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(UN) SUCCESS OF THE STUDENT IN SCHOOL AND THE CASE OF THE BULGARIAN TEACHER THEODOSI THEODOSIEV – THEO

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Abstract

This article seeks to address the question: What does it mean to be an unsuccessful student in school? By examining the link between diversity and failure, we explore various concepts related to the role of learning motivation. Special attention is given to the Methodology of Power Intelligence developed by the Bulgarian innovator and educator Teodosii Teodosiev. The article also presents a study among teachers, pedagogy students, and parents, gathering their perspectives on key elements of the methodology.

Keywords: philosophy of failure, power intelligence, pedagogical ideas, (un)success

The school institution is a model of society and a rehearsal for life implementation. As an inherently competitive institution for success, guaranteed through assessment, the school has adhered to this status quo for centuries. Moreover, the more conservative the education

system's management is, and the more frequent and comprehensive the observations and controls over it are, the more successful it is considered. We can speak of liberal forms of management only when social actors are sufficiently competent to bear their own freedom and possess mechanisms for self-control and self-assessment. At this stage in the development of Bulgarian society, this mechanism is absent. Students neither possess nor are encouraged to become a self-organizing community, and all power is delegated to the teacher through responsibility. In accordance with their mentality and training, the teacher can make decisions about the social destiny of the student through assessment, which has always been and will continue to be part of success or failure, depending on the possibilities of the child's personality.

1. What is it like to be a failed student in school?

Whether a student will be successful or not is determined by academic parameters, assessment, and their position on the class rating scale, or their ability to integrate into the peer community. Many top students continue to be rejected by their peers and cannot find their place among them. Success primarily concerns the acquisition of knowledge and the presence of a certain grade that reflects their level. It is more of a psychological phenomenon and represents the relationship between the child's development and education as a norm and standard. Success is mainly linked to the student's cognitive activity and their attitude toward learning, such as:

- Good cognitive activity with lack of motivation to learn.
- Weak cognitive activity with a positive attitude toward learning.
- Weak cognitive activity with lack of attitude toward learning.

Failure can be total, partial, or episodic, depending on the time of its manifestation and the volume of knowledge. It includes elements of a psychogenic nature, such as: inability to concentrate; character traits; lack of willpower; lack of self-confidence; expectation of external help; low language and speech culture; inability to understand, such as encoding and decoding information; inability to apply what has been learned in practice; lack of interest and motivation to learn; lack of study skills, and more.

Failure can be associated with various manifestations, such as:

- Poor performance in a specific subject, most often mathematics or native language;
- Poor performance across all subjects;

- Inability to complete certain types of tasks;
- Lack of attitude toward homework and unwillingness to complete it;
- Inconsistency and sharp fluctuations in grades, etc.

Among the classical reasons for a student's failure, the following are noted:

- Unfavorable heredity related to basic psychological processes such as insufficient memory capacity, speed of cognitive activity, lack of imagination, etc.;
- Unfavorable social environment, which does not create the necessary cultural capital for the child's growth and support;
- Physical and emotional suffering of the student, including students with special educational needs (SEN), as well as children with chronic illnesses and learning difficulties;
- Infantilism, which implies the inability of the child to mature on time and the retention of primary forms of childish behavior during their development;
- Personality traits related to aggression, anger, a desire to dominate, or melancholy, which affect success;
- Social and educational neglect on the part of parents, including lack of control and attention, lack of interest in the child's achievements, and shifting responsibility to other institutions;
- Frequent absences from school, which may have various motivations, ranging from sudden illness to escape or intentional avoidance of the school institution;
- Fear of the teacher and school, associated with frustration, depression, and psychosis-like states, which prevent the student from giving their best.

