

STATEMENT

by Assoc. Prof. Lyuben Vladimirov Vitanov,
on the dissertation of Maya Penkova Andasorova
for awarding a scientific and educational degree "Doctor" in a professional field 1.3.
Pedagogy of teaching in... (Methodology of teaching music),
doctoral student part-time form of study
Topic of the dissertation: "Integral approach and methodology of music education in 4th
grade", Prof. Dr. Adrian Georgiev

This dissertation is focused at researching an important and topical issue for music education - the didactic possibilities of the integrated, based on active learning innovative approach to increase the effectiveness of music education and achieve a number of competencies as expected results from primary school students.

It contains an introduction, four chapters, a conclusion, literature and appendices developed on 207 pages. The literature includes 90 different sources.

The graphic layout is very good and includes 6 tables and 41 diagrams. The style and language of the dissertation are scientifically sound.

The purpose, tasks, hypothesis and methodology of research are well formulated and allow for a well structured pedagogical study. A variety of research methods are used, including experimental and application research. Effective information and communication technologies based on the electronic platform Kahoot are also applied to assess the knowledge and skills of students, both in face-to-face and distance learning.

The first chapter of the dissertation deals with current issues of music education in the initial stage. The place of the subject in the general education school preparation is described and analysed. A historical overview has been made and the main achievements and problems have been systematized, important pedagogical priorities have been indicated.

The second chapter is focused on the study of the main didactic systems for music education of primary school students. The main methodological orientations of both traditional and some modern and innovative approaches to teaching and learning music are very well structured.

The third chapter describes a transformative pedagogical study that includes a three-stage experiment with students from Sofia and Stara Zagora. Various methods, techniques and approaches have been created, adapted and tested for the implementation of a well-structured methodological model with didactic options for the implementation of interdisciplinary problem-based lessons, observation classes in extracurricular learning environments and project activities in music education for young students. The proposed methodology actively and successfully uses information technology in music education.

The development and testing of tools for diagnosing competencies in the field of music at the end of the fourth grade gives also very good impression.

The proposed methodological options, lessons, tasks, topics and activities are diverse and useful.

The results of the approbation in the pedagogical experiment show the effectiveness of the proposed approach and methods. They are described and structured very well in the mathematical analysis. Precise and well-systematised indicators and research criteria are presented in tables, diagrams and graphs.

The last chapter analyses another important pedagogical problem - teaching music in the innovative school in terms of distance learning. The main achievements and problems are described. The personal position of the doctoral student is well-developed throughout the study. The presented results confirm the hypothesis of the research.

The contributions of the dissertation are well arranged and presented. They fully correspond to the conducted research and the transformative work with the participation of control and experimental classes.

The contributions are theoretical, methodological and applied. They are related to the described, systematised and analysed methodological and practical experience of the doctoral student in applying an integrated approach, topics, tasks and activities in music education at the initial stage. It includes well-balanced traditional, active and innovative elements of learning content, teaching methods and techniques.

Many well-functioning topics, lessons and activities have been developed, adapted and tested, which can be used successfully in music education. A working diagnostic toolkit has also been created. Successful methodological options for the use of information technology in music education have also been developed.

Propaedeutically used methods and thematic integrated areas in music education are also successful.

The publications on the topic of the dissertation also make a good impression.

CONCLUSION

Based on that review, all this gives me reason to give a positive conclusion and to propose to the members of the Scientific Jury to award Maya Penkova Andasorova scientific and educational degree "Doctor" in professional field 1.3. Pedagogy of teaching... (Methodology of teaching music).



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Prepared the opinion:
(assoc. prof. DSc Lyuben Vitanov)

