

REVIEW

on the competition for the award of the doctoral degree in the professional field
3.1. for the award of the doctoral degree in the professional field 1.3. Music
Education Pedagogy (Music Teaching Methodology), Higher Education Area 1.
Pedagogical Sciences

The candidate Georgi Georgiev has the topic of the dissertation:
"A methodological model for the application of mobile technologies in music
training"

REVIEW

by Prof. Dr. Angelina Petrova Petrova
Faculty of Theory of National Academy of Sciences "Pancho Vladigerov" for the
dissertation of Georgi Georgiev on topic "Methodical model for application of
mobile technologies in music education"

with scientific advisor Scientific adviser: Prof. Dr. Adrian Georgiev,
for the doctorate degree
by professional field 8.3. Music and dance art

Biographical reference and presence of the dissertation teacher as a teaching
assistant and music producer

From the submitted biographical information of the candidate stands out the
bright figure of a solid specialist in two fields: music technologies and music
production, on the one hand, and music pedagogy, on the other. majoring in
Computer Audio Technology, and before that she has an extremely rich experience
as a producer of a number of well-known TV productions, some of which have
been successful and have attracted public attention - for example, "Bulgaria Got
Talent", Seven Hours Difference, Like Two Drops of Water.

Not only has he received a solid music education, but he has also specialized in world-renowned institutions of higher education in music such as Berklee College of Music - Specialization in Musical Production. In short, his path as a professional in the fields of media and technology, and in the field of music pedagogy, led very logically to the development and completion of a dissertation entitled "A Methodological Model for the Application of Mobile Technologies in Music Education". A highly relevant, intriguing work has emerged in the meeting of the main fields in which the dissident works, most of all impressing with its concreteness and the fact that it directly develops new elements of music education that are of the greatest importance today. The advent of the Information Society, the development of computer networks, changed the idea of education and led to an understanding of the need for new approaches to open education as a pedagogical method. Technological advances and widespread technological innovations make it possible to change educational models and to combine traditional methods and forms of teaching and pedagogical activity with the use of new technologies to improve and update the teaching system in theoretical and practical terms. (abstract, p5.).

The thesis of the dissertant about the computer as a musical instrument, from which he goes to the whole development, is valuable: "The computer as a musical instrument today is among other, already traditional, musical instruments. A specific step for music education in primary school may be the development of methodological models for the use of contemporary music applications and their introduction into teaching content in order to increase students' interest in the subject "(abstract, p. 6). From this starting point, a model is created for linking music education with the help of mobile technologies and the use of mobile applications in the elementary (Grade 3-4) stage of education in the Bulgarian

general education school in the form of freely selectable music lessons. A music-pedagogical experiment was conducted to prove and approve the dissertation model for the introduction of computer technologies. Thus, in fact, this dissertation takes a complete cycle - to outline the field of new computer technologies, to create a model and specialized development - and from there to seek confirmation in a pedagogical experiment in four stages. Thus, the cycle closes and the dissertation not only outlines the new scientific field - the application of technologies in the specifics of music training, but also reveals the ways and approaches in the concept of m-Learning, as well as confirms the practically created theoretical model in practice.

Below the relatively modest description of the dissertation: introduction; four heads; conclusion, conclusions and recommendations; bibliography and applications in which 189 pages of text with bibliography and applications outline a well thought out monographic structure. The introduction defines very precisely the aims, object, hypothesis and tasks of the study. Chapter One provides a rich, informative text that traces and summarizes the basic elements of technology. The hardware devices, software environment, and types of software that can be used in music training are discussed. The English language literature, which is summarized in this chapter, is very rich.

I would fundamentally call the thesis of the dissertation doctor that "The tablet could be an electronic textbook. Its interactive and multimedia capabilities are constantly evolving and improving (immediate search for relevant information on the Internet, updating it, creating hyperlinks, listening to audio, watching video). Students can use music libraries (collections) containing works from different music genres, composers and performers from different eras, participate in music quizzes and tests created by the teacher, using online applications and resources. "(Abstract p.15) . Especially in the field of music training, no such

highly specialized analysis has been carried out so far, and I definitely think that this important and innovative task was undertaken by G. Georgiev.

Chapter two examines the essence of the methodical model developed by the dissertation student with the Walk Band and Maestro applications, as well as the introduction of their practice. hearing and the field of solfegia such as the development of harmonious hearing, timbre hearing; work on musical dictation; recognition of timbre of musical instruments. (abstract p.21). It is here that the fundamental contribution of the work is highlighted, which not only closes it in the field of music education in the general education school, but also addresses the different types of fields of music education.

Chapter three presents the experimental part of the dissertation research conducted at the 51st Secondary School. It has been developed very precisely in several stages: ascertainable, practical - a stage of specific application of the model - and a third stage - a control, reporting the results.

At the end of the thesis a final section is created. The dissertation information should also be accompanied by the fact that it contains 18 tables and 82 photographs. Her bibliography is impressive: 135 titles in Bulgarian, 31 in Russian and 359 in English.

Looking at this dissertation, let me emphasize that G. Georgiev has carried out a concrete, focused, but at the same time, basic development of the application of mobile technologies in music education. The contributions to the present work are indeed purposefully sought and derived. In fact, each contribution follows logically from the previous one: a / 1 / model has been created to upgrade music training based on mobile / smart technologies. On this basis, a / 2 / mobile technology training curriculum has been developed, as well as additional modules for the Maestro and Walkbend programs. The results of innovative forms of training stand out in the experiment conducted. / 3 /. In my opinion, however, beyond a clear and purposeful purpose, the dissertation creates a concept for expanding the very field of music training through mobile technology - and in areas such as music-auditory

training, even musical instrument training. This dissertation has made a successful attempt to expand the field of music pedagogy with respect to the advent of mobile technology, making a major step forward in modernizing music education.

It should be noted that the work was published as a monographic study, which is also a valuable point in the presentation of the dissertation.

Summarizing the contribution and innovative character of G. Georgiev's work, as well as his remarkable teaching, production, and his contribution to the field of music education and music education in general, I strongly suggest that the distinguished scientific jury award the educational and Doctoral degree in professional field Educational and scientific degree Doctor in professional field Educational and scientific degree Doctorate in professional field 1.3. "Pedagogy of Music Education" according to the requirements of the Law for the Development of Academic Staff in the Republic of Bulgaria.

Prof. Dr. Angelina Petrova