

REVIEW

By Prof. Dr. Adrian Georgiev, Department of Music and Multimedia Technologies,

Sofia University St. Kliment Ohridski

About the dissertation on the topic "Specifics of working with a children's musical in preschool groups of the kindergarten" for awarding the educational and scientific degree "Doctor" to Evgenia Petrova Vitanova.

Evgenia Vitanova has completed several master's degrees, including Primary School Pedagogy at Sofia University, Music Pedagogy, Innovations in Preschool Education at the University of Shumen. She has (also) completed several bachelor's degrees, as follows – at the Faculty of Vocals and the Faculty of Theory and Composition and Conducting of the National Academy of Music in Sofia. He completed his secondary education at the National School of Arts "Dobri Hristov" in Varna with a degree in piano and classical singing. Since 2019. is a PhD student at the Department of Music and Multimedia Technologies, and after completing the period of study she was expelled with the right to defend in 2023.

Evgenia Vitanova's pedagogical experience is diverse, from 2018 to the present, mainly related to the specialty - music teacher in kindergartens, as well as in secondary school.

The abstract to the dissertation correctly reflects the content of the dissertation, which is in a volume of 165 pages. and includes an introduction, four chapters, appendices and a bibliography with 25 sources in Bulgarian, as well as 22 websites and electronic platforms.

The topic of the dissertation is relevant, given the game forms of presentation of the content and thematic material in the field of "arts", and the activities in the kindergarten. However, I want to clarify right away that we should not talk about the concept of "musical", or at least to make a correct clarification of the concept, but in the context of possible activities in kindergarten. From a research point of view, the dissertation has a clarification of the concepts in the context of the development.

I will allow myself to comment on some parts of the introduction of the dissertation.

Evgenia Vitanova notes that the purpose of the dissertation is to summarize methodological conclusions based on practical results, subjected to analysis and synthesis, necessary for scientific research.

The tasks that should be performed in the course of developing the dissertation are noted:

- presenting a historical panorama of the development of the musical as a genre
- tracing the evolution of the children's musical from its inception to the present day
- Systematization of existing Bulgarian stage productions – prototypes and genre-like children's musicals
- Preparation of a classification of genres suitable for transformation into a musical for kindergarten (author's musical fairy tale and digital audio fairy tale)
- exposing the stages of working with a musical for kindergarten
- Analysis of existing classifications and methodology for playing children's musical instruments
- presentation of non-traditional children's musical instruments (dizi, pan flute, recorder, hulusi, bavu, suona, soprano clarinet) with application in a musical for kindergarten.

Here I would ask a question – how should the children-participants be attracted and selected, and in particular with what skills for playing children's musical instruments, as well as non-traditional children's musical instruments (dizi, pan flute, recorder, hulusi, bavu, suona, soprano clarinet) with application in a musical for kindergarten.

The subject of the dissertation is defined as "working with a musical for kindergarten. It is tailored to the age characteristics, the emotional world of the children and the organization of the day in the kindergarten. The characteristics of the children's musical as a genre are analyzed." This is not very correct, rather we should define the subject "children's musical" and its possibilities as a form of extracurricular activities.

The object of the scientific research is the introduction of the children's musical as an element of work in the repertoire of children from PUV. In this text, an example of this is the specific work on the stage realization of the musical "The Missing Martenitsa" and the mechanisms for adapting the genre of children's musical depending on the age characteristics of 5-6-year-old children (PWD). Here again I have a remark, the object of the study should report a result, and later an analysis should be made.

The working hypothesis of the dissertation is: if, when transforming other genres, a methodological model is developed for staging a children's musical in preschool groups of a kindergarten, a new genre is obtained - a musical for kindergarten, through which the development of musical abilities, auditory ideas and creative realization on stage is increased. In this way, the full assimilation of the educational content in the field of "Music" is carried out and the motivation of children for music is increased.

Here again I find complete ambiguity. How could a "new genre" be created just by staging a children's musical in kindergarten? And what would be the relationship to the curriculum, which clearly distributes the thematic material and the annual distribution by topic?

According to Evgenia Vitanova, the rehearsal process is defined as the most significant for children, as it creates a new face of the parent-teacher relationship, caused by the positive emotional experiences of the children and the additional topics of conversation between the two parties (favorite activities in the musical, favorite musical instruments); affects the increase in discipline and responsibility; provides a springboard to increase opportunities for future music activities. Children experience the rehearsal process internally, share it with their relatives as a unique experience due to the saturation of the rehearsals with a variety of activities (talks, costume testing, scenery, music, text, dances) and appreciate it as an activity that enriches the learning process and brings them closer to the emotional world of the teacher.