Recently, the hidden curriculum (school failure from within) has been used as an ethnocultural factor for student failure (Gaitanintcheva, 2016, p. 24). Success largely depends on the grades the student receives, which in turn serve as a guarantee for their progress or stagnation. However, grades are the subjective judgment of the teacher and can be either subjective or inadequate. Another criterion for success is the development of self-assessment by the student, which, at this stage in school, is not encouraged as a mechanism. Success also depends on the type of school, the community of children as a competitive environment, the teacher's capabilities and preparation, as well as the overall vision the child has for their future.

2. What is it like to be different at school?

2.1. Is Success Related to Difference in School?

Being different in school means belonging to a different ethnicity, religion, or social class, or having a health condition that deviates from what is commonly accepted as the norm. It is always easy to acknowledge difference—until the one who is different is you. In the world of children, difference is also met with great difficulty and, at times, even dramatic consequences. Fundamentally, difference is a moral issue, dependent on the overall moral culture of society. However, this culture does not change as quickly as we might wish. Moreover, over time, its ability to camouflage itself becomes more refined, yet its essence remains unchanged: it continuously reinforces the opposition between "self" and "other." Thus, anyone who does not resemble me is perceived as a threat—to me, and perhaps to everyone else.

Ethical issues, particularly the question of difference, are closely tied to the construction of personal identity—that is, the fundamental inquiry: Who am I? A child can shape their self-image by distinguishing themselves from others. The question, however, is whether we construct our identity independently or whether it is externally imposed, with others dictating who we are. In most cases, adults shape children's identities according to predefined models, and children conform to these. The imposition of identity from external sources, under external influence, is also observed in how we perceive those who differ from us.

Difference is also linked to the mechanisms of evaluation and self-evaluation. It is always challenging to create a comprehensive profile of our own authenticity. This process becomes even more difficult when applied to others, as the "other" remains unfamiliar to us, evoking a sense of fear. Fear acts as a barrier in many aspects of life, including the exploration of difference. Yet, human communities are built on the premise of shared existence—one that involves the exchange of emotions, thoughts, and experiences.

2.2. Moral Mechanisms of Difference: Egoism, Egocentrism, Tolerance, or Altruism

Egoism is self-love, a deeply ingrained trait that is difficult to overcome. Altruism, on the other hand, is living for and with others, yet in the 21st century, it remains largely aspirational. The ability to practice tolerance by attempting to see the world from another's perspective is something learned in childhood. Tolerance is an integral part of both individual moral culture and the broader ethical framework of society. The growing alienation among people in the 21st century can be encapsulated in Erich Fromm's notion of "To Have or To Be" (Fromm,

1996). The possession of material goods, among other factors, reshapes the moral mechanisms governing human relationships. However, individuals always have the choice between isolating themselves and focusing solely on their own interests or striving to build forms of social solidarity, which inherently involve moral action.

The postmodern era, characterized by profound moral shifts and the coexistence of mutually exclusive values, raises the question of “conscious responsibility”—toward others, oneself, the world, and nature. Accepting difference is not only a part of our humanity as an inherited trait but also a quality developed through coexistence with others. The ethical and moral inquiry of our time is not merely how humane we are, but how humane we can be. In the 21st century, individuals are not only expected to encounter and accept those who are different but also to actively produce difference, which, in turn, creates additional barriers in human interactions—interactions that increasingly resemble industrial production processes (Mineva, 2013).

3. What Does It Mean to Be an Outsider in School?

The modern era offers numerous models for becoming a leader, yet many children in school must endure the experience of being an outsider. Being an outsider depends on the ranking scale within the student community, which unequivocally assigns individuals a specific status and, along with it, a corresponding social role. The "bad boys and beautiful girls" have become the new standard for the top of the social hierarchy in schools, where everything else—including academic success and excellent grades—does not guarantee a student's position in this ranking of the popular, the less popular, and the completely ignored.

Another way to secure a favorable place in the student community is to belong to a reference group that sets behavioral standards for others. This group may take different forms. In a socially selective environment, it is the group of wealthy students. In marginalized communities, the dominant group often consists of youth gangs, even within the school itself, or ethnic groups with varying levels of influence. The strongest group is the majority, which imposes its own rules. Power, in all its dimensions, serves as the foundation of social hierarchy among children and adolescents, guiding interpersonal relationships.

