

OPINION

by Prof. Dr. Yavor Svetozarov Konov
(Department of Music, New Bulgarian University),
doctor of art history
(in the scientific field 8.3. "Musicology and musical art")
and professor of polyphony (in the same scientific field),

of the dissertation of
Master MAYA PENKOVA ANDASOROVA
on the topic of
"INTEGRATED APPROACH AND METHODOLOGY
OF MUSIC EDUCATION IN 4TH GRADE "(2022)

developed under the scientific guidance of
Prof. Dr. Adrian Georgiev
in the Department of Music and Multimedia Technologies
at the Faculty of Education and Arts
of Sofia University "St. Kliment Ohridski ”

for obtaining the educational and scientific degree of Doctor
in the scientific direction 1.3 "Pedagogy of teaching in ..."
("Methods of teaching music")

Biographical data about the doctoral student:

According to the autobiography provided to me, the doctoral student Maya Penkova Andasorova was born in 1966. I have no data about her school years. In 1988 she graduated as a Master of VTU "St. St. Cyril and Methodius ”with a degree in“ Primary school pedagogy ”. In 1993, 1998 and 2000 she had successive

qualifications as a teacher at the Thracian University in Stara Zagora. In the period 2003-2005 she qualified at the National Sports Academy "Vasil Levski" in Sofia, in 2016 as a theoretical medical and biological training in at the National Institute of Physical Education at Sofia University "St. Kliment Ohridski" and a professional qualification in "Montessori philosophy in modern society". In 2019 she was enrolled as a doctoral student - and was granted the right to defend her thesis in 2022.

She states that she speaks Russian, as well as English (B2) and French (A1) at a very good level.

She has been working as a primary school teacher in 4 schools in Stara Zagora (2) and in Sofia (2) for almost 30 years (from 1994 until today).

She has participated in the creation of music textbooks, respectivel teacher books and textbooks for 1st, 2nd, 3rd and 4th grade, as well as interactive resources to their electronically readable versions.

She has cited 19 of her publications, 3 of which are in connection with the dissertation.

I read carefully the dissertation in full, as well as the abstract to it.

The dissertation submitted to me for an opinion consists of 205 pages (of which 188 are the main text), in a volume of about 1.5x compared to the one on BDS (therefore I can consider it about 300 pages), including illustrations (6 tables and 41 diagrams).).

The abstract (46 pages with a volume of about 1.3x that of BDS, meaning about 60 pages) **sufficiently reflects the dissertation.**

The dissertation is structured as follows:

Introduction - in addition to the introductory part, it also includes the subject, the object, the goal, the tasks, the working hypothesis, the tools of the research / dissertation and the corresponding terminological dictionary. The study was conducted at the Innovative 7th Sofia School "Seven Saints". The dissertation “analyzes, systematizes and summarizes four years of practical pedagogical

experience from the work of the innovative 7th school, examines the knowledge, skills and competencies of fourth grade students in music and the results of applying an integrated approach and innovative teaching methodology with focus on multidisciplinary problem-based lessons, work in observation classes in extracurricular learning environments and project activities. [...] It is aimed at discovering and applying new integrative pedagogical techniques in music education in primary school and presents an innovative methodology for successful, quality acquisition of knowledge, skills development and development of competencies in the field of music. "(pp. 6-7). The doctoral student has well and thoroughly formulated and presented the subject, object, purpose and tasks of her dissertation (whose relevance is indisputable), as well as her working hypothesis, has well selected and described the research methods (historical, analytical, questionnaire, observations, tests , statistical, etc.).

4 chapters:

1. The subject Music in the modern Bulgarian school: history and modernity (after 1973, p. 25), place then and now, normative documents (with special attention paid to those for the so-called innovative schools), incl. the curricula for grades 1.-4., commented in detail and in detail. This chapter shows the good and detailed knowledge of the doctoral student in the history and development of school music education in our country. Naturally, she knows her own era best, the last 3 decades, her comments on it are the most extensive and multifaceted. It also presents conclusions about the place and importance of the subject Music in today's practical school education in our country.

2. Didactics in the field of music in these classes - traditional and modern foreign (Emil-Jacques Dalcroze, Carl Orff, Zoltan Kodai, Shinichi Suzuki) and our systems (generally reflecting European practices, and in particular those of Dobri Hristov, Boris Trichkov, Trendafil Milanov, modern systems) offers her conclusions about their applications. In general, the dissertation is very educational.

3. The actual pedagogical-experimental chapter for the dissertation: with an experimental group of 90 students (from the innovative 7th Sofia School) and a control group of 68 (from the non-innovative, traditional school in Stara Zagora). Both groups have equal number of girls and boys. In 2-zone 5-stage experimental activity, this part presents the organizational research, the innovative methodological for the implementation of interdisciplinary problem-based lessons, observation classes in extracurricular learning environments and project activities in the teaching of music to fourth grade students. Methodological guidelines and methods for implementing an integrated approach in conducting interdisciplinary problem-based lessons (in the syncretic coverage of music, if I may say so - with a very detailed step-by-step transition through the eras and directions in them, and in the interconnected trinity: history-arts-music). External training, project activities in music (with relevant considerations, objectives, conclusions, with coverage and the general history of art) Measurements of knowledge, skills and competencies of students (respectively tools, testing, results and their statistical processing, analysis, interpretation and conclusions). Comment on the electronic platform Kahoot (for creating tests and working with them). Resp. created for the purposes of the dissertation Kahoot test with 37 tasks, as well as an experimental study of the dissertation (measurements and assessments of knowledge, skills and competencies of students in both face-to-face and distance learning) in terms of teaching music and the mentioned measurements (conducted with evaluation cards), etc.

4. The fourth chapter is dedicated to the teaching of music in the fourth grade of the innovative school in the conditions of distance learning. On the basis of the normative requirements, personal and collegial experience of software and practical difficulties and challenges encountered and their overcoming has been shared.

Conclusion: through "the application of the integrated approach and innovative methodology, including interdisciplinary project-based lessons, observation

classes in extracurricular learning environments and project activities in the field of arts, student achievement in completing the initial stage of training in basic music education indicators" has risen (p. 185). It also includes the contributions of the dissertation (set out in 8 points), which I accept as a whole.

Literature: 90 reference sources of different character and genre are described, in Cyrillic and Bulgarian (including several translated, the rest are by Bulgarian authors), except for 1 in Russian; and 3 more in English. I have not checked which of them are cited in the text of the dissertation.

Applications: 2 descriptions of interdisciplinary problem-based lessons; evaluation card; Kahoot test.

Publications in connection with the dissertation: 13 in number, of which the first 10 are music textbooks and notebooks, and books for the teacher to them, for classes 1., 2., 3. and 4. (all co-authored by Georgiev, A., Kovacheva, R., Andasorova, M.); the last 3 are independently authored by the doctoral student.

I have not provided data on citations of the doctoral student by other authors, reviews in the scientific press.

I do not have additional opinions, recommendations and remarks.

The doctoral student meets the requirements for scientometric indicators. She has declared the originality of her work, her research, results and contributions.

Congratulations to the research supervisor Prof. Dr. Adrian Georgiev.

IN CONCLUSION: based on the above, I vote "FOR" this doctoral student MAYA PENKOVA ANDASOROVA, based on her dissertation "' INTEGRATED APPROACH AND METHODOLOGY OF MUSIC EDUCATION IN 4TH GRADE "(2022)" to receive the educational and scientific degree of Doctor in the scientific field 1.3 "Pedagogy of teaching in ..." ("Methodology of teaching music").

Sofia, June 10, 2022 Signature: