

REVIEW

from Prof. Galina Stamova Tchaneva, PhD

"Health Care" Department at the Faculty of Public Health

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MU - Sofia

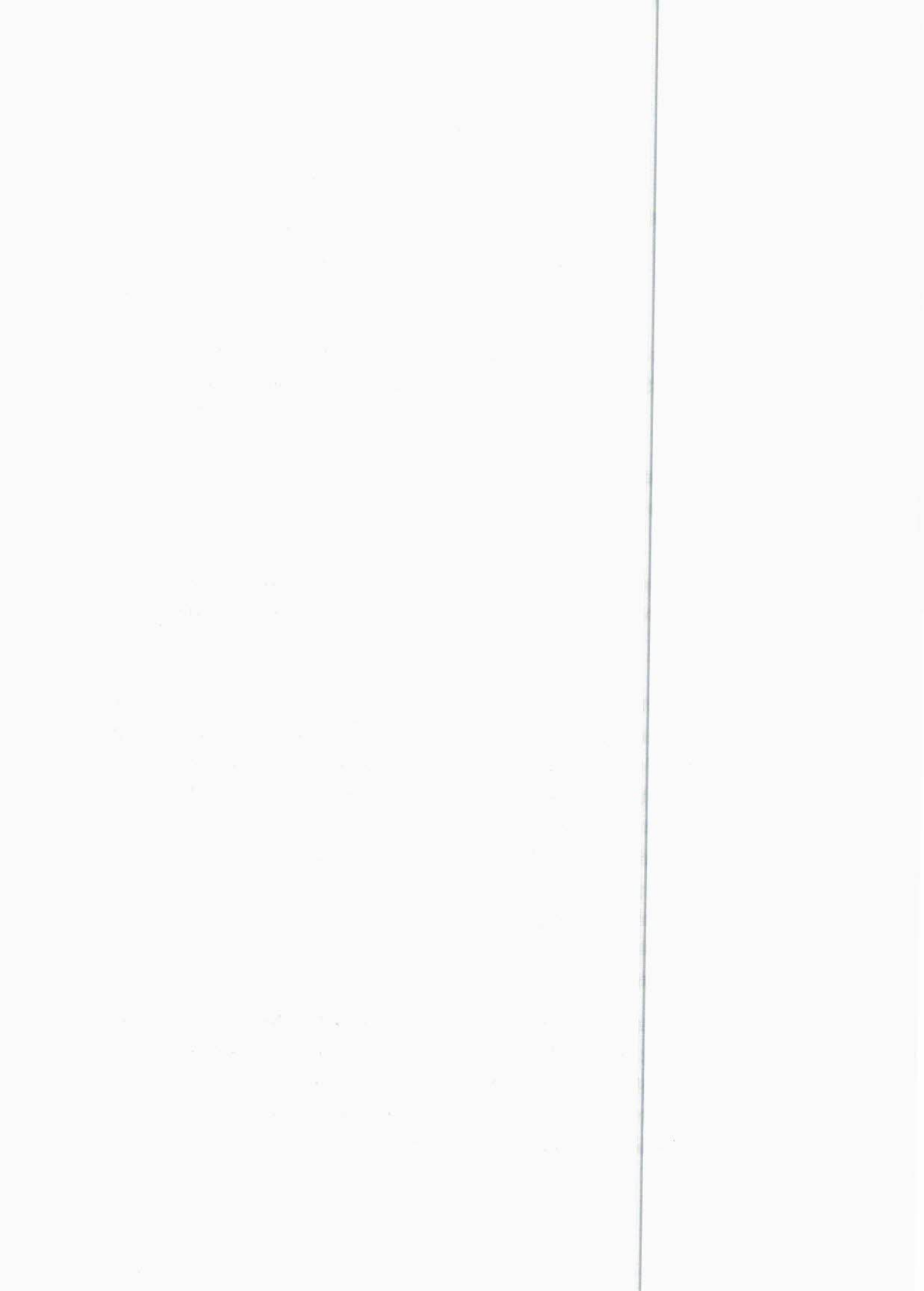
Appointed as a member of the Scientific Jury by Order No. R-109-557 of 14.12.2023 of the Rector of the MU "Prof. Dr. Paraskev Stoyanov" - Varna

