

OPINION

From Prof. Dr. Dobrinka Peycheva regarding the dissertation work of Ph.D. student Zivko Georgiev Rachev on the topic: "Practical aspects of media literacy" for the AWARD OF THE SCIENTIFIC DEGREE "DOCTOR" in direction 1.2. Pedagogy (Media Pedagogy)

Already at the beginning of his dissertation work, Zivko Georgiev Rachev points out that the work analyzes the behavior of society in conditions of crisis, social distancing, and the increased influence of the media. In this regard, data are presented on the level of preparation of teachers, students, and parents related to media and information literacy. It also measures the degree of forcibly acquired media literacy in crisis conditions. The main focus of the dissertation is the comparison of models and methods of distance and media education within the borders of the European Union and mainly between the Republic of Bulgaria and the Republic of France. In conclusion, examples are given of connections between the media and media literacy in the absence of a social environment and live communication among children and students or in the conditions of a pandemic, i.e. COVID-19. Zhivko Georgiev Rachev directs his attention to all communication processes and connections between them, which the media carry out every day with a diverse adolescent audience. Thus, it answers several questions related mainly to the knowledge of the recipients about the media, so that the educational process can take place by the modern requirements of society, revealing the peculiarities of the realization of media literacy. For him, in this way, media literacy will contribute to the interaction between the media and the recipients - children, students, teachers, and parents. The direction of this analysis, according to Zivko Georgiev Rachev, is to cover

the leading functions of the media in terms of information, entertainment, and education.

Despite the prevailing year 2020 of distance and electronic learning in the conditions of the COVID-19 pandemic, it is considered necessary to put a major focus on the third and seemingly most often neglected function of the mass media in our country, that related to education. Therefore, Jivko Georgiev Rachev believes that communication taking place on the Internet - all possible, blogs, etc. – affects the interaction between members of different social groups. Moreover, in several countries, these technologies constitute a building block of the entire system of training and education. Thus, it is important to say that the definition of "media literacy" is directly related to several studies since the middle of the previous century. Thus, the term "media education" comes to the fore.

Thus, national education today provides a very large amount of data related to school life, student grades, and results, and the work and duties they perform. Thus, a wide variety of personal digital and digital data is collected, stored, and processed by multiple actors (schools and training centers, academic services, local authorities, private partners providing educational resources, and digital services). Communication in childhood and school age is defined as a process between subjects. Thus, the doctorate sees the development of the beginning of the construction of media literacy, precisely in this period, when the child's personality receives diverse informational influence. Thus, the research of all connections regarding education and the media is understood as a possible movement of information flows from various sources, through electronic means to the possible recipient, which within the framework of the work are children, students, teachers, and parents. For Jivko Georgiev Rachev, when a certain responsibility of the media is sought, it is usually associated with its impact on the needs of children and students and the role of the media

in the educational sphere. Thus, educational institutions, it is sought to increase communication to the level of culture and differentiation of mastered knowledge in the direction of mastering specific elements of the information channels.

That is why it is assumed that the interviews carried out during the research carried out at the end of 2016 and the beginning of 2017 during a pan-European study, under the coordination of the "Joint Research Center" of the European Commission, are aimed at solving exactly these problems. In this regard, the following possible lines of development are indicated and defined for the research: 1. To develop the digital skills of children and students. 2. Creating new connections with the school's partners.

The study covers an analysis of certain educational systems in EU countries. Based on the proposed theoretical analysis of various elements of the considered problems and the goals set in the dissertation, the following hypothesis is formulated: "We assume that the tendency at the level of European authorities, policies, and regulations, to match the needs of digital media education by the novelty, the relative complexity and ignorance of technology among a large part of the population will lead to the creation and development of media literacy among the subjects of media education." and Bulgaria, and the object is the practical aspects of media literacy aimed at specific social groups. In connection with the determination of the subject and object of the present dissertation work, a second hypothesis was formulated as a clarification, namely: "If we focus on initiatives for joint regulation and self-regulation of systematic research, pedagogical measures (including continuing education) and awareness-raising actions, this will lead to better dissemination of information and strategies to improve media literacy."

The structure of the dissertation work is adequate to the set goals and tasks, which enables Zivko Georgiev Rachev to better develop his research

intentions according to the problem orientation of the study and in this context about the set hypotheses. I am convinced of the significance of the obtained results, thanks to the appropriate instrumentation. The conclusions and recommendations show, once again, the significance of the development. I accept the contributions formulated by the doctoral student: on a theoretical level: the relationship "media - education" is analyzed, which is usually considered in a certain context as one of the most essential and used types of social communication among children and students. Thus, digital and media literacy is defined as an approach and process that addresses the goals of media education; at the research level: the relative effectiveness of various mediation or methods for building media literacy in children and students has been measured. The survey data make it possible to understand the conditions under which it is possible to educate children and students, and in childhood and adolescence with the media. This measures the usefulness of rating systems and the need to assess children's and students' chances of encountering risky content; on a practical level: the practical aspects of media literacy aimed at children, students, and specific social groups are examined. Through the exploratory study of children, students, teachers, and parents, according to the data, they are presented as subjects of media education.

The dissertation complies with the requirements of the ŽRASRB, the Regulations for its application, as well as the Regulations for the terms and conditions for acquiring scientific degrees and holding academic positions at SU "St. Kliment Ohridski".

The attached abstract reflects the essence of the research and correctly presents its contributions.

The publications of Jivko Georgiev Rachev, ten in number, represent the essence of the dissertation work.

In conclusion, I firmly believe that the presented dissertation work on the topic: "Practical aspects of media literacy" meets all the requirements and I propose to the scientific jury to award the educational and scientific degree "doctor" in professional direction 1.2. Pedagogy (Media pedagogy) to Zivko Georgiev Rachev

Member of Scientific Jury

Dobrinka Stancheva Peicheva

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