This was a quote from the introduction of the dissertation, in which, however, we cannot find activities in the kindergarten itself, if the descriptive part was aimed at extracurricular activities as a form of pedagogical interaction, and then it would already be clear that we are talking about working with qualitatively selected children, playing musical instruments, singing, etc.

In the first chapter, an attempt is made to clarify the various challenges, activities and methodological guidelines for the musical arrangement of a musical for kindergarten. Some objective (and possible) complications when performing a musical for kindergarten, created through the transformation of other genres, are also considered. The activities for the implementation of the children's musical in the primary grades of the secondary school are considered, as well as the opportunities for working on a children's musical in the modules of the annual full-day organization of educational activities, including at a later stage - when working with a children's musical in primary school.

I would recommend that the last part of the first chapter be separated out, and designated as "methodological guidelines for the work of the music educator".

In the second chapter, "Stages of work in a musical for kindergarten", (as I said, I recommend structural changes in order to put the methodological guidelines in a separate chapter), an attempt is made to describe in a chronological text the various activities of the realization of the project - selection of a work with an appropriate scenario for the creation of a musical for kindergarten, audition of the work, talks on the content, assignment of roles, entry and exit from the stage, etc.

It is noteworthy the shift in the description of the activities, already as realization on stage, not in kindergartens or celebrations. Perhaps it would be better to direct the whole work as a title to children of preschool and primary school age, respectively extracurricular activities,

and not as stated in the title - specifics of working with a children's musical in preschool groups of kindergarten.

The volume of this chapter, as a text, is proportionate to the others, and it should be stated the main premise of the dissertation, i.e. it lacks the methodological move in the activities of the realization of the children's musical. The total amount of text in this chapter, content-wise, should introduce us to the methodological guidelines, as I said above such a part is missing in the structure, and it is better to structure it more clearly.

Chapter four analyses the results of the experiment, and tests the hypothesis. Again, I have purely structural remarks - we should not have an introduction as part of the fourth chapter again.

As E. Vitanova says, in connection with the working hypothesis stated in the introduction of the dissertation, a pedagogical experiment was constructed and conducted in the PG of the DG. It was planned and carried out with all the attributes of experimental-scientific research. The experiment is developed in three phases with a concrete musical and stage model - a musical for kindergarten „The missing martenitsa" , and with the necessary diagnostic tools. The specific approach in this case is related to a conscious search by the author of the experiment overlapping the content of the diagnostics of the educational directions with the content of the diagnostics of the experimental study. My remarks are , that it is not clarified exactly how the work with the experimental, and control group is reported. What are the factors, and activities that will give us the evidence values?

One more quotes..... "The methods of the study partially overlap with the pedagogical ones for educational situations in kindergartens, since the age range of the children under study requires the use of familiar approaches - discussion, observation, analysis and synthesis of results of diagnostic procedures, inferences and conclusions, work in a digital environment through the software of the N Vision educational platform."

I recommend E. Vitanova to familiarize herself with the textbook of Prof. Dr. G. Bizhkov "Methodology and methods of pedagogical research". In this way one will not fall into the situation of describing non-existent research.

Despite my critical remarks, I can say that the dissertation has merits, but lacks the character of research, clear methodological guidelines, application in practice.

Contributive points of the dissertation. I agree with some of the contributions, but with others strongly not :

- Traces historical experience with the musical genre, including and of the children's musical, which for the first time is considered in a new perspective - as a basis for the emergence of a new genre through its possible transformations.

As I said above, it is highly controversial to create a new genre simply by introducing different themes into the curriculum.

- New concepts are introduced for the first time - 'children's musical kindergarten', 'original musical story' and 'digital audio story' with their terminology and specific content.
- For the first time in pedagogical practice, a methodological model for working with a musical for kindergarten.

My main remark here is that even through the experiment we do not get specifics to the questions I asked above about children's instrumental skills and the possibility of presenting a complete musical-stage performance.

- In connection with the experimental work and the elaboration of the methodological model, a classification of non-traditional children's musical instruments is presented for the first time.

However, this does not have much application in the experiment activities cited.

The research work has practical-applied message, which foresees, as a final stage, the publication of a “Methodological manual for work on children's musical with preschool children of kindergarten”.

I agree that the thesis has methodological value. However, it should acquire a quite different structural form, and in the context of work in extracurricular forms, children's vocal groups, etc.

Considering the above, I give my positive (in principle) assessment, but I also expect answers to the questions posed, on the basis of which I will recommend to the distinguished scientific jury to award the degree of Doctor of Education and Science to Evgenia Vitanova.

5.09.2024 , Sofia

Prof.Dr. Adrian Georgiev