Regarding: Procedure for acquiring the educational and scientific degree "Doctor" of Katya Genova Mollova - a doctoral student of an independent form of study on the subject:

"Impact of interactive technologies on the formation of professional competences among the students of the rehabilitator specialty"

The dissertation work developed by Katya Mollova is aimed at modernizing the model of the educational process of health care professionals. The profession of the rehabilitator in recent decades has undergone significant changes dictated by the development of medical practice, based on technology and digitization in society as a whole. The possibilities of modern rehabilitation science provide high-tech and integrated solutions that take into account not only the strictly personalized needs of patients, but they also support the overall recovery of the patient and increase his quality of life. For this reason, a change in the training of rehabilitators is essential, thus they will be prepared for a more adequate adaptation in real practice.

The dissertation is structured in 144 pages and includes: first chapter - Literature review; second chapter - Aim, tasks, methodology and organization of the study; third chapter - Results of own research; fourth chapter - Interactive model. Methodology for conducting a didactic experiment; conclusion, conclusions, suggestions and contributions. The results are visually



presented in 26 tables, 28 figures and 5 appendices. The literature used includes 175 titles, of which 111 are in Cyrillic and 64 in Latin.

In the first chapter, a thorough analysis of the concepts of "competence" and "competence" is presented, as well as a description of the professional competencies of the rehabilitator. A characterization of the "rehabilitator" specialty was made, and the peculiarities of the educational process at the Medical College were presented. The doctoral student examines the methods and forms of practical training of rehabilitators based on the activated educational and cognitive activity. The specifics of the didactic and behavioral algorithms in the training of the students of the "rehabilitator" specialty are described. Interactive methods are also included, and a comparative analysis of the advantages and disadvantages of traditional methods and the use of modern digital learning tools is made.

The goal and tasks are formulated specifically and clearly. The goal fully corresponds to the topic chosen by the doctoral student, as it is aimed at developing a model that includes interactive methods and means for the formation of sustainable professional competencies of the students of the "Rehabilitator" specialty. Three working hypotheses have been formulated, which assume that the introduction of interactive methods and tools will increase the motivation of students, their confidence and professional competences, while at the same time the training of students from the "rehabilitator" specialty will be adequate to the novelties and changes in the educational system generally.

The methodology is described in detail, as well as the organization and stages of the study. Three groups of respondents were included in the study: students from the "Rehabilitator" specialty; teachers of the students of this specialty and mentors from the bases for practical training. The study was carried out in three Medical Colleges in the country - MC - Varna, MC - Stara Zagora, MC - Plovdiv. The three stages of the study include: preparatory stage - organization of the study; application of the didactic experiment - real research; analysis and discussion of results. In this way, it becomes clear that the doctoral student has the skills to organize and conduct scientific research projects in compliance with the set deadlines.

1. The first part of the document discusses the importance of maintaining accurate records of all transactions.

2. It is essential to ensure that all entries are supported by appropriate documentation and receipts.

3. Regular audits should be conducted to verify the accuracy of the records and identify any discrepancies.

4. The second part of the document outlines the procedures for handling disputes and resolving conflicts.

5. It is important to establish clear communication channels and protocols for addressing any issues that arise.

6. The document also provides guidance on how to maintain confidentiality and protect sensitive information.

7. Finally, it emphasizes the need for ongoing training and education for all staff involved in the process.

8. The document concludes by reiterating the importance of transparency and accountability in all business operations.

9. It is hoped that these guidelines will help to ensure the highest standards of integrity and efficiency.

10. Thank you for your attention and cooperation in implementing these measures.

11. Please do not hesitate to contact the relevant departments for further information or assistance.

12. Your commitment to excellence is appreciated, and we look forward to continued success together.

13. Sincerely,
[Signature]

14. [Name]
[Title]

