

REVIEW

official opponent

Doctor of Pedagogical Sciences, Professor

Shekhavtsova Svitlana Oleksandrivna

for a dissertation Rutkovsky Maksym Srehiiovych

on the topic: **“CLASS ROOM MANAGEMENT IN 7-9th GRAD ESENGLISH LESSONS (APPLYING THE CHILD-CENTRED APPROACH)”**

submitted for the degree of Doctor of Philosophy (PhD)

specialty code and title: 011 – Educational, pedagogical sciences Field of

knowledge: 01– Education / Pedagogy

Actuality of the dissertation topic. The dissertation is devoted to the current topic of the organization] of the initial activities of schoolchildren in grades 7-9 in English language lessons (based on a child-centered approach). Classroom management plays a crucial role in creating an effective learning environment, especially in English language lessons for students in the 7–9th grades. At this stage, adolescents experience significant cognitive, social, and emotional changes, which can affect their motivation, attention, and behavior in the classroom. Effective classroom management strategies are therefore essential to promote active learning, minimize disruptive behavior, and support students' overall development.

Applying a child-centered approach is particularly relevant in today's educational context, as it emphasizes the individual needs, interests, and abilities of students. This approach encourages learner autonomy, collaboration, and engagement, allowing students to take an active role in their learning process. In English lessons, where communication, creativity, and critical thinking are central, child-centered classroom management can enhance students' participation and improve language acquisition outcomes.

Despite the growing recognition of child-centered methods, many teachers still face challenges in implementing them effectively due to large class sizes, diverse learning needs, and traditional teacher-centered practices. Investigating classroom management strategies that align with the child-centered approach can provide valuable insights for educators, contributing to the improvement of English language teaching in secondary schools and supporting the holistic development of learners.

The chosen topic of the work is aimed at overcoming the contradictions between growing potential of digital and blended learning environments for organising active educational interaction, collaboration, and students' self-regulation and the insufficient theoretical and methodological development of issues related to the integration of digital technologies into child-centred organisation of learning activities in English lessons at secondary school; between adolescents' need for social interaction, emotional support and the development of socio-emotional skills in the process of learning a foreign language; between the necessity to rethink the role of the English teacher as a facilitator and organiser of learning interaction, and the lack of scientifically developed pedagogical conditions for implementing a child-centred approach in the organisation of learning activities for students in the 7–9th grades.

The degree of validity of the scientific provisions, conclusions and recommendations formulated in the dissertation. The content and structure of the research correspond to the tasks set, the conceptual and categorical apparatus is consistent and strict, and its logic is sufficiently substantiated. The dissertation has certain unique characteristics, a conceptual idea of scientific research. The author logically and reasonably formulated the conceptual provisions that became the basis for the development of pedagogical conditions for the implementation of a child-centered approach in the organization of educational activities of students in the 7–9th grades in English lessons.

Analysis of the dissertation manuscript and the content of the dissertation's publications, in particular, the texts of professional articles, allows us to draw a conclusion regarding the scientific validity and reliability of the presented results.

It should be noted that the author of the dissertation studied a wide source base in high languages, covering 278 titles (229 in Ukrainian, 49 in English), and studied regulatory and legislative educational documents that regulate the process of teaching English to students in the 7–9th grades in secondary education institutions.

The scientific substantiation of the dissertation topic, the elaboration and justification of the conceptual apparatus, the competently formulated goal, objectives, and scientific novelty of the research indicate the author's ability to deeply analyze the state of development of the problem and solve the tasks set.

The subject of the study is the pedagogical conditions for classroom management for students in the 7–9th grades in English lessons based on a child-centered approach. The goal of the research is to determine, scientifically justify, and experimentally test the effectiveness of pedagogical conditions for classroom management of students in the 7–9th grades in English lessons, implemented on the basis of a child-centred approach. The research objectives are consistent with the purpose and topic. The evaluation of the results of the experimental research was carried out both at the quantitative and qualitative levels. Certainly, the scientific research was carried out by a reliable and competent researcher, which allowed him to draw sound conclusions when solving a pedagogically significant problem.

