

REVIEW

for the dissertation on GEORGI IVANOV GEORGIEV, PhD student in the Department of Music, Faculty of Educational Studies and The Arts, Sofia University "St. Kliment Ohridski "

on the topic: "A METHODOLOGICAL MODEL FOR THE APPLICATION OF MOBILE TECHNOLOGIES IN MUSIC TRAINING"

for the award of the Doctorate degree in education and science in the field of higher education
1. Pedagogical sciences, professional field 1.3 Pedagogy of training in ... (Methods of teaching music)

Reviewer: Prof. Mariana Bouleva-Petrova, DSc
Department of Music, Faculty of Education,
VTU "St. St. Cyril and Methodius "

20.12. 2018 Reviewer: (Prof. Marianna Bouleva, MD)

The dissertation proposed for defense is a topic that is most relevant and relevant to education in the modern information age. The problem of the application of mobile technologies, including in music training, is among the most attractive subject areas for modern-day educators.

The author has a solid professional basis for directing the subject of his thesis. Georgi Georgiev is a music producer and music supervisor of the most popular television music formats, shows, annual ceremonies, television series.

Assistant Professor in Computer Audio Technology at Sofia University. His considerable practical skills and theoretical competences in the field of computer technologies give him a great advantage, which is visible in the overall construction of his dissertation: the author places his subject in the widest possible sociocultural context and easily transitions from the large-scale picture of global computerization to the detailed practical levels of mobile technology and computer applications.

The dissertation is a volume of 158 pages of basic text, bibliography and annexes. The bibliography contains 166 titles in Cyrillic and 359 in Latin. The huge number of sources (525 in total) is expected in the current global interest in the studied issues and at the same time it is respectable, as it is indisputable evidence of the broad knowledge of the author, especially with regard to the English language literature on the subject.

In the Introduction, the dissertation thoroughly substantiates its object, object, goals, tasks. Key issues are realistically and accurately identified: the dynamism of the process related to the introduction of technological innovation in education; the need for a high information culture for the teachers themselves; the contemporary role of the computer, which "as a musical instrument today is among other, already traditional, musical instruments" (p. 9); the broad spectrum function of music applications for knowing, performing, and perceiving music with a focus on the development of creative assets (including through the possibilities for individual musical improvisations). It is in this direction that the hypothesis of the study is generated: "... if we create the necessary conditions for the application of mobile applications

in music training, as well as for their use in music lessons and in extracurricular extracurricular activities, we would detect the development of creative students' abilities and performances. " Among the tasks, the following is important: "Through the study of foreign teaching resources and applications, to introduce good pedagogical practices in our general education schools. Developing teaching resources to complement music education programs in grades 3 - 4 as an elective music and technology class. "

Chapter one aims to introduce the starting points and conceptual frameworks of the idea of developing a methodological model. Georgi Georgiev bases his research on the Strategy for the effective application of information and communication technologies in education and science of the Republic of Bulgaria (2014-2020). The thorough knowledge of the legal framework, including the Law on Pre-school and School Education and the European Education Strategy EUROPE 2020, is very impressive. Subsections 7-20 of Chapter One also address the technological, didactic and educational aspects of m-Learning and the application of mobile technologies in music training.

The second methodological model proposed in Chapter 2 demonstrates the direct application of mobile technologies in general music education. Georgi Georgiev realizes his idea in two thematic areas: musical literacy and "instrumentation". In his educational project, he relies on the Maestro and Walk Band applications and develops the structure and content of two types of lessons: 1) through the Maestro application, students demonstrate the recognition of sheet music by entering music information into the application (p. 120); 2) using the Walk Band application, music instruments studied under a program in grades 3 and 4 are recognized (p. 128).

I consider the selection of the areas of competence chosen by the dissertation very successful with the relevant knowledge, skills and attitudes related to the letter and the musical instruments. I share the view that it is precisely in these thematic areas that the introduction of methodologically planned work with applications is indeed well founded. For example, a computer score creation program has one major benefit: the simultaneous action of visual and auditory onset, which guarantees the comprehension of an otherwise difficult - to - reach tone. I am convinced that in this respect, the computer can be an indispensable factor in music literacy in general education. What is more, I believe that this fruitful and realistically accessible approach needs to be mainstreamed in music training, taking a programmatic approach. I appreciate the original idea of the author to reproduce a three-voice canon by consecutively sounding the notated melody from the mobile devices of three students - a musical conceit, which also shows the rich music-performing orchestra practice of the dissertation. It should be emphasized that the selected application provides inexhaustible opportunities for various methodological applications that every teacher can experiment in his teaching work. Concerning the lessons specifically elaborated by the dissertation student, the question arose as to why the canon was notated in Sol Major and how will it be explained to the students of the third grade of reinforcement, even more so that the seventh grade itself is absent in the melody?

The experimental work carried out on the basis of which the hypothesis is proved is presented in Chapter Three. The empirical pedagogical study was developed in the established three phases with control and experimental group. The methodological solutions are aimed at complementing and expanding the music learning process through the use of mobile technologies (mobile devices and applications) in the initial stage of training. The author uses different methods: observations, surveys, tests, statistical processing of results. The achievements of the experimental group, which provides training in mobile technologies and applications, are convincingly higher.

The abstract presents the main content and ideas of the work. The five contributions mentioned in it have actually been implemented.

It is worth noting the published monographic work on the topic: "Mobile technologies in music training", monograph work, i.k. August, Sofia. ISBN: 978-954-9688-71-9.

On the basis of all the above, I give my professional support and call on the honorable members of the scientific jury to award Georgi Ivanov Georgiev the Doctorate degree in higher education 1. Pedagogical sciences, professional field 1.3. Pedagogy of Music Training ... (Music Teaching Methodology).