15. [Address]
[City, State, Zip]

16. [Phone Number]
[Email Address]

17. [Website]

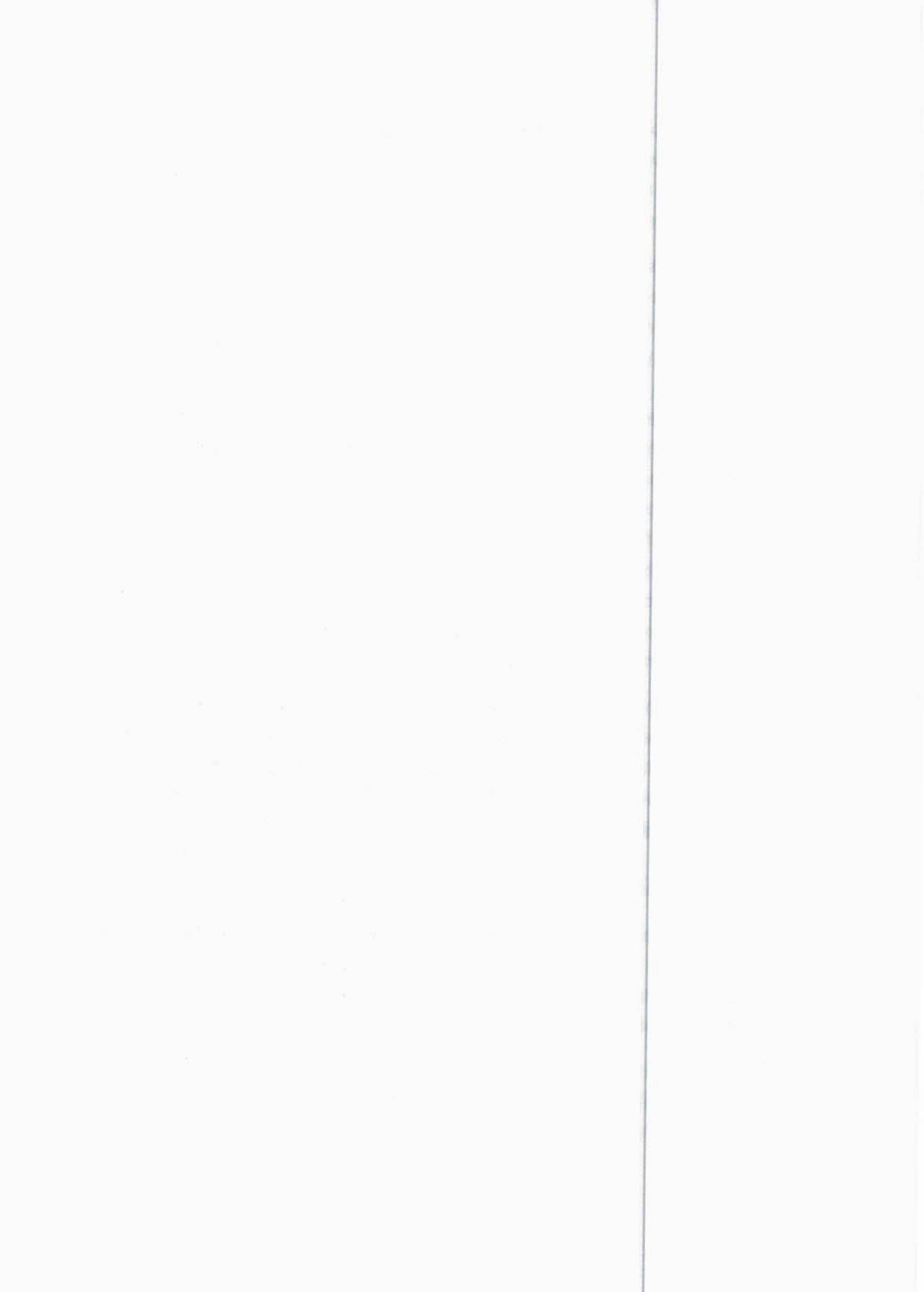
The methods used are: documentary, sociological and statistical. Two questionnaires were developed for the students and one questionnaire each for teachers and mentors. The didactic experiment was carried out in the form of a teaching-practical interactive model in MC Stara Zagora.

