

REVIEW

of dissertation on the topic:

"Educational aspects of group music and movement activities for 6-7 year old children",

For awarding the educational and scientific degree "Doctor"

Professional field 1.2. Pedagogy (Preschool pedagogy)

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Gergana Minkovska was born in Sofia in 1975. She completed her bachelor's degree in 1997 in the specialty "Primary School Pedagogy", specializing in "Physical Education" at FNPP at Sofia University "St. Kl. Ohridski ". She obtained a master's degree in "Primary School Pedagogy", specializing in "Language and Literary Education" also in FNPP at Sofia University "St. Kl. Ohridski ". Gergana Minkovska has a master's degree from 2006 and from the Faculty of Teacher Education of NSA in the specialty "Physical Education", as well as a postgraduate qualification "Aerobics, callanetics, stretching (for instructors)" from 2002.

From 15.02.2019 to 21.21.2020 Gergana Minkovska is a doctoral student of independent training in the Department of Preschool and Media Pedagogy at FNPP of Sofia University "St. Kl. Ohridski ", being deducted with the right to defense and directed to such after discussion of labor.

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Her professional interests and expertise are projected in the disciplines she teaches: "Pedagogy of physical education in preschool age"; "Didactics of physical education and sports"; "Physical education in kindergarten"; "Rhythmics and dances"; Callanetics and Stretching; Aerobics; "Extracurricular activities in physical education"; "Current pedagogical practice"; "Hospitality."

Gergana Minkovska is the founder and coach for 15 years of the cheerleading team of Sofia University "St. Kliment Ohridski ", who in 2011 took the prestigious second place at the prestigious international student tournament "EUROMILANO 2011 " and won the first cup for a Bulgarian university in a cheerleading dance competition.

The doctoral student is distinguished by social skills and competencies such as communication, tolerance and ability to work in a team, as well as organizational skills and competencies such as creativity, initiative and coordination of activities.

The current procedure for defense of the dissertation corresponds to the requirements of the Law for development of the academic staff in the Republic of Bulgaria, as well as the Regulations for its implementation.

The abstract successfully reflects in the necessary completeness and detail the structure and content of the dissertation.

The reference for the doctoral student's publications shows that they are sufficient in number (3), are independent and are thematically related to the issues of the dissertation. They discuss the problems of upbringing, education and development of children in the context of physical culture and sports.

The dissertation contains 194 pages, of which 17 pages are appendices. The bibliography includes 156 sources, of which 118 in Cyrillic, 17 in Latin and 21 on the Internet. The text presents 39 figures and 6 tables. It is structured in an introduction, three chapters, conclusions and recommendations, used literature and appendices.

The topic of the dissertation is relevant and focuses on the study of theoretical and applied aspects of the problem of the importance of group music and motor activities to stimulate motor activity and the opportunities they contain for the assimilation of moral instances by 6-7 year old children. The need for its research is substantiated in the Introduction to the dissertation.

The first chapter "Statement of the problem" presents a theoretical analysis of significant aspects of the studied issues. The emphasis is on presenting theoretical and research arguments proving the potential of musical-motor activities regarding good health and physical capacity, sustainable focus on and skills for sports and the realization of significant educational goals. Special attention is paid to the upbringing and formation of those moral and aesthetic features and qualities of the child's personality, which could be developed during the organized musical-motor activities. These problems are considered in the context of age characteristics and specifics in the mental, personal and physical development of the child at the end of preschool age.

The focus in the theoretical analysis is the performance of different types of musical-motor activities - morning gymnastics, movement with musical accompaniment, musical-mobile games, dances, as one of the main means of physical education of children, related to other important goals of education. interaction. The possibility is presented in concrete terms by applying non-traditional for the kindergarten program musical-motor activities, such as cheerleading dances and aerobics, to realize the acquisition of basic moral and aesthetic values.

The problem related to the development of basic motor skills and qualities such as strength, speed, endurance, agility, etc., through motor activities with musical accompaniment is also discussed.

The second chapter "Aim, tasks, hypothesis, organization and methodology of the research" contains the program orientation of the research, presenting the relevance of the issues and the vision of the experimental parameters of the dissertation. The organization of the research and the developed methodology for its implementation are described, where the most important place is occupied by the group musical-motor activities, their study in the educational institutions and their educational aspects. The main conceptual and technological parameters of the research are adequate to the researched issues and are expressed in the following:

- The aim is to give a general focus of the research to the study of the possibilities of group music and movement activities, as an important tool for education in kindergarten.

- The scientific assumption in the presented hypothesis is related to the purpose of the study and focuses on the study of the relationship between group music and movement activities and the development and development of a number of positive personal qualities in preschool children. It is a further assumption that examining the opinion of various target groups on this issue will confirm the formulated assumption, which would help professionals in the field of preschool education to achieve positive effects on the health and personal development of children.

- The defined specific tasks reflect the sequence in the implementation of the main activities provided in the dissertation research. The main ones are: constructing and applying a model for interaction through group music and movement activities with children aged 6-7 in kindergarten; conducting a survey among current pedagogues and students of pedagogical specialties on the influence of group musical-motor activities on the development of personality.

- For the implementation of the empirical research, an appropriate toolkit has been selected, adequate to the studied issues. Methods such as psychological-pedagogical experiment, observation, survey, statistical methods were used. The sample of persons for participation in the study is correct in terms of quantitative and qualitative characteristics.

Chapter 3 "Analysis of the results" presents an analysis of all stages of the empirical study at several technological levels.

It contains a detailed description of the model for educational interaction with 6-7 year old children "Dance and play" with the participation of students from pedagogical specialties in the groups of the kindergarten. The analysis of the results from the entry level shows that the children from the experimental and control groups in the kindergarten as a whole demonstrate activity, some knowledge and skills in organizing motor activities with musical accompaniment in the realization of pedagogical situations.

The analyzed data have probative value and show that after the application of the experimental model of educational interaction, in which children gain knowledge of universal values through group musical-motor activities, it helps to form positive personal qualities in children from experimental groups. The study confirms the opinion that direct participation in dance activities facilitates the memorization, assimilation and reproduction of positive moral norms and behavioral patterns.

Indicative are the results of the survey of the opinion of current preschool teachers in kindergartens and students of pedagogical specialties, in favor of the importance of music and motor for development and education. Among the current preschool pedagogues the most convincing are the data regarding the following main issues directly related to the topic of the dissertation: positive educational effect of musical-motor activities on other areas of children's development; the need to include these activities in the curriculum of children and students; their supporting function in training in other educational areas and disciplines, etc.

For students, the results in comparative terms (before and after their training on the topic), which are most important, are related to deepening their knowledge of musical and motor activities, understanding the educational effect on children, the need to include them. in the curriculum of children and students, as well as with their supporting role in teaching in other educational areas and disciplines. Their answers are also indicative regarding the professional

use of musical-motor games in kindergarten and school, for which specialized training is needed in the course of their education.

The formulated hypothesis of the research as a result of the statistical and content analysis of the results is confirmed. Here we can indicate the correctness in the presentation of research data and the correlation of the results obtained to the main points in the research program - the hypothesis, the tasks, etc.

The conclusions summarize a large part of the achievements of the dissertation, which mainly establishes regular relationships between the acquisition and practice of musical-motor activities (traditional and innovative) in the context of pedagogical interaction in kindergarten and the education of moral and aesthetic values, qualities and behavior in children at the end of the preschool period.

The recommendations in the dissertation are addressed to the pedagogical specialists and the authors of programs and methodical materials, engaged in the planning and realization of musical-motor activities, including with innovative character. The messages here refer to their wide application in pedagogical practice and their use, not only for the physical improvement and strengthening of the health condition, but also for the moral and aesthetic education of the children.

I accept the contributions of the dissertation formulated by the doctoral student. At the same time, on the basis of the achievements analyzed so far in the separate parts of the dissertation, I synthesize my version of the main contributing moments:

- Sufficient literary sources, thematically related to the dissertation, are presented and analyzed, and significant theoretical aspects of the discussed issues are interpreted. The emphasis in the theoretical research is placed on the problems of moral and aesthetic education in childhood and the specifics of group music and movement activities in the context of the main age characteristics of preschool children.

- An adequate methodology has been applied for establishing and evaluating the parameters mainly of the studied dependence between the assimilation and application of musical-motor activities in the kindergarten and the construction and development of a number of positive personal qualities in preschool children.

- The dissertation presents an experimentally proven new vision for the positive influence of group musical-motor activities on good health and the development of physical qualities and for education in valuable moral and aesthetic qualities of the individual.

Questions and notes:

1. Why do you think that in answering questions №9 and №10 from the survey of current pedagogues related to the study of aerobic complexes and cheerleading in kindergarten, not a small number of respondents "can not judge" their appropriateness, even after the application of the experimental model of educational interaction?

2. Do you think it is necessary and possible to involve parents in the application of innovative models of educational interaction with children in kindergarten? If yes, what forms and content would you recommend in relation to the issue you are researching?

In conclusion, the mentioned positive accents and contributing moments give me grounds to give a completely POSITIVE EVALUATION of the dissertation, as well as my positive vote for it, and to propose with conviction the Scientific Jury to vote positively for awarding the educational and scientific degree "Doctor". in a professional direction 1.2. Pedagogy (Preschool pedagogy) by Gergana Marinova Minkovska.

Sofia

10.02.2021

Reviewer:

/ prof. Dr. Lyuboslava Peneva /