Being an outsider in the social ranking within a children's community is an experience associated with deeply destructive emotions. These emotions affect a young person's sense of dignity in ways that have no true equivalent. Shame, despair, and anger—accompanied by the

feeling of helplessness and the inability to change how others perceive you—leave lasting scars. No matter what motivations a child or adolescent develops after experiencing humiliation, and regardless of any future successes, the memories of a childhood marked by rejection shape a person's destiny forever. This is not a matter of psychoanalysis or psychopathological conditions but rather a profound social burden that is difficult to carry through time.

4. Philosophy of Failure and Motivation for Learning: Carol Dweck's Ideas

The only certain path to transforming a student's lack of achievement and failure in school lies in the motive for behavior. The motive for learning encompasses the stimulus, desire, and interest in education. In psychology, motives are linked to human activity and the ability to respond to and satisfy specific needs. These needs may not only be physiological, such as hunger and thirst, but also spiritual, such as the aspiration for success. Motives can be external or internal, individual or collective, stable or unstable, among others. In the school environment, the most common motives include cognitive, communicative, and social motives, among others. Motives are associated with the development of an interest in learning; however, in contemporary children, interest quickly turns into boredom and disengagement.

The mechanism of motivation in school comprises:

- ❖ A system of rules that regulate the child's and student's behavior at every moment of their school life;
- ❖ A sequence of externally imposed objectives that students are obliged to fulfill;
- ❖ Assessment as a system of continuously operating punishments and rewards.

Vasileva writes that "motives for learning are expressed in the student's orientation towards different aspects of the learning process." Cognitive motives (when the interest is directed towards a specific object of study) and social motives (oriented towards relationships with others) are defined (Vasileva, 2019).

4.2. Motivation in the Works of the Classics

Motivation in human behavior and the motive for learning have been studied by numerous scholars, yet some of them deserve special attention.

➤ **L. S. Vygotsky. Motivation for the Zone of Proximal Development in Learning.**

The motivation for learning is initially a personal motivation of the student. The next step is for this motivation to become part of the social mentality and the way of thinking of the community in which the child lives and learns (Gyuvyska, 2020). The teleological aspect—i.e., the presence of a goal related to answering the question "Why?"—constitutes the third step in the development of motivation. The final element in the motivation for learning is the correspondence between the child and the world, as well as their harmony (Vygotsky, 2003).

➤ **Carl Rogers. Motivation as a Striving for Self-Actualization.**

The author attributes self-actualization to every individual as the ability to be autonomous and to control events. Self-actualization can be both biological and psychological, and at times, conflicts may arise between these two domains (Rogers, 2012).

➤ **A. Maslow. Motivation for Self-Actualization.**

Self-actualization is not inherent to every individual but rather to those who are truly exceptional. Maslow identifies several characteristics of the self-actualized personality, including an adequate perception of reality, acceptance of others as they are, spontaneity, naturalness, and simplicity in human relationships, business-like qualities in work organization, and a tendency toward isolation and solitude—without this being associated with egocentrism (Maslow, 2001).

➤ **D. Hoffman and T. Novak. Motivation Associated with the Experience of Flow.**

This is a relatively new concept that emerged in the 1970s. It is linked to the sensation that there is no distinction between the individual and the world, between past, present, and future, and that a person is capable of exerting control over these dimensions. The internet environment facilitates such experiences. "The flow of thought" emerges in the mind of the user when tasks are highly challenging, and the individual has developed the habits necessary for solving complex problems, constantly operating on the edge of experimentation (Hoffman & Novak, 1996).

