

REVIEW

of a dissertation on:

"MEDIA LITERACY AND CRITICAL THINKING IN 5-7-YEAR-OLD CHILDREN"

For awarding the educational and scientific degree "Doctor"

Professional direction 1.2. Pedagogy (Media Pedagogy)

Author: Katya Dimitrova Stoyanova

Doctoral course in part-time form of preparation

Katja Dimitrova Stoyanova graduated in 2000 with a master's degree in journalism at the Sofia University "St. Kliment Ohridski", at the Faculty of Journalism and Mass Communication. He is a doctoral student in "Media Pedagogy" at Sofia University "St. Kliment Ohridski", Faculty of Educational Sciences and Arts from July 2020 until now. She has got the qualification "Assistant director in television" since 1994.

Katya Stoyanova has participated in the development and implementation of university, national and international projects, has attended and presented reports at several conferences and seminars.

The presented brief biographical reference gives me reason to share my positive attitude towards the educational, professional and creative path of the dissertation student.

Katya Dimitrova Stoyanova was enrolled as a doctoral student in an independent form of study by order of the Rector of SU "St. Kliment Ohridski", No. RD-20-1037 of 17.07.2020. She was expelled from doctoral studies with the right of defense by order of the Rector of SU "St. Kliment Ohridski", No. RD-20-2375 of 15.12.2023.

During the implementation of the administrative chronology of the dissertation, no violations were committed and it corresponds to the requirements of the "Regulations for the Acquisition of Scientific Degrees at the University of St. Kliment Ohridski".

The dissertation consists of 160 pages, of which 117 pages are the main text. It is structured into an introduction, five chapters, findings and conclusion, recommendations, bibliography and appendices. Literary sources are represented by

119 publications, of which 59 are in Bulgarian and 60 are in Latin. The dissertation presents a total of 10 tables, 3 diagrams, 6 graphs, 12 figures and 12 appendices.

Structurally, the dissertation contains all the relevant components for its evaluation - theoretical statement of the problem, programmatic orientation of the study, empirical research in connection with a developed own pedagogical model for teaching a foreign language to children of preschool age and establishing its effectiveness.

In this regard, the work corresponds to the quantitative and qualitative requirements of the Regulations for the acquisition of scientific degrees of SU "St. Kliment Ohridski", there is originality of the dissertation and it does not violate the copyrights and intellectual property rights of anyone.

The abstract corresponds to the dissertation and summarizes its achievements.

The dissertation student's publications on the subject are three in number, they have scientific and applied value.

The topic is extremely relevant in connection with the highly media-oriented institutional and family environment in which children are raised and educated and the challenges facing the educational system in this regard. In this sense, not only the technological, but also the substantive and procedural aspects of the issue are significant, such as the analysis, synthesis and evaluation of the messages that the media sources send, i.e. the interconnection between media literacy and critical thinking.

In the Introduction of the dissertation, the topicality of the studied issue and its main aspects are presented in a general plan. Emphasis is placed on critical-media literacy in theoretical and practical-applied terms and the possibilities for its development in the context of media education in preschool age. The program orientation of the dissertation research is also presented.

The first chapter "Media literacy in the context of preschool education" focuses attention on several main aspects in the theoretical analysis: a brief overview of various concepts related primarily to the emergence and definition of the concept of "media literacy"; consideration of media literacy as a comprehensive concept of learning embedded in educational programs and continuing throughout life, as well as some of its specifics related to the preschool age stage; comments on media education in the European context and its focus on the development of critical thinking and active behavior of children.

The second chapter, Critical Thinking and Preschoolers, discusses and, to some extent, argues for the key nature of this age stage for the development of many thought processes, including critical thinking. An attempt is made here to define the term "critical thinking".

The third chapter "Research of critical media literacy in 5-7 year old children" contains the theoretical and technological parameters of the research model for the development of critical media literacy. Here again, the programmatic orientation and the research tools are presented, which are generally adequate to the studied issues.

The formulated goal successfully oriented the research to a deep and detailed analysis of the significant connection between critical thinking skills and the level of media literacy, which finds its projection in the creation of an experimental model for the development of critical media literacy.

The specific tasks of the research correspond to the studied problem and its purpose. They are formulated with a focus on justifying the need to present and approve the author's Model for the development of critical media literacy in 5-7-year-old children.

The research model is based on the hypothesis and sub-hypotheses, which mainly aim to establish dependencies between the formation of critical media literacy in children at the end of preschool age and the content of the author's model, in the context of the influence of various factors in the socio-pedagogical environment - an educational institution, family, media.

The survey methods, a psychological-pedagogical experiment and a test-training battery are mainly used. In the research, a mathematical-statistical analysis of the data is carried out, which guarantees a good level of objectivity, correctness and credibility.

In the fourth chapter "Model for the development of critical-media literacy in preschool children" the specific parameters of the author's Model for the development of critical-media literacy and test-training battery are presented (in the theoretical-scientific and diagnostic-applied aspect the test-training battery, the standardized written surveys examining the competences of teachers and parents in the field of media literacy; a preliminary study of components of the model, implemented in a practical-applied plan in kindergarten and in a theoretical one - with students.

In the fifth chapter "Presentation is an analysis of the results of the research" the substantive highlights of the research are presented in accordance with the research methods used. Here is presented a quantitative and qualitative analysis of the data obtained from the test-training battery, the surveys, and the situation assessment scale, for their reliability (through Cronbach's Alpha coefficient); the statistically obtained results are visualized and analyzed, which prove the relationship between critical thinking and media literacy in the experimental group. Conclusions and recommendations in the direction of pedagogical work are important.

The correctness of the presentation of the research data, their summarization and visualization in diagrams, tables and graphs, the correlation of the obtained results with the main points in the research program - hypotheses, tasks, etc. can be mentioned as positive points in this chapter of the dissertation.

The conclusion and conclusions summarize the achievements of the dissertation work in the direction of the derived author's model and the related studies on the relationship between

The derived recommendations have a certain significance for pedagogical practice in preschool educational institutions and the family environment of children.

The appendices help to better visualize the research model and to further argue its effectiveness.

In addition to the positive highlights in the presentation of the dissertation, its main contributions can also be identified:

- The theoretical interpretation of the problem is presented analytically and in detail, with the emphasis being placed on the problems related to media literacy, critical thinking, critical-media literacy, examined in their interrelationship and in the context of the competence and multimodal approach.
- An author's model for the development of critical media literacy in the context of media education in preschool educational institutions has been developed and tested.
- The conducted research, its data, conclusions and recommendations regarding mastering and improving critical media literacy in the context of preschool education, are a prerequisite for its practical application, for its enrichment and improvement.

Question for the PhD student:

1. What are your expectations regarding the possibilities for multiplying the proposed author's model for the development of media literacy and critical thinking in a socio-pedagogical plan, as well as for its deployment and improvement?

The procedure for the defense of the dissertation corresponds to the requirements of the Law on the Development of the Academic Staff in the Republic of Bulgaria and the Law on Scientific Degrees and Titles, as well as the Regulations for their implementation.

In conclusion, the indicated positive highlights and contributing moments give me the reason to give a **POSITIVE ASSESSMENT** of the dissertation work on the topic: "MEDIA LITERACY AND CRITICAL THINKING IN 5-7-YEAR-OLD CHILDREN" and to propose with conviction to the scientific jury **TO AWARD** the educational and scientific degree "Doctor" in the field of higher education 1. Pedagogical sciences, Professional direction 1.2. Pedagogy (Media pedagogy) of Katya Dimitrova Stoyanova.

Sofia Reviewer: 19.01.2024 /prof. Dr. Lyuboslava Peneva/