

OPINION

by Prof Ani Dimova Zlateva, PhD

Scientific field: Pedagogy

Professional field 1.3 Teaching Pedagogy on.... (Methodology of Fine Arts Education)

of dissertation titled title:

Depicting emotional characteristics in portrait painting by students in art schools

for awarding for the educational and scientific degree "**DOCTOR**"

to Vanya Milkova Godzhelova,

with academic supervisor: Prof Daniela Todorova Markova, PhD

General presentation of the procedure and the materials received for review: Vanya Milkova Godzhelova was enrolled in full-time doctoral studies by order of the rector of AMDFA "Prof Asen Diamandiev", Plovdiv on 20.12.2018. The orders for the discharge of the candidate and for the appointment of the scientific jury, the dissertation work and the abstract, as well as the publications on the subject of the dissertation and the autobiography of the candidate have been presented.

Brief biographical information about the candidate: Vanya Milkova Godzhelova received secondary education at the National School of Art "Tsanko Lavrenov", Plovdiv in 2011. She received her Bachelor's and Master's degrees at AMDFA "Prof Asen Diamandiev", Plovdiv, specialty Pedagogy of Fine Art Education – Painting. Since 2016, she has been working in the field of fine art pedagogy. She has been teaching at NAS "Tsanko Lavrenov", Plovdiv since 2019 and since 2023 at AMDFA "Prof Asen Diamandiev", Plovdiv. The candidate shows exceptional activity in terms of her participation in projects, publications and exhibitions activities.

Relevance of the topic: The topic of the dissertation work *Depicting emotional characteristics in portrait painting by students in art schools* is relevant and significant in the building of visual skills in the professional preparation of art education of students, touching on a problem that has been quite neglected over the years - the depiction the emotional state when drawing a model, which could be helped by applying a methodology specially created for the purpose.

Expediency of the research methods used to achieve the set goals: The research methods selected by the author are specific methods used in pedagogical research and are expediently selected and applied for the performance of the pedagogical experiment and analyzing the results obtained during its performance.

Evaluation of the dissertation: The dissertation consists of 167 pages of the main text and 71 pages of appendices. The author cites 91 literary sources in Bulgarian, 12 sources from literature in foreign language and 22 Internet resources. The abstract correctly reflects the content of the dissertation work.

The first chapter of the dissertation begins with a comprehensive literary review and theoretical formulation of the problem, focusing on the reflection of the portrait genre in literature and visual arts. The etymology and definition of the term portrait is examined, which serves as a foundation for further understanding of the subject. A brief overview of the development of the portrait art tradition through the various historical periods is then presented, highlighting its importance and transformation over the centuries.

The next section deals with the classifications of the concept of portrait in fine art, where the different approaches and methods for categorizing portraits are considered. This part provides a structured look at the diversity of portrait art.

Section 1.3 analyzes the psychological aspects of portraiture, including issues related to the depiction of human personality, emotions, physiognomy, and visual psychodiagnostics. This analysis reveals the complexity of portraiture as a means of expressing the human nature and psychology.

In the next part, the author pays special attention to the role of the portrait in art education, discussing its place in fine art education in the art schools, its use in teaching aids and textbooks both in Bulgaria and abroad. This section highlights the importance of the portrait genre to the development of students' artistic skills and creative expression.

The last section is dedicated to the methods of teaching portraiture, the forms of work in creating a portrait image and the main components of an artistic work, such as composition and colour. In addition, the author presents a general overview of the main stages in the construction of a portrait by students, which emphasizes the practical application of theoretical knowledge in the educational process.

The second chapter of the dissertation discusses the formulation of the research, where the key elements necessary for its conduct and understanding are outlined. This chapter begins with the definition of the object, the subject, the goals and objectives of the research, as well as the formulation of the main hypothesis. This part of the thesis provides a clear framework for the research, highlighting the importance of the chosen approach and how it will contribute to the expansion of the existing knowledge in the field of fine arts and education.

This is followed by the section on the participants in the study, which describes the selection of the group of participants, their characteristics and the criteria for their inclusion in the study. This section is critical to understanding the scope of the study and ensuring its relevance and applicability.

The section on the research organization and methodology details the methods and procedures used for data collection, analysis, and interpretation. It is divided into two subsections: research methods, where the different scientific approaches and tools used to carry out the research are considered; and research methodology, which describes the specific procedures, including the experimental research tasks and the developed experimental curriculum of tasks and lectures.