➤ **Contemporary Perspectives on Learning Motivation: The Work of Carol Dweck.**

Carol Dweck, a contemporary American psychologist born in 1946, is renowned for her works on motivation, with her seminal book *Mindset* marking a new era in modern psychology. Her ideas and publications introduce an optimistic tone in pedagogy and, more specifically, in the theory of learning, which is most directly related to students' motivation and the potential for success. At the core of her concept is the contrast between fixed thinking, which is focused on the present, and progressive thinking, which is oriented toward the future. A linguistic marker of this distinction can be seen in the words "*now*" versus "*not now*." A

child's effort directed toward the learning process rather than an immediate outcome of "*here and now*" is the more effective strategy. This progressive thought process is formed through stepping outside one's comfort zone toward the pursuit of increasingly difficult tasks. Even when students fail, this does not signify the end but merely a recognition that "*not now*" does not mean "*never*," and that tomorrow, they will inevitably succeed. A child's belief in themselves sustains their psychological resilience and mobilizes their efforts to the fullest extent. The author's advice: praise children not for their success but for their sustained effort over time, their willingness to take risks in learning, and their refusal to resign themselves to failure (Dweck, 2022).

This idea is undoubtedly valuable, particularly in relation to students' academic success, especially among socially disadvantaged students, ethnic minorities, refugees, and others. The aspiration to believe in oneself and persist is a motive that can transform an individual into a future achiever.

II. The Bulgarian Teacher Theodosi Theodossiev – Teo. The Methodology of Strength-Based Intelligence

The case of the Bulgarian teacher is the opposite of C. Dweck's, yet it is related to the transformation of motives and success at any cost.

1. Who is Theodosi Teodosiev – Theo?

Theodosi Theodossiev has gained recognition in recent years for his dedicated work in the field of strength-based intelligence. His efforts are directed toward achieving optimal efficiency in education through the integration of physical and intellectual abilities. He was born on December 1, 1947, completed his secondary education in Kazanlak, and pursued higher education at Sofia University "St. Kliment Ohridski" (Vigoria Foundation, 2024). He began his teaching career in 1974 as a teacher at "Nikola Obreshkov" High School of Mathematics and Natural Sciences in Kazanlak, where he has been a senior physics and astronomy teacher for 40 years. Theodossiev initiated a specialized training program in applied mathematics and physics and defined the "Methodology for the Development of Strength-Based Intelligence," widely known as "Teo's School." In the school, the distinguished teacher maintains and develops a theoretical and practical educational base, entirely free for Bulgarian children. The training is conducted off-site in the form of summer camps in applied mathematics and physics. The summer schools start from the 2nd grade (various programs: Balkan Summer School, Summer School for Grades 5–7, Applied

Mathematics after Grade 7, and Advanced Physics Summer School (Panitsite) after Grade 8). The Applied Mathematics and Physics School is held for eight days with students from Grades 8–9 (for applied mathematics and physics) and Grades 8–12 (for physics), as well as teachers undergoing training in Teo's methodology.

For his long-standing work, he has received numerous local, regional, and national awards and distinctions (Teo Foundation, 2024). From being praised and awarded, he has also been accused of spreading conspiracy theories (Karbovski).

2. The Methodology of Strength-Based Intelligence

The renowned teacher (as he is often called in the media) categorically creates a new pedagogical system. It includes new principles, methods, and forms of education. It combines various approaches for the development of students' intellectual and physical abilities and aims at competitive success, development of critical thinking and cognitive skills, self-awareness, motivation, engagement, and personal improvement. As Theodosi Theodossiev himself states, the name "Methodology of Strength-Based Intelligence" comes from "the need to exert great effort (strength) to solve a given task" (Theodossiev, 2018). It is beneficial for the young organism because the brain develops, the individual adapts to high workloads, and achieves excellent results—not only here and now but also in the future.

The goal of the educational content is its acceleration by increasing study time and complicating the tasks. He himself creates a database of experimental tasks. Here is the teacher's perspective on strength-based intelligence: *"Just as athletes train in the gym, the brain must not be left inactive, because like any other organ, if left unused, it atrophies. My methodology is to teach them intensive and prolonged intellectual labor"* (Education and Specialization Abroad, 2019). *"Knowledge is a matter of life and death, and freedom requires immense effort"* is Teo's credo.

