

OPINION

regarding: the dissertation work of doctoral student Zivko Georgiev Rachev on the topic: "Practical aspects of media literacy" for the award of the scientific degree "doctor" in field of 1.2. Pedagogy (Media pedagogy) – Faculty of education and arts -SU author: Prof. Dr. Teodora Petrova, FZHMK-SU, professor in professional direction 3.5. "Public Communications and Information Sciences"

The thesis submitted for defense is titled in such a way that it clearly defines the subject of the study. It is devoted to issues of medial literacy that are important and relevant today, both for giving children and for people in adulthood and to some extent for people in old age. A situation of closedness and social isolation during a pandemic - in this case of Covid 19 - was studied. The work examines practical problems of media information literacy, so I can say that the results of the research, in addition to being analytical, have a practical-applied nature. The dissertation analyzed data showing the preparation of teachers, students and parents, the three parties involved in the educational process, on the issues and the level of media and information literacy. The problems of media and information literacy are gaining an increasingly important place in the political agenda at the European and national level in the field of media and communications. This is also reflected in the Audiovisual Media Services Directive, which obliges the Commission to submit reports reporting media literacy levels in all member states. In this development, the place of the media and media content in the education process is sought. Therefore, I say again, such developments have a place and are relevant and significant. Media continues to be a factor for a better understanding of the world, its use is changing in digital platforms and more knowledge and the formation of a better understanding of the importance and training of media digital literacy in both aspects - understanding and use is important. The relevance of the researched scientific problem lies precisely in this, and the study of the level of media literacy of the three countries - parents, teachers, children - is essential. From there - and the possible reading and application of the conclusions of the study.

Dissertator Zhivko Rachev describes and analyzes the educational process in the conditions of the pandemic crisis from Covid 19, which we experienced, both in Bulgaria and in other countries in Europe and the world. As they say, "after the Covid pandemic, something is no

longer the same" - in the economy, in our social life, with the imposed distancing. In these conditions, the increased influence of media content in the networks, the ability to critically analyze and use this content, the ability to create and upload content, and last but not least – the forced online training for both parties – trainers and trainees – are important. This paper argues that the somewhat forced acquisition of media literacy skills and knowledge is also linked to remote access to work and education from home. The contribution of the work is the presented data on the level of preparation of teachers, students and parents related to media and information literacy provide an opportunity to gain insight into this process, and the measured through this research the forcibly acquired media literacy in crisis conditions provides an opportunity to compare and analysis. The significance of the research, in my opinion, consists in the collected, analyzed and summarized information about the acquired forced literacy during a pandemic and isolation. One of the objectives of the dissertation work is to compare the models and methods of distance and media learning within the borders and mainly between the Republic Bulgaria and the Republic of France against the background of other practices in European Union countries. Another goal of Zivko Rachev's work is to describe the functions of the media for information, entertainment and education during a pandemic crisis. Examples of problems and achievements of content consumption and media literacy skills acquired in the absence of social environment and face-to-face communication in children and students are used and analyzed. This work can be said to deal with the issues of new skills and competencies that learners and educators need to have in order to fully participate in the educational process in the 21st century, especially in conditions of isolation, such as in the conditions of a pandemic. Here, Zivko Rachev focuses his attention on functions of the media, and again the focus is on children and adolescents. Here he dwells on the informational, hedonistic, but raises the question of the educational function of the media during a pandemic. In addition to knowledge about technology, the concept of information and media literacy focuses on the development of critical thinking and participation in public life through the media. Adolescents need technical skills (which, in most cases, they have), but rather a matter of evaluating and analyzing multiple source information and critically evaluate and perceive the received content. The dissertation emphasizes that media literacy will contribute to the good and correct perception of information by students, teachers and parents.

We have witnessed various crises that change the way we live, the functioning of economies, the process of education and training. The Covid-19 pandemic has put the world's economy to

the test, entire sectors have gone bankrupt, but education has also been put to the test for fast, flexible learning from home. We can say that in 2020, in the conditions of a pandemic, distance and electronic learning prevailed in all levels of education. Therefore, the importance of the educational function of media content in digital platforms is increasing, and that is why Zhivko Rachev emphasizes "that digital online communication affects the interaction between members of different social groups". The content offered becomes part of a system of training and education, and it emphasizes the importance of "media education".

Correct, in my opinion, is the complex approach that the doctoral student has chosen for understanding education as a system, building media literacy skills from an early age, in the interaction of children and students, teachers and parents.

In education in our country, policies are constantly being discussed, data are collected and analyzed on the results achieved by students. This is still happening today, but the question of the influence of online content on children and adolescents is growing. Zhivko Rachev emphasizes that "the process of communication in childhood and school age is a process between subjects", the influence and responsibility of the media and the creators of media content in the educational sphere was sought. This is how the educational function or "concrete elements" are searched for in the information channels. The dissertation emphasizes the recommendations of the European Commission's pan-European research conducted in 2016 and 2017 for the development of children's and students' digital skills and for creating new relationships with the school's partners. Based on this, in my opinion, the following hypothesis is formulated in the dissertation work: "We assume that the tendency at the level of European authorities, policies and regulations, to match the needs of digital media education in accordance with the new... will lead to the creation and development of media literacy among the subjects of media education. analysis of media education in the European Union, France and Bulgaria". For the purposes of this research, the functions and influence of "media - education", learning as a part of social communication among children and students have been analyzed. I accept the doctoral student's formulated thesis that digital and media literacy as an approach and process relates to the goals of media education

I find the structure of the dissertation adequate to the research, I find the conclusions and recommendations at the end of the dissertation relevant. Contributory, in my opinion, are the cited measurements of media literacy and the forced acquisition of this skill among children and students. The dissertation includes the basic definitions that make up the essence of digital media literacy, and the attempt is to present a sustainable model for teaching media and digital literacy. I believe that the dissertation work meets the requirements of the RASRB, the Regulations for its application, as well as the Regulations for the conditions and procedures 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 list presented by Zivko Rachev includes ten publications related to the essence of the dissertation work.

Any text can be edited, passages removed for better readability, including this one. I have, as it were, a general question for the dissertation. If he has an impression, share his assessment of AI's initiative "Let's learn together" during the pandemic in our country. The presented doctoral dissertation is an original scientific research that shows the achievements of the doctoral student, his theoretical knowledge, knowledge in the field of training and education in a pandemic - Covid 19. In conclusion, I consider that the presented dissertation work on the topic: "Practical aspects of media literacy" meets to all the requirements and I propose to the scientific jury to award an educational and scientific degree "doctor" in professional direction 1.2. Pedagogy (Media pedagogy) to Zivko Georgiev Rachev.

Sofia, 18/08/2023

Prof. Teodora Petrova

