

REVIEW

on the dissertation work of Desislava Bogdanova BOSHNAKOVA, a full-time doctoral student in the Faculty of Education and Art Sciences, in the "Preschool and Media Pedagogy" department of the University of St. Kliment Ohridski" Sofia on the topic: topic: "Media literacy and creative approaches in pedagogical interaction with 6-8-year-old children"

supervisor: prof. d.n. Danail Danov

reviewer: prof. d.n. Dobrinka St. Peycheva

The review is based on Order No. No. RD-38-596/ 01.10.2024 of the Rector of SU "Kl Ohridski by ZRASRB and in connection with a decision of a meeting of the primary unit at the Department of Preschool and Media Pedagogy on 12/24/09 .2024

1. Applicant data

Desislava Boshnakova was dismissed with the right of defense from 01.07.2024. with the decision of the FS of FNOI from July 12, 2024 She completed her bachelor's and master's degrees at Sofia University and was a full-time doctoral student in media pedagogy in the department from July 2021 to July 2024 under the supervision of Prof.Dr. Danail Danov, DSc. She has extensive journalistic/editing, teaching, and translation experience in well-known media and educational institutions. Even as a bachelor's and master's degree student, she participated in various scientific forums such as conferences, seminars, and symposiums with announcements and reports, as seen from the publication and reference. with which to be facilitated in the study and interpretation of the relationship between the brain, the psyche, and the learning of children. This specialization really helps the PhD student in her intention in the dissertation work to include a neuro-pedagogical aspect and thereby contribute to the more complete study and presentation of media literacy as ascertained from the biographical and reference on this basis is also the connection with the preparatory program of the next and in this connection of GOOGLE Certified Trainer for maximum extraction of the possibilities of modern technologies in the researched direction. as an environment Has direct experience as an intern working with children, including working with children in suggestopedia, etc.

Since 1922, there have been 5 scientific publications on the subject of the dissertation, some of them in the capital, and others in different university cities, namely: 1 . Boshnakova, D. (2022): Education and Arts: Traditions and Perspectives. Sofia: "St. Kliment Ohridski", village 439-441. ; 2. Boshnakova, D. (2024): Brain, psyche, learning. Neuropedagogical dimensions of creative

teaching methods and the necessity of their need in education. Training in mental arithmetic - what do we (don't) know?, coll. with reports from the XIII International Autumn Scientific and Educational Forum "Creativity of the educational process in support of the Bulgarian teacher", UI "St. Kliment Ohridski" (in press). 3. Boshnakova, D. (2024): Neuropedagogy as knowledge transfer for the benefit of children's positive adaptation to the educational process, coll. "Knowledge, Science, Innovations, Technologies", Veliko Tarnovo, IC "Institute for Knowledge, Science and Innovations". (2024) 4. Boshnakova, D. (2024): Media literacy as an educational approach and life necessity, coll. "Knowledge, Science, Innovations, Technologies", Veliko Tarnovo, IC "Institute for Knowledge, Science and Innovations". 5. Boshnakova, D. (2024): Creative approach to developing reading skills, coll. "Knowledge, Science, Innovations, Technologies", Veliko Tarnovo, IC "Institute for Knowledge, Science and Innovations". Publications are more than required for the defense of the dissertation

The reference for the implementation of the scientometric indicators by the minimum national requirements in connection with the procedure for awarding the educational and scientific degree "doctor" in a scientific direction 1.2. Pedagogy, doctoral program "Preschool Pedagogy" indicates that it fully meets the legal requirements.

2 General characteristics of the dissertation work

The work is dedicated to an extremely topical problem related to the state and prospects for children in the digital age

Within a relatively unevenly structured text containing nine chapters, the main dissertation ingredients of a research problem are explained within 276 pages, which has the characteristics of a finished academic research product, broadly responding to its set goals, namely To analyze the possibilities of creative methods for the development of children and students and of the skills that support their curiosity and learning, and thus their overall personal development.

The purpose of the dissertation is realistic and relevant to the dissertation topic

For the object of the study, the doctoral student chose the creative methods of teaching children 6-8 years of age that would contribute to the development of media literacy, thus meeting the stated goal

The basis of the subject of the dissertation is the development of creativity as an essential element of media literacy concerning teaching mental arithmetic and reading comprehension.

The tasks described on page 53 in the dissertation text are extremely ambitious and fulfilled. They are intended: to discover the elements of the "mental arithmetic" approach that stimulate imagination, observation, concentration, and memory; to discover the elements of reading comprehension instruction that stimulate critical analysis, improved concentration and communication, and love and interest in reading; To seek and discover ways stimulating the elements of both approaches in the process of upbringing, i.e. guidelines for parents to help raise children more effectively in families; to discover ways stimulating the elements of both approaches about pedagogical interaction in preschool children; To identify the attitudes among trainers, pedagogues, parents towards the implementation of training in mental arithmetic and reading comprehension. To identify the difficulties encountered by children in the implementation of training in mental arithmetic and reading comprehension; To specify exactly how to overcome the difficulties that children encounter, arising from the training of mental arithmetic and reading comprehension; To propose specific ways to overcome difficulties; To check where and to what extent the application of mental arithmetic training in cooperation with digital media literacy helps to develop creativity, communication skills, concentration of attention, memory; To identify attitudes among educators and parents toward the implementation of reading comprehension instruction; To examine the extent to which the application of reading comprehension training helps to develop speed, concentration, attention, clearer diction and love of reading.

