologists in the process of inclusive education was carried out. Special emphasis is placed on the implementation of general and additional support activities and the development of prosocial behavior as an element of general support for high school students.

Particularly valuable and valuable in the dissertation work are the discussion and conclusions that the doctoral student makes at the end of the theoretical chapters. This is evidence of serious expertise and thoroughness on the research theses set.

The third chapter presents the precisely structured design of the empirical study, based on the good coherence between the subject, object, goal, tasks and hypothesis formulated in the introduction. In this way, a correct orientation to the values, evaluation criteria and their corresponding indicators is set.

The research was conducted in three stages with a large sample of respondents – between 362 and 384 students from grades 8 to 12. The conducted direct group author survey "Questionnaire on altruistic attitudes in adolescence" provides information about the attitude of students towards prosocial actions and, in general, towards prosocial behavior.

Quantitative and qualitative analysis of the results obtained from the direct group survey was carried out using the ANOVA and Excel software. For the purposes of the research, four focus groups of teachers with different qualifications were formed for group problem solving in a business empathic atmosphere. As a result, an evaluation of the constructed model for developing prosocial behavior was carried out. A qualitative analysis of the empirical data was carried out and a set of measures and activities to encourage prosocial behavior in the context of general support for personal development were laid out.

The obtained results are interpreted with the necessary precision and thoroughness. There are findings that are useful for pedagogical practice, related to details and specifics that are related to improving the educational technology and shaping a new vision for developing prosocial behavior.

Stanislav Pandin concludes that the minimum requirements for the formation of the appropriate attitudes among students from the high school stage of school education and their application in the relevant environment have not yet been achieved.

In the last *fourth chapter* of the dissertation, the characteristics of the emiri-theoretical model, consisting of eight main phases, are presented. Both the conceptual and substantive framework for developing prosocial behavior and the procedural framework of the model are correctly described. The methods, forms, concepts and proactive activities of pedagogical interaction are proposed in a structured manner.

The performed analysis gives grounds for the doctoral student to draw sufficiently serious *conclusions*, presented in a scientific discussion after each chapter of the dissertation research. In addition, specific recommendations for practice have been made regarding the creation of prosocial situations that correspond to the educational content, participation in support initiatives, organization of students' free time, building skills for planning and organizing their independent activities, etc.

The doctoral student brings to our attention the finding that by improving the mechanisms of general support for personal development, optimizing the class time and the existing communication resources, it is possible to create prerequisites for reflection on the students' activities.

Summarizing the results of the conducted study, Stanislav Pandin confirms the research hypothesis. It is concluded that it is imperative to introduce educational standards with an emphasis on the personal and value competencies of the student to stimulate social interaction and prosocial behavior, which as a final result will form altruistic attitudes.

Dissertation Contributions

The scientific-theoretical and scientific-applied contributions presented in the dissertation are relevant to the content of the study. Particularly important for educational practice are the contributions related to the development of an American-theoretical model for developing prosocial behavior of high school students (from the scientific-theoretical contributions) and carrying out a content analysis of social interaction and communication as inclusive and interactive processes for formation of altruistic attitudes and development of prosocial behavior, as well as presentation of a personal reflexive technique in a plan - formation of prosocial behavior of students from the high school stage of school education (from scientific and applied contributions).

Contributions reported are real and authentic. Findings have been made that have their application in terms of the degree of formation of altruistic attitudes and the optimal stimulation of prosocial activity of high school students.

This makes the contributions of the dissertation work particularly significant, since it is by improving the mechanisms of general support for personal development (through

flexible and innovative standards) that students' personal competencies can be optimized and social interaction can be stimulated to form altruistic attitudes.

Personal participation of the doctoral student

I believe that the dissertation research conducted, the results obtained and the formulated contributions and conclusions are a personal merit of the doctoral student. The style of expression and the author's position supported by emotional commitment are clearly recognized.

Abstract and publications

The abstract is developed according to the requirements. It is in accordance with the content of the dissertation and reflects the main theoretical foundations of the research, as well as the structure of the research. A good balance is made between description and data.

The publications attached to the dissertation development fully correspond to the issues of the dissertation research. There are a total of 6 of them, of which 2 are in print, 4 are independent and 2 are co-authored with the scientific supervisor. They were published in the Yearbook of the University of Thrace, the Student Almanac of the University of Thrace and in the magazines "Preschool and School Education", "Philosophy" and "Tereni" in the period 2021 – 2022.

Recommendations

I categorically recommend the doctoral student Pandin to publish the results of the dissertation research in the form of a monographic work, which will be especially necessary and useful to all teachers and pedagogical specialists applying general and additional support according to the Ordinance on Inclusive Education.

CONCLUSION

The dissertation on the topic "**The prosocial behavior of students in high school in the context of general support for personal development in inclusive education**" with author **Stanislav Petrov Pandin** meets the requirements for writing a similar type of scientific work. It contains *scientific-theoretical and scientific-applied statements that represent a contribution to science* and practice and meet all the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Regulations for its application.

The text of the dissertation shows that Pandin has competencies for the scientific-theoretical substantiation of a dissertable problem and its experimental development using

relevant tools, as well as for formulating scientifically based conclusions and conclusions.

Due to the above, I confidently give my **positive assessment** of the dissertation work, the abstract and the scientific publications and **I propose to the Honorable Scientific Jury to award the educational and scientific degree "Doctor"** of Thrace University – Stara Zagora in the field of higher education 1. Pedagogical sciences, Professional direction 1.2. Pedagogy (*Special Pedagogy*) by **Stanislav Petrov Pandin**.

07.02.2023

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Reviewer:

Prof. Snezhana Nikolova, PhD