

REVIEW

by prof. Yavor Svetozarov Konov

(Department of Music, New Bulgarian University) - Doctor of Art Studies (in the field of science 8.3. musicology and music) and Professor of Polyphony (in the same academic field), of the dissertation on the topic "A Methodological Model for the Application of Mobile Technologies and Applications in Music Education" (2020), of Master Georgi Ivanov Georgiev, doctoral student in self-study in the professional field 1.3 Pedagogy of training in (Methods of teaching music), Higher Education 1. Pedagogical Sciences, developed under the scientific guidance of Prof. Dr. Adrian Georgiev Georgiev, for the degree of Doctor of Education

Department of Music,
Faculty of Educational Studies and
The Arts Sofia University "St.
Kliment Ohridski "

2020

Doctoral biography:

According to the CV provided to me, Mr. Georgi Georgiev was born in 1969. In 1988 he graduated from the SMU (today NMU) "Lyubomir Pipkov" in Sofia. After two years of military service, she also studied and graduated from the National Academy of Music "Prof. Pancho Vladigerov" as a master in double bass (1995), and 9 years later - a master's degree in computer audio technology at Sofia University "St. Kliment Ohridski "(2004). He was also a PhD student in the period 2005-2009.

The doctoral candidate has worked in various institutions, in Bulgaria and abroad, in the field of electronic music and music and media production, and has specializations (in Bulgaria and abroad). Accordingly, in addition to Microsoft Windows, Microsoft Office and other major computer programs, Master Georgiev uses a large number of specialized software products. Since 2015 he is currently Assistant Professor at Sofia University "St. Kliment Ohridski "- Computer Audio Technology.

I have no records of doctoral student publications (related to the dissertation) except for a monograph (under print) that was not provided to me

The dissertation submitted for my opinion is located on 190 pages, similar in text volume to that of BDS.

I read carefully both the dissertation and the abstract to it. The text needs editorial intervention, in places and editorial.

The bibliography should be sorted by a single standard. Contains an inventory of 135 titles in Bulgarian and 31 in Russian (166 in total in Cyrillic) and 359 in English (many of which are accessible via the Internet): 525 in total. 20, with a specific page only mentioned in one case (if I'm not mistaken). If I apply the criterion, the list of reference sources should include only the ones actually mentioned in the text, the remaining 500 could only be applied as a list of additional readings on the topic.

The dissertation is arranged in: Content, 3 Chapters and Conclusion.

The abstract reflects the dissertation sufficiently.

I accept that Master G. Georgiev is the author of his dissertation.

Congratulations to the scientific adviser Prof. Dr. Adrian Georgiev, Head of the Department to which the procedure for this protection is.

The topic is relevant to the school activity in Bulgaria - and in particular to music teaching. Otherwise, the distribution and use of smartphones and apps for them by children is a fact, partly introduced in schools in our country. But as for their widespread introduction into music teaching in Bulgarian schools, their regulated use, with the appropriate special program applications, this is relevant - and even urgent. I would also like to say that those who wish to develop relevant applications for the Bulgarian school will be declared and approved as teaching aids. The spread in school systems around the world, and in Finland in particular, was widely discussed in our country - and it appeared - 3 years ago: <https://nova.bg/news/view/2016/10/30/163372/темата-на-нова-страст-за-учене> ; here is another one in English: material:https://bgswim.com/new.php?new_id=6968).

In the first and second chapters of his presentation, the author showed his awareness of the issue. The first chapter (no title) presents the topics, the educational strategy in the Republic of Bulgaria and the one on the implementation of ICT in education and science, as well as our law on pre-school and school education; the European educational strategy 'E2020'; The pros and cons of using mobile devices for educational purposes; hardware and software issues, and in particular music training applications. The second chapter (there is already a title, "Methodical Model") presents the state educational requirements, and in particular those on music teaching (3rd and 4th grades) , assessment, etc. In other words, the doctoral student shows in the first 2

chapters of his dissertation that he is well aware of the educational parameters and practices, principles and capabilities of smartphone music applications - and has demonstrated several specific applications, in detail as opportunities, not just in principle. He has arranged some information. He did it in Bulgarian (full of new foreigners, mostly Anglo-Saxon, understandable), with which his text could be used by Bulgarian language readers as a guide, or at least as general information on the subject. (After going through a proofreader and editor!) In short: the first two chapters show the PhD student's awareness of his dissertation.

Reading the text presented by my colleague Georgiev was interesting and useful to me, furthering my knowledge of the subject of music software for smartphones and tablets and its application in pedagogical practice.

I will refer to her third chapter (named "Planning and Conducting an Experimental Study") for the author's thesis and contribution to the thesis, which presents the doctoral surveys conducted by the doctoral student with children from the 3rd and 4th grades of Sofia's 51st school " Elisaveta Bagryana. " An "empirical study" as formulated by the doctoral student. The survey was conducted with experimental and control groups, each of which numbered only about 25 people, which is why I accept the results and the doctoral student's opinions on this numerical basis conditional (statistically). The doctoral student demonstrates (graphically) that for children using smartphones for music training (and in particular: for acquiring music literacy), the results are better than for children in control groups who have been trained traditionally (without it is explained in what it expresses; "by traditional methods" is the wording in the text). The relevant (confirmatory) hypothesis was also presented (quoting from page 153 of the dissertation): "If mobile technologies are applied purposefully and appropriately in the educational process in the initial educational stage, then they can be used to increase the activity of students in

study work, by fully engaging the attention and motivating them to carry out the activity planned by the teacher. " I decide to accept that this hypothesis is the major (confirmatory) contribution of the thesis.

I cannot agree that in this case (the use of mobile technologies in teaching and learning), it can be all senses, as the next page in the dissertation writes (because where is the sense of smell and taste, in particular in music training?) and that "mobile technologies present to the students the material world in its entirety (? , AS) and completion (? , AS). I also do not want to ask what exactly the fourth qualitative criterion (in the experiment), formulated as a 'level of intellectual skills', means, but if the doctoral student wants it, he can answer me for the defense.

I also do not want to go into a number of other details of the text, as I justify myself by writing a statement that should not be in large text volume. One thing I cannot emphasize is my conviction that the personality of the teacher is decisive, which, beneficially or not, can use both classical and modern, including mobile, means when working with one or the other. A "contingent" of children.

CONCLUSION: Based on the above, despite the criticisms and reservations expressed, evaluating:

- 1) the relevance of the thesis topic,
- 2) the demonstrated knowledge of the matter by the doctoral student and
- 3) the questionnaire experiment performed by him, respectively. The underlying hypothesis of the usefulness of music training through modern digital technologies - and in particular smartphones and tablets, with appropriate software applications,

I vote "YES" the award of the Master Georgi Ivanov Georgiev, on the basis of his dissertation on "Methodical model for the application of mobile technologies and applications in music training" (2020), to him by the Sofia University "St.

Kliment Ohridski "Educational and Scientific Degree" Doctor of Music
Education Pedagogy ".

Sofia, February 18, 2020

(Prof. Dr. Yavor Konov)