

REVIEW

by Prof. Dr. Ganka Nedelcheva, FNOI,
Department of Music and Multimedia Technologies
for a dissertation on the topic:

INTEGRATED APPROACH AND METHODOLOGY OF TRAINING IN MUSIC IN 4TH GRADE

by **Maya Penkova Andasorova**,
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for the award of a scientific and educational degree

"Doctor" in a professional field

1.3 Pedagogy of teaching in... Methodology of teaching music

I. Details of the procedure

The procedure is administered by the Department of Music and Multimedia Technologies, where Maya Andasorova was enrolled as a doctoral student in part-time study on 28.06.2019 and delegated on 29.04.2022 with the right to defense at the discretion of the primary unit, which certifies her readiness for public defense of her dissertation. All necessary documents are in accordance with the regulatory procedural requirements.

II. Data for the doctoral student

Maya Andasorova was born on May 9, 1966. She studied at the University of Veliko Tarnovo (VTU) in the period 1984-1988 in the specialty "Primary School Pedagogy", where she graduated with a master's degree. Her further education connects her with the Institute for Teacher Training - IPKU at the Thracian University, Stara Zagora and the Center for Postgraduate Qualification with theoretical medical and biological training at the National Sports Academy (NSA), where she enriches her pedagogical knowledge and receives the relevant qualifications. professional degrees. To these she adds the competence and qualifications acquired in the FNOI in the field of application of Montessori philosophy in modern society.

Mrs. Andasorova's professional pedagogical experience started as a primary school teacher in Stara Zagora (1988-2003) and continues in Sofia. Currently she is Head Teacher at 7th Sofia School "Seven Saints", where she co-authored music textbooks for the 1st, 2nd, 3rd and 4th classes, as well as teacher books, and development of interactive resources to the educational content of electronic versions published on the website www.uchebnicite.

She has been publishing articles on methodological issues and career processes in the Bulgarian school since 1997.

Since 2014 she has been actively involved in project activities as a member and team leader in 4 projects.

She speaks English, French and Russian.

III. General characteristics and evaluation of the dissertation

The dissertation consists of 207 typewritten pages, 188 of which are the main thematic text, Bibliography (90 titles) and sitography, Appendices, Tables (6) and Diagrams (41). The structure is built through Introduction, 4 chapters and a

Conclusion. There are also the necessary attributes for the procedure - Contributions and Publications.

In the Introduction to the dissertation text the doctoral student exposes in causal order the choice of topic, its topicality and dissertability. The pedagogical provocation for this comes from the professional position of Mrs. Andasorova as a head teacher at 7th Sofia School "Seven Saints" with the status of an innovative school and a strategy that meets public needs and current educational reforms.

All stages and processes of scientific research and experimental work are presented precisely, which logically lead to the final result - proving the working hypothesis. The goal is clearly defined - "discovery and application of new integrative pedagogical techniques in music education in primary school through innovative methods for successful and quality acquisition of knowledge, skills development and development of competencies in the field of music." (page 7)

In this part of the dissertation the subject and object of research with their goals and objectives are correctly defined. The various tools used are summarized, and the concepts introduced in the text are clarified through a glossary.

FIRST CHAPTER. The subject "Music" in the modern paradigm of the Bulgarian school presents a panoramic picture of the study of music in the Bulgarian school in historical terms. The PhD student manages with high professionalism to bring out the trends in the good experience as a pedagogical heritage in order to implant it nowadays and comply with the constantly updated normative documents (national programs, regulations, laws, curricula), which coordinate the reforms in preschool and school music education.

An important segment in the structure of the text is a textual thematic unit (a similar approach is present in the development of the second chapter) - Conclusions about the presence of the subject "Music" in the modern practice of the Bulgarian school. This is a cause for admiration. The doctoral student manages to make a constant collaboration between science, practice and regulations in

terms of observations and analyzes. In this way she outlines a kind of bridges between past, present and future, which transform her in a visionary.