The last section focuses on the criteria and indicators for the diagnosis of the results of the

students' visual activity. Here are presented the tools for evaluating the effectiveness and impact of the research, as well as for measuring the progress and development of students in the context of the applied teaching methodology.

Overall, the second chapter lays the foundations of the methodological approach for the research, thereby providing the reader with a clear understanding of the research process, methods of data collection and analysis, and strategies for evaluating the results. This provides the necessary structure for the successful execution of the research and the achievement of its objectives.

In the third chapter of the dissertation the author analyzes the results of the experimental work, discussing the data collected during the different stages of the research. It begins with a detailed analysis of the results of the ascertaining stage, including an analysis of the data from the first survey and the qualitative and quantitative analysis of the results of the practical activity of the incoming diagnostics. In this section, a comparative analysis is also made between the survey and the practical activity, which allows to assess the initial skills and knowledge of the participants in the experiment.

The next section focuses on the elements of the formative stage, where the changes and development of the participants throughout the process of the experimental activity are analyzed. This includes a qualitative and quantitative analysis of the results of the formative stage, covering the analysis of various tasks, such as portraits of a man in charcoal and watercolour, acrylic, digital portraits of classmates, exercises on depicting human facial expressions, representative portraits of ballerinas, description of artistic works in the City Art Gallery in Plovdiv, two-figure portraits built through expressionistic means, and self-portraits.

In the section on the comparative analysis of the results of the incoming and outgoing diagnostics, the progress of the participants is evaluated by comparing the data from the initial and final phases of the experimental study. This includes an analysis of the second survey and a comparison of the results of the first and second surveys, as well as an analysis of interviews with experts.

The third chapter provides a deep and multi-layered understanding of the effect of the experimental program on the participants, measuring not only technical improvement in the visual arts, but also the development of creative thinking, emotional expression and critical appreciation of artistic works. By combining quantitative and qualitative methods, the chapter provides an objective and comprehensive look at the impact of the study, supporting the initial hypothesis set out in chapter two.

Scientific contributions: The dissertation identifies significant contributions to the field of fine arts and education within it. First, the implementation of the experimental research leads to the development of an extensive curriculum on the subject of "Portrait", which covers ninety teaching hours. This program includes numerous art assignments and lectures that enrich the students' knowledge in a variety of disciplines, making a lasting impact on their portraiture skills. This is a

significant contribution to the enrichment of the educational process and the improvement of art education.

Second, the dissertation offers a working system of criteria and indicators that effectively evaluates and reports outcomes from the training of the students. This represents an important contribution to the methodology of assessment in the educational process, providing reliable tools for measuring the success of students in the discipline of fine arts.

Third, the dissertation includes a detailed overview of the development of the portrait art tradition during the various historical periods. This survey chronologically traces the evolution of portrait art and its impact on contemporary art, a valuable contribution to understanding the historical and cultural contexts in which portraiture developed and transformed.

Fourth, the created curriculum allows for its application in the pedagogical practice not only within interest clubs, but also as part of the mandatory program in the schools. This allows flexible implementation of the program in different educational contexts and offers a wide range of methods and tasks for the development of artistic knowledge and skills in students. This contribution expands the possibilities for enriching the learning process and stimulating creative expression and critical thinking in the students.

Publications: The presented scientific publications meet the required minimum for obtaining the educational and scientific degree "Doctor" and are related to the topic of the dissertation work. Their subject matter confirms the author's permanent and deep interest in the problem of researching and depicting emotional characteristics in portrait painting by students in art schools.

Critical remarks and recommendations: I would recommend the brief overview of the portrait art tradition to include more quotes and references to important art critics, authors and researchers who have dedicated their works to the studied problem.

My second recommendation concerns the tasks in the experiential learning model. The author could think of a task that would familiarize the students at some basic level with the anatomical changes in the facial muscles when expressing different emotions.

Conclusion: The dissertation presented for review titled *Depicting emotional characteristics in portrait painting by students in art schools* meets the requirements of the Development of the Academic Staff in the Republic of Bulgaria Act and the rules of the AMDFA "Prof Asen Diamandiev", Plovdiv and I hereby give my positive assessment.

I propose that Vanya Milkova Godzhelova be awarded the educational and scientific degree "DOCTOR" in the scientific field: Pedagogy, professional field 1.3. Professional field 1.3 Teaching Pedagogy on.... (Methodology of Fine Arts Education).

29. 02. 2024
Stara Zagora

signature:.....
(Prof A. Zlateva, PhD)