The connection of the dissertation with scientific programs, plans, topics.

The dissertation work was carried out in accordance with the thematic plan of scientific research works of the Department of Education Studies and Art Pedagogy and the Department of Germanic Philology and Germanic Languages Teaching Methods of Bogdan Khmelnytsky Melitopol State Pedagogical University, it is a component of the themes “Training of Future Specialists in Pedagogical Education in the Context of European Educational Integration” (state registration number 0123U105311) and “Creating a safe, flexible, multilingual educational environment for the effective training of future teachers in the context of classroom, distance and blended learning” (state registration number 0123U104168). The theme of the research work was approved by the Academic Council of Bogdan Khmelnytsky Melitopol State Pedagogical University (Minutes No. 9 dated December 18, 2019) and specified with the approval of the Academic Council of Bogdan Khmelnytsky Melitopol State Pedagogical University (Minutes No. 14 dated August 26, 2024).

The dissertation research has a classic structure and includes abstracts, an introduction, two chapters, conclusions, a list of sources used, and a number of

appendices. The first chapter of the dissertation provides a qualitative theoretical analysis of classroom management in English lessons for grades 7–9 using a child-centered approach, in particular, the theoretical aspects of the child-centered approach as the basis of classroom management in English lessons within the framework of the Concept of the New Ukrainian School are described in detail, and the content, essence, and structure of communicative competence of students in the 7–9th grades are defined, and a theoretical justification for child-centred classroom management in English lessons is provided.

The researcher presents the author's interpretation of the key concept of the study as a leading paradigm of contemporary education, emphasising the recognition of the student as an active subject of the learning process, whose individual needs, interests, abilities and personal experience must be considered. The author focused on the content, essence and structure of communicative competence of students in the 7–9th grades. Communicative competence was defined as a complex, multi-component phenomenon that includes linguistic, speech, sociocultural, sociolinguistic, discourse and strategic competences. Confirms that the integration of a child-centred approach, communicative orientation and effective classroom management forms a holistic pedagogical system that enhances the quality of English language teaching in the 7–9th grades.

The second chapter provides a justification and experimental verification of the pedagogical learning activities of students in 7–9th grades applying a child-centred approach. The author of the research carried out diagnostics of students' communicative competence and educational activities in the 7–9th grades, implemented child-centered classroom management in English lessons in grades 7–9, analyzed and interpreted the results of the experimental study.

In accordance with the theoretical foundations of the study and the specific diagnostics of communicative competence and educational activity of students in 7–9th grades on the basis of child-centered classroom management in English lessons in the 7–9th grades, the author developed and substantiated pedagogical conditions, including: 1) organisational and subject-oriented condition, ensuring

subject-to-subject interaction, structured small heterogeneous group work with role distribution, and active involvement of every learner; 2) environmental and adaptive condition, focused on creating a psychologically safe and differentiated learning environment through the integration of digital tools and socio-emotional learning practices; 3) reflective and motivational condition, involving formative assessment, self- and peer-assessment, development of reflection, and enhancement of intrinsic motivation. The indicated pedagogical conditions and their correct and reasoned justification allow us to positively assess the scientific novelty in solving the research problems. The indicated pedagogical conditions and their correct and reasoned justification allow us to positively assess the scientific novelty in solving the research problems.

The effectiveness of pedagogical conditions for managing a class of students in the 7–9th grades in English lessons based on a child-centered approach was proven by Maksym Sregiyovych Rutkovsky due to the appropriate diagnostic and pedagogical tools. The author's vision of the substantive filling of the communicative competence of students in the 7–9th grades based on child-centered classroom management in English lessons and the implementation of pedagogical conditions based on the author's developed classroom management model, which includes target content, such as: procedural, diagnostic and outcome components, which integrated cooperative learning, role-playing interaction, digital solutions and socio-emotional practices within the framework of a blended educational environment, in which the course of the studied process is clearly demonstrated, the interconnection and functioning of all its structural elements are established, is, in our opinion, original, consistent and presentable.

