R E V I E W
by Prof. DSc Antoaneta Hristova
IPHS-BASc
member of the Scientific committee under the procedure for acquiring a scientific and educational degree "doctor" by Anet Marinova Marinova-Mitova, according to order No. RD-6-364 of
28.06.2024
Subject: presented dissertation work on the topic " Students' personal development in the context of school practices " for the award of the educational
and scientific degree "PhD" in the field of higher education 3. Social, economic and legal sciences, professional direction 3.2 . Psychology, doctoral program "Educational and developmental psychology"

Anet Marinova has submitted all the necessary documents required to develop an opinion. The report on the fulfilment of the minimum requirements under the Law on the Development of Academic Staff in the Republic of Bulgaria and the submitted extracts from the protocols show that all the necessary conditions for the acquisition of the degree of Doctor of Education under the Higher Education Act, the Law on the Development of Academic Staff in the Republic of Bulgaria, the Regulations for the Implementation of the Law on the Development of Academic Staff in the Republic of Bulgaria and the Regulations for the Conditions and Procedures for the Acquisition of Scientific Degrees and for Holding Academic

The presented work includes 190 literature sources, 6 internet sources, 32 tables and 2 figures in the main text and 13 tables as annexes. The PhD student presents 4 publications on the topic and 4 participations in scientific forums. Her credits exceed the required ones and are presented in the text

The formulated aim of the study is to investigate the understanding of the pedagogical staff - teachers, school psychologists, pedagogical advisors - about the personal development of students and the application of the regulated forms of support in the context of significant issues related to the personal development of students, their relationships in school and in the academic work, whether and to what extent the school influences through pedagogical practices to support the achievement of new skills that develop the individual student.

Chapter One presents two main analyses. The first presents Yuri Bronfenbrenner's model of child development by grouping the characteristics of the environment into five subsystems: microsystem, mesosystem, exosystem, macrosystem and chronosystem, containing the time variance of developmental processes in a given cultural and historical period. The model serves as

a conceptual logical framework for the study. The use of Bronfenbrenner's model is fully presented and justifies the chosen research model, showing how the important role of the adult, especially the role of teachers and educators in pedagogical practices, can be defined through the lens of the bioecological model of child development. The model is appropriate for the field of education. The second analysis describes the methodology and logic of deriving indicators of personality development based on a review of the major approaches in psychology that explain the mechanisms of personality development. As a result, the doctoral student groups the indicators under three headings: (1) Self-regulation of behavior and learning; (2) Self-management; (3) Social relationships.

The methodological framework links psychological and educational theories to educational practices from a research and pedagogical perspective. The research interest focuses on the professional roles of teachers, school psychologists and guidance counsellors and their current practices as key adults who support students' personal development. A questionnaire containing 3 scales - Self-regulation, Significance, Impact of the school is created. The methodology is complemented by data and qualitative research.

Results are grouped around responses to 5 research questions. The following results obtained can be outlined, which raise serious questions: education is oriented towards diligence and accumulation of knowledge as well as on the achievement of formulated goals. Teachers, already at an advanced age, realize the importance of factors outside education that influence the formation of students. Differences are established between the teachers and the united group of schools on the understanding of the school's environment. Outline the topics that are significant for the school specialists in terms of the practice. It can be concluded that the forums for the support of the development of development as a whole is not differentiated for the two separate groups of professional. These results, and all the others in their entirety, raise very serious questions related to the philosophy, system and approaches in education, the clear distribution of the functions of the different professionals and the effectiveness of the final outcome. This conclusion explains the significance of the study conducted by the Marinova, regardless of the certain style.

The scientific contributions of the dissertation can be summarized as follows: 1. A model has been developed that allows for a different approach of the empirical framework in searching for differences, comparing data and deriving new studies with a link between personality psychology and education; 2. An original research methodology has been developed for new data

with applied and scientific value; 3. The research is used to prepare trainings and workshops for high value teachers to develop their sensitivity to students' personality development and strengths manifestations in class.

It is necessary to emphasize Anet Marinova's strong commitment to the problems of school psychology and her high preparation as completed trainings.

Motivated conclusion - the presented dissertation on " The personal development of students in the context of school practices" is well structured, theoretically grounded, valuable empirical research has been conducted. The results have been handled precisely and well-founded conclusions have been drawn with concrete practical orientation and applicability. All this gives me sufficient grounds to express my positive opinion and to vote categorically to award Anet Marinova-Marinova - Mitova the educational and scientific degree of Doctor of Psychology in the field of higher education 3. Social, Economic and Legal Sciences, Professional field 3.2. Psychology, Doctoral Programme in Educational and Developmental Psychology.

10.09.2024 Prof.DSc Antoaneta Hristova