The results of the conducted research are presented graphically and analytically in the third chapter. The awareness and opinion of the three groups of respondents regarding various aspects of rehabilitation training and the possibilities for updating and optimizing the learning process through the application of interactive technologies was studied and analyzed. Interdependencies between respondents' characteristics and their opinion on the issue were investigated. From the analysis of the data, it is clear that the students who study in the three colleges in the specialty "rehabilitator" are under 25 years of age, with the majority of women. Students point to "role-playing" as a preferred interactive method to enhance their practical learning. Due to the practical nature of the educational process of rehabilitators, training requires more active involvement of students during exercises, and this is a prerequisite for preferential use of interactive methods and tools that enhance activity and communication between them.

The students of the three medical colleges are of the opinion that in the educational process it is necessary to include modern technologies for teaching and learning, which will contribute to increasing their motivation and greater activity. According to students, the advantages of interactive learning are aimed at building more lasting knowledge and practical skills, and improving communication. According to them, an important advantage of interactive learning is facilitating the application of theoretical knowledge in practice.

The analyzed data are synthetically presented in the well-formulated conclusions. The recommendations are aimed at increasing the professional qualification of teachers and improving the possibilities of using interactive methods and tools.

A scientific style and language was used to analyze the problem and to reveal the possibilities for sustainable improvement of the quality of the educational process of the students of the "rehabilitator" specialty.