The reliability of the research results is ensured, in particular, by a combination of quantitative and qualitative analysis of experimental data and the selection of mathematical statistics methods adequate to the logic of the research during the control stage. Thus, the experimental study confirmed the formulated theoretical provisions of the dissertation work.

A full statement of the scientific results of the dissertation work in published works. The main content of the work and the results of the research are covered by the author in 22 publications, including: 6 articles in scientific professional publications of Ukraine; 2 articles in foreign journals indexed in Google Scholar and Index Copernicus, 1 article in a scientific international journal, 13 articles in collections of materials of international scientific and practical conferences.

Completeness of the presentation of the scientific results of the dissertation work in published works. The main content of the work and the results of the research are covered by the author in 22 publications, including: 6 articles in scientific professional publications of Ukraine; 2 articles in foreign journals indexed in Google Scholar and Index Copernicus, 1 article in a scientific international journal, 13 articles in collections of materials of international scientific and practical conferences.

Discussion points and comments on the dissertation. Despite the overall positive assessment of the dissertation, we would like to make some comments and wishes, namely:

1. The titles of the dissertation chapters and sections do not reflect the subject of the research, i.e. "...pedagogical conditions for managing a class of the 7–9th grade students in English lessons based on a child-centered approach," so it is unclear in which section the pedagogical conditions were theoretically substantiated, as well as in which section their implementation took place.

2. The text of the dissertation does not contain references to appendices, at which stage should one refer to a specific appendix in order not to lose the logic of the research.

3. In the experimental work, the author presents indicators of the quality of students' knowledge of the English language in tables 2.5., 2.7., 2.9., 2.11. However, the model presents such indicators as: internal motivation, subjective activity, reflexivity, level of communicative competence.

4. In Appendix B, the author presents the essence of the concepts of humanism, humanization of education in psychological and pedagogical research.

We consider it would be much more substantial to make tables of the key concepts of the dissertation, namely: “organization of educational activities” and “child-centered approach”.

5. Appendices K and L present technologies for interaction in groups (joint online storytelling, digital role-playing games, online reading circles, online reading using puzzles, etc.), however, it would have been desirable to describe in the text of the dissertation how such technologies influenced students and by what indicators and within what pedagogical conditions they were implemented.

6. While generally recognizing the scientific style of the dissertation text, we note that the work contains some spelling and stylistic errors.

The above comments and wishes are of a recommendatory nature and do not significantly affect the quality of the dissertation research.

Conclusion. The analysis of the dissertation, annotations and published papers give the grounds for concluding that the dissertation by Maksym Serhiyovych Rutkovsky “Organization of educational activities of students in grades 7-9 in English lessons (based on a child-centered approach)” is an independent, completed scientific research that has scientific novelty, theoretical and practical significance for pedagogical science and practice. We believe that the dissertation deserves a positive assessment and highlights the requirements for the design of a dissertation, approved by the Order of the Ministry of Education and Science of Ukraine dated 12.01.2017 No. 40 (as amended by the Order of the Ministry of Education and Science of Ukraine No. 759 dated 31.05.2019) and paragraphs 6, 7 of the “Procedure for Awarding the Degree of Doctor of Philosophy” and cancellation of the decision of the one-time specialized general council of a higher education institution, scientific institution on awarding the degree of Doctor of Philosophy”, approved by the Resolution of the Cabinet of Ministers of Ukraine dated January 12, 2022 No. 44 (as amended in accordance with Resolutions of the Cabinet of Ministers of Ukraine No. 341 dated March 21, 2022, No. 502 dated May 19, 2023), and its author, Maksym Serhiyovych Rutkovsky, deserves the award of the degree of Doctor of

Philosophy in the specialty 011 Educational, pedagogical sciences, field of knowledge 01 Education/Pedagogy.

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Підпис	<i>Шекхавцової Світлани</i>
Засвідчую	
Начальник відділу кадрів	<i>Григорій Віта МІХАЙЛЕНКО</i>
ДЗ "Луганський національний університет імені Тараса Шевченка"	<i>20.03.2026р.</i>