The physics teacher provokes his students to seek unconventional, unique technical solutions to problems he creates, which develop their cognitive skills and intelligence. As he states in an interview, he turns them into "intellectual surfers" (Darik, 2013), with perseverance, effort, and talent as the key combination. In his teaching, he uses numerous rich examples from his personal life and strives to provoke children's curiosity. Theodossiev insists on maintaining order and discipline, both in school and in the child's personal preparation: "A strong economy and a strong education system exist where there is order" (Theodossiev, 2018). The

fundamental principle is the irreplaceability of the individual, because "it is mortally dangerous to be ignorant."

"Character is necessary, upbringing is necessary. A successful person is one who is capable of sacrificing something of themselves to 'gain' something more significant. An unsuccessful person squanders everything" (Theodossiev, 2018). The idea of personal authenticity is not new and dominated the 20th century. It was introduced by Martin Heidegger in contrast to "the gray man. "What is new in Teo's approach is the authenticity of the child's personality, which is a personality in potential. Children's awareness of their own significance is remarkable. However, it must find balance, as the possibility of becoming arrogant from achievement exists. Yet, even here, the most important condition remains the internal motive for success. Without the role of the parent, however, this will be difficult to achieve. The parent must first re-establish external control over the child and cultivate learning habits. No self-assessment can be built without the presence of adequate evaluation from both the parent and the teacher.

The methods are transversal—fundamental and transferable (Rasheva-Merdzhanova, 2014). The requirement for them is to be original and authentic.

Fundamental Principles of the Methodology of Strength-Based Intelligence.

Conceptual Framework

"For a child to have a high intelligence quotient, they must have read 1,000 books of 900 pages each by ninth grade" (Kamerton, 2018). After acquiring knowledge and accumulating it, it is important to comprehend its meaning—precise definitions. Children should engage in exact sciences from an early age. A young child can absorb an "unimaginable" amount of information. Television is allowed for up to 15 minutes per day because it leads to cognitive decline. A high intelligence quotient develops throughout life, and it is very important how active a person is.

Mathematics and Physics Education

Mathematics and physics education begins with the history of the subject to make it interesting for students. The training follows a specific principle with gradual complexity, work over many hours, and the provision of numerous daily problem-solving tasks. Weekly knowledge assessment: "an Olympiad every week," "battle readiness every week," which keeps the child in an active learning mode.

Overcoming Children's Fears

Difficult tasks must be solved without hysteria and anxiety, and children's fears must be alleviated. This happens when students are frequently placed in challenging situations, which they learn to handle. Learning must be voluntary, and the example of those who have succeeded is important. Children must be motivated for battle, gaining courage and determination to succeed. Surprise must be an element of education, which is why Theodossiev does not recommend uploading materials online (Theodossiev, 2018).

Experiment

According to Theodossiev, there are very few good experimenters in the human world. Experimentation is the most difficult part of education; it is expensive and irreplaceable, requiring individual work and influencing a person's perceptions. Experimental tasks differ from laboratory exercises as they involve working with technology and acquiring technical culture. When assessing students, only those who can truly apply their knowledge and make it functional receive the highest grades.

Despite creating his own database of experimental tasks, the emphasis is on tasks created by the students themselves. Olympiads, as a form of assessment in Bulgarian schools, occur several times a year, whereas here they take place monthly and weekly, and the student's continuation in the school depends on the results. Olympiads serve as an examination assessment rather than a matter of prestige or algorithmic evaluation. His style of expression shifts between scientific, everyday, artistic, and mystical, which makes his messages radical. Teo speaks as a sage rather than a teacher.

Moral and Ethical Foundations.