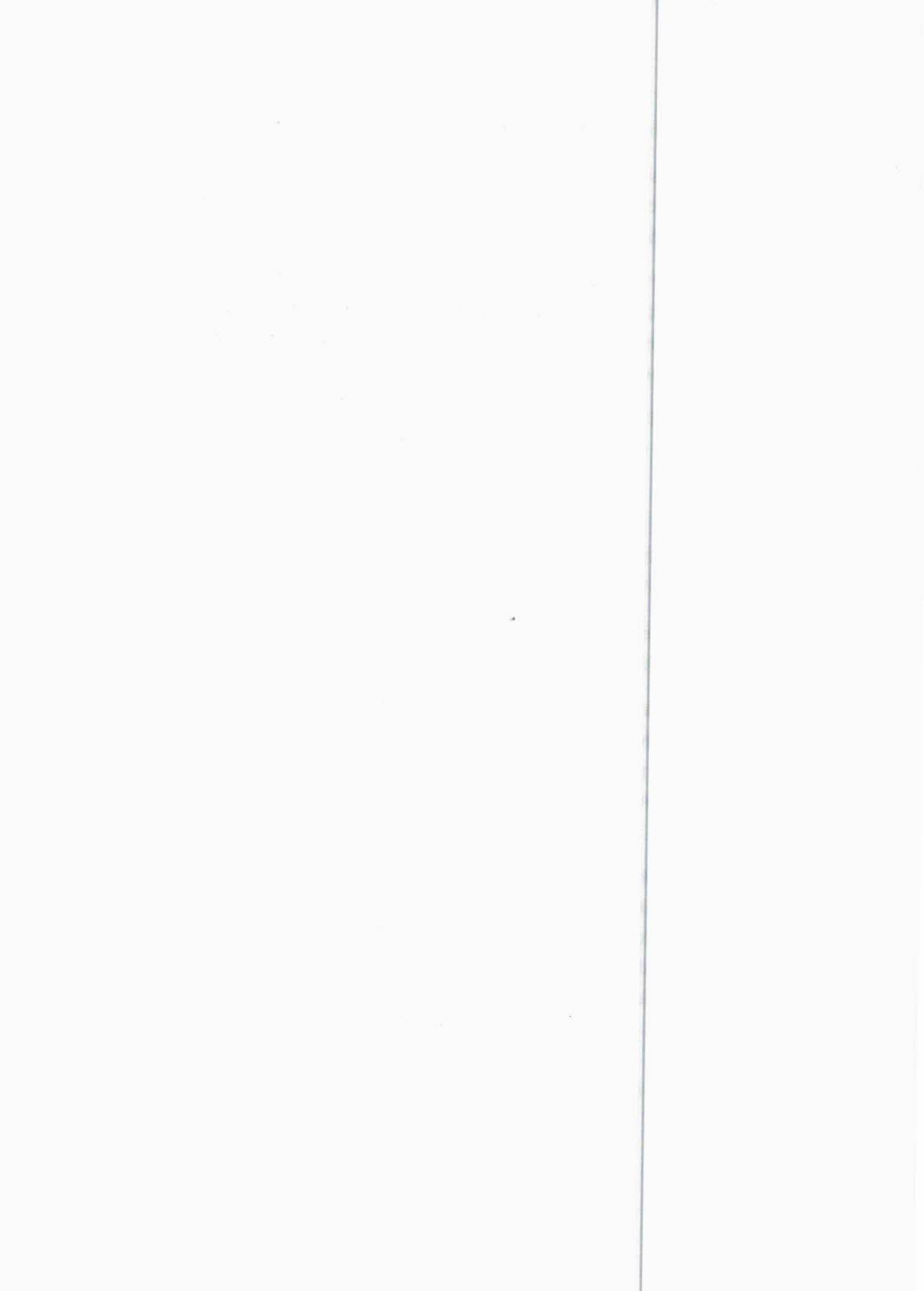


The contributions of the dissertation work are as follows:

- An in-depth study and analysis was conducted for the application of interactive methods and tools in the practical training of students from the "Rehabilitator" specialty.
- The opinion of teachers, mentors and students was studied regarding the prerequisites and conditions under which interactive learning has an optimal effect on the formation of the professional competences of students from the "rehabilitator" specialty.
- An educational model was developed, based on interactive methods and tools, applicable in the practical training of students from the "rehabilitator" specialty in MK.
- A methodology has been developed for training in educational and practical classes in kinesitherapy and therapeutic massage based on modern interactive methods and tools.
- The effectiveness of the developed interactive model was established by conducting a didactic experiment in MC.

The abstract of the dissertation contains the main elements of the conducted research. The results are graphically presented and thoroughly analyzed. Three publications related to the dissertation work are presented, and two of them were printed in a collection of reports from a conference abroad.

Katya Mollova graduated in 1995 as a "rehabilitator" at PMI - Plovdiv. In 1999, she graduated the Bachelor's Degree in Health Care at VMI - Plovdiv, and in 2009 she graduated the Master's Degree in "Health Care Management" at the Faculty of public health of the University of Sofia. From 2017 to 2019, she held the administrative position of "Deputy Director" of the Stara Zagora Medical College at Thracid University. She is a member of the Bulgarian Association of Health Care Professionals and the Association of Physiotherapists in Bulgaria.



In conclusion, I believe that the dissertation work developed by Katya Genova Mollova on the topic: "Influence of interactive technologies on the formation of professional competences in the students of the specialty rehabilitator" has significant contributions to increase the quality of education of the students of the specialty "rehabilitator" throughout the country. I give a positive assessment of the developed dissertation work and recommend to the respected members of the Scientific Jury to make a decision to award Katya Genova Mollova an educational and scientific degree "Doctor" in the field of higher education 7. Health care and sports, professional direction 7.4. Public Health, Health Care Management.

02.02.2024

Sofia

Reviewer:

Заличено на основание чл. 5,
§1, б. „В“ от Регламент (ЕС)
2016/679

Prof. G. Tchaneva, PhD