Object of the exposition in CHAPTER TWO. Didactic systems for music education and upbringing of students from the initial stage of education are the didactic systems used in music education in our country and around the world. Mrs. Andasorova's ability to select and bring out trends is again impressive. Rich music-pedagogical culture, professional evaluation criteria and unmistakable reflex to multiply valuable educational experience! Here, in modern didactic systems and approaches to music education, she logically fits the tools of the educational strategy of the innovative school - integrative, interdisciplinary and interactive approaches, as elements of the new educational paradigm with its holistic order.

In her Conclusions (2.3) the doctoral student presents an objective picture of music education in the Bulgarian school today, which directly corresponds to the ideas and explains her personal need for experimental work.

CHAPTER THREE. Pedagogical design of the experimental research presents precisely the pedagogical experiment: organizational model (stages and directions with their tasks - informational, comparative and methodological) and innovative methodological model for implementing interdisciplinary problem-based lessons, hours of observation in extracurricular learning environment and project activities in the teaching of music to students of IV grade.

Each component of the pedagogical design of experimental research finds its place in a coherent coordinate system. Impressive is the logically structured approach of the doctoral student, who has ideas, has knowledge and reflexes for their implementation and is able to express them in verbal form. This part of the dissertation text, prepared by the exposition of the first two chapters, presents her high professionalism in the culmination phase. Experimental work with interdisciplinary project-based lessons is an area for educators with high

professional competence and a rich polyvalent culture. Then the result can rightly be summarized categorically: "We create an interdisciplinary space, multidisciplinary theory of knowledge, a bridge between different subject disciplines, but purposefully give students the opportunity to express their personal attitude, position and unite around one general thesis of the team they work with." (page 99)

A natural continuation of the presented innovative model is its implantation in the methodology of music education of fourth grade students. The methodological approaches for applying an integrated approach refer to the observations in extracurricular learning environments and project activities in music (as part of the field "Arts" with a range of 10 topics), which have their own goals, objectives and structural organization. The PhD student presents the course of the work process in a multicultural environment, where history, fine and / or applied arts enter into an exchange that gives birth to inspiration under the influence of sound. The documentation of the conducted experimental work is again a cause for admiration. Jewelry attitude to every detail - tables, charts, statistical processing, indicators, scorecards. There is also the necessary technological competence, which allows the use of modern technological tools for rapid diagnosis.

The conclusions presented by the doctoral student after the pedagogical experiment, conducted in an innovative and ordinary school, clearly prove her working hypothesis with brilliant results.

IN THE FOURTH CHAPTER of the dissertation (Teaching music in the fourth grade of the innovative school in the distance learning distance) the doctoral student shares the experience of the innovative school in the conditions of pandemic constraints, which open field for innovative aspects of distance learning. They are again subject to regulatory requirements, but provoke "improvement of pedagogical practices and organizational models" (p. 181), which changes the design of interdisciplinary problem-based lessons (conducting

simultaneous classes with all classes in one class and with the participation of several teachers) and becomes an occasion for new methodological research.

The conclusion of the dissertation summarizes the main ideas of the experimental and pedagogical work of the doctoral student. The data in Table 6 categorically confirm the high efficiency and effectiveness of the proposed integrated approach and innovative methodology in teaching music to fourth grade students. They are exposed on the basis of music education indicators and are measured as a result of working with a control and experimental group of students.

IV. Publications

The 3 publications presented by the author of the dissertation text are thematically related to the main problems in it, and the Abstract meets the textual and technical standards.

I accept the Contributing Moments announced by the PhD student and I confirm as a merit the indisputable practical and applied value of the current dissertation.

V. Conclusion

Based on the high marks expressed in this review, I propose to the Honored Scientific Jury to award ONS "DOCTOR" to Maya Penkova Andasorova.

10.06.2022

Prof. Dr. Ganka Nedelcheva