Students must become morally responsible individuals. The greatest virtue is patience, and the gravest sin is pride. From early childhood, the child must learn patience, to work, to study, to read, and to develop their brain for 11-15 hours a day. For Teo, modern pseudo-culture leads to tragic consequences. The message of action culture is: "One slap—death" (Theodossiev, 2018). The goal of education is also the pursuit of moral Absolutism.

According to Theodossiev, in the future, there will be billions of dependent people who will be redundant. Non-redundant people will possess more freedom. Theodossiev comments on the understanding of happiness—in education, happiness is deceptive, and there are different levels of happiness. Today, happiness is associated with not making an effort, with living in

the ideology of modern overconsumption. Children must learn the price of suffering in education to be truly happy.

According to Theodossiev, students must learn to follow rules, whether from society, the Higher Creator, or institutions that organize society. Not least for Teo, "people are born with different abilities," and everyone must be respected for what they can do (Chetilishte, 2024). Every child can achieve success as long as they desire it and make an effort.

III. Experimental part.

In the context of the present theoretical exposition on the (un)success of children in school, the reasons for this, the corresponding theories of prominent figures in pedagogy, as well as in continuation of the presentation of the Methodology of Strength-Based Intelligence by the Bulgarian scholar Theodosi Theodossiev, we conducted a survey among parents, teachers, and students.

Our scientific inquiry is related to how these three types of adults perceive the unsuccessfulness of children, the factors of the student and the teacher, and the potential opportunity for success offered by the Methodology of Strength-Based Intelligence. The aim of the study is to examine the opinions of parents, teachers, and students regarding the methodology and its applicability, taking into account the role of the teacher and the student in educational success.

A total of 43 respondents participated in the study, including 18 parents, 15 students, and 10 teachers from Bulgarian schools. The age distribution is as follows: 7 participants are up to 30 years old, 13 up to 40 years old, the largest group of 17 participants up to 50 years old, and 6 respondents are over 50 years old.

According to one-fifth (18%) of the respondents, unsuccessfulness places an individual in the group of those isolated from the community, and the feeling of failure is identified with the feeling of being redundant (Fig.1). Success creates a lasting trend of acceptance or exclusion within the social community and raises the question of the necessity of being successful in order to be socially accepted.

In the following questions, information is sought regarding the recognition of the innovative teacher and his methodology. A large percentage of the respondents (48.8%) are partially familiar with his work.

The most likely reason for this is the frequent media interviews, coverage of the school's activities, as well as the short videos and films available on the internet. These provide brief, superficial information about Theodossiev and his ideas – Fig. 2. The results obtained fully reflect the fact that despite 40 years of work and training a large number of students and teachers, there are no serious followers of the new methodology in Bulgaria.

These statements are confirmed by the next question related to the definition of the Methodology of Strength-Based Intelligence. More than half (51.2%) of the respondents associate the term with developmental learning according to Russian scholars, 30.2% with experimental learning, 11.6% with accelerated learning, and 7% with project-based learning.

The foundation of the Methodology of Strength-Based Intelligence lies in intensive problem-solving, pushing students beyond their comfort zones. Through the survey method, we investigate how teachers, parents, and students actually interpret "stepping out of the comfort zone."

More than half of the respondents state that it is associated with an unconventional learning situation. This situation may involve a different classroom, a different school environment, alternative pedagogical approaches, assessment methods, and more. Here, the respondents align with Theodosi Theodossiev's principles, as he insists that the school should be in a secluded place, surrounded by nature, where the learning process continues through the observation of the environment. Other interesting responses include the idea that challenging and experimental learning situations push children out of their comfort zones. Theodossiev employs all these approaches—he targets difficult tasks for students, placing them in stressful situations to build immunity" against difficulty.

The experimental learning environment is also linked to the use of practical lessons, which are not only different but also highly favored by learners. Theodosi Theodossiev invests special effort and preparation into these methods – Fig. 4.

One of the most controversial aspects of the Methodology of Strength-Based Intelligence is the early introduction of students to exact sciences and, more specifically, their early exposure to discomfort within the learning environment – Fig. 5.

We asked the respondents for their opinion on the inclusion of children from the early stages of school education in off-site intensive training schools. The responses are relatively evenly divided between support and opposition. Although they acknowledge the importance of

success for children, parents, students, and teachers do not consider it necessary to focus on it at an early school age, as is also evident from the next question – Fig. 6.

A total of 51.2% of respondents align with the negative response, while 48.9% lean towards the positive answer. Interestingly, every second respondent believes that children's success is important from primary school, but they do not trust remote education outside the familiar social environment.

The next question is directly related to Theodossiev's ideas regarding the current state of Bulgarian education. His statement, "It is mortally dangerous to be ignorant!", was chosen by 60.5% of the respondents. This directs us to similar analyses by students, teachers, and parents concerning the declining intellectual and educational strength of the modern generation – Fig. 7.

The survey aims to identify the strengths and weaknesses of both the teacher and the student by posing the question: Who is more valuable in education and why?

The responses vary and are open-ended, but for the purpose of the study, they have been categorized into several groups, as shown in Figures 8 and 9.

The results indicate that approximately 30% of respondents believe that both the teacher and the student are equally important in the educational process. They are interdependent, and the success of education relies on their interaction.

Regarding the importance of the teacher, respondents highlight his role as a repository of knowledge as the most significant. This response aligns with Theodosi Theodossiev's philosophy, who repeatedly shares in interviews and lectures that he sees himself as "a basket filled with the gifts of previous generations, to which he adds his own and passes them on to his students" (Theodossiev, 2018). Interestingly, this response corresponds to the second scheme, where respondents identify students as the future, as well as receivers and transmitters of knowledge who add uniqueness. Among the other responses, those related to the educational process stand out.

In conclusion, we emphasize that (un)success in children is a concept with social and moral parameters and, beyond its typical academic projections, it holds much broader significance in children's consciousness. (Un)success is not merely an expression of a teacher's evaluation but applies to the entire student community, impacting a child's self-esteem, which in turn programs their future destiny. The motivation to learn plays a crucial role in school

(un)success. As explored in the theoretical section, different scholars attribute varied dimensions to it.

For the Bulgarian innovative teacher Theodosi Theodossiev, the desire for success must dominate all else, and he places the competitive spirit of the school institution at the heart of education. According to him, “the goal of school is to understand what each child is capable of” (Theodossiev, 2018).

In recent years, Bulgarian schools have transformed from educational institutions into charitable organizations that cultivate future marginalized groups. Teo’s aspiration is not merely to restore competition but to reinstate the opportunity for both teachers and students to give their very best.

Summarizing Theodossiev’s Contributions:

1. Theodosi Theodossiev restores faith and trust in the sacredness of the Teacher as a source of knowledge.
2. He prioritizes the child’s intrinsic motivation for success, making it the dominant driving force tied to future realization and self-actualization.
3. Theodossiev develops the Methodology of Strength-Based Intelligence, which has a comprehensive and applied character.
4. Every innovation, according to Theodossiev, must have a holistic nature rather than an episodic one, meaning it is insufficient to change methodologies without transforming the entire pedagogical framework.
5. The role of the parent remains unconditional in a child’s life, and the timeliness of parental involvement directly correlates with greater educational outcomes.

The Methodology of Strength-Based Intelligence is an amalgamation of diligence, continuous self-improvement, self-discipline, competitive spirit, and responsibility, shared by both teachers and students, yielding remarkable results. *“What I have tried to do all my life is to produce irreplaceable people.”* (Kamerton, 2018).

As the study demonstrated through experimentation, Theo’s methodology remains unknown and inapplicable in the modern educational system. It remains an exotic accent in the pedagogical reality. Teachers, parents, and pedagogy students are not ready to support it, despite their awareness of the real problems children face at school and their recognition of the value of new ideas and the need to break away from the status quo. Ultimately, the

individualisation of the world determines the possibility for the existence of various forms of success.

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