In fact, in the context of the tasks, a basic hypothesis is indicated, which suggests that the use of creative learning approaches - mental arithmetic and reading comprehension - in the pedagogical interaction with children and students, positively affects the emotional and social development of adolescents, supports the effective development of the cognitive functions and processes of the child's brain, speech, communication, receptivity, observation, creative and critical thinking, which support the formation of media literacy".

My emphasis on the unevenness of the individual chapters does not call into question the achievement of the dissertation.

My assessment of the research methods used is extremely high, and extremely difficult to achieve for a researcher alone, as it refers to: "Observation conducted 3 days a week for 6 months (month of October, November and December 2021, month of April, May, June 2022) to groups of children learning by the method of mental arithmetic and reading comprehension. The observations involved conversations and discussions with the children's teachers, without seeking feedback from the parents – something that happens at a later stage in the study. 2.

Observation conducted for 6 months with a one-month interval between quarters, due to the change of study terms and the organization of the new study programs. The observations were carried out in two Bulgarian state schools - NU "Hristo Botev" c. Pleven and NU "Father Patriarch Euthymius" - city Pleven in October 2023 – April 2023 The observations included conversations and discussions with the student's teachers about the teaching methodology as well as the learning content without seeking (at that time) feedback from the children or their parents;

3. Observation was conducted for 4 months in a public school in the city of Pleven, where a preparatory group was formed with 5-7-year-old children - IOU "Dr. Petar Beron" - city. Pleven, in November 2023. – February 2024

4. Observation conducted for 2 years in mental arithmetic and reading comprehension training centers.

5. Interview with professors from NU "Hristo Botev" Pleven and NU "Father Patriarch Euthymius" - city Pleven.

6. Direct survey with trainers and parents of children studying in mental arithmetic centers in the city of Pleven, the city of Sofia, Gotse Delchev, town Pernik, town Plovdiv, city Varna, city Yambol, town Veliko Tarnovo, and the city of Gabrovo; and those related to reading comprehension in the cities of Pleven, Pernik, Sofia, Gotse Delchev and Varna.

7. Expert assessment with academic teachers on issues related to the quality and effectiveness of the learning process.

8. A critical analysis of the mechanisms underlying the "Jobs to be done" theory popularized by Professor Clayton Christensen, allowing conclusions and summaries of answers to questions such as: "Why training centers that offer training in mental arithmetic and reading with understanding are successful?"; "What do parents think their children's successes are due to?"; "What do parents expect from extracurricular (paid) training?"; What are the pros and cons of teaching mental arithmetic and reading comprehension?"

9 Meetings, conversations, and consultations with pedagogical and other specialists in the field of education and training of children, parents teachers, etc.

Feedback was received from a total of 220 people whose children are/have been trained in mental arithmetic centers and 40 people whose children are/have been trained using the reading comprehension method. Two-second classes in two different primary schools in the city were observed. Pleven, as well as children from a preparatory group in the third, different from the

first two schools with a total of 70 children studying in the public school. Observed children studying in private centers for mental arithmetic were 50 and for reading comprehension - 20. Their total number is 70

186 pedagogues from the primary stage and 203 pedagogues from all stages of education took part in the study. The results of a total of 260 parents, 140 children, and nearly 200 educators are summarized and applied in the dissertation.

My assessment of the methods used is extremely high. It allows for an essential and deep entry into the problems of media literacy and the use of creative approaches.

2. Content characteristic of the dissertation work

The dissertation reasonably assumes that the most important and most responsible people for the development of a child are the parents. Media literacy is defined as one of the literacies that allows a person to use the media and digital technologies as a tool for interpretation and critical thinking, to cope in a digital environment. Through media literacy, children and students acquire skills that serve them for orientation not only in school and the media but also in the real environment, in which digital tools are already positioned, skills to protect against manipulations and encroachments in the virtual

But the success of the children depends not only on the family environment and the media but also, and perhaps especially, on the pedagogical presence, on the pedagogical judgment and learning approaches.

Particularly important aspects from a content point of view in the individual chapters of Desislava Boshnakova's dissertation work are the use and introduction of "mental arithmetic", its essence benefits, and effectiveness related to personal development.

With the model of effective acquisition of reading comprehension skills, the doctoral student supports the need to include digital devices in education as a component of media literacy development. Boshnakova also develops

her own model for the development of cognitive skills in children, related to thinking, memory, and concentration of attention from early childhood. An important aspect of Boshnakova's achievements is the attempt to demonstrate a connection between the physiological aspects of the brain and the successful organization and conduct of the learning process.

Establishing the relationship between cognitive skills and media literacy, Boshnakova attempts to connect the degree of media literacy of teachers with the modernization of pedagogical approaches and creativity.

The need to use creative approaches in pedagogical interaction and the presented arguments in the face of the presented good practices for the modern educational process provides an opportunity to offer concrete solutions and a model for available personal characteristics, attitudes, and professional skills of modern educators. The presented experience of a model for taking care, raising, and educating the children from the post-natal period until entering the nursery is also one of the achievements of the doctoral student

Contributions. I agree with all the contributions made and I highly appreciate what has been achieved

5. Notes I don't have any, and I don't have any questions either

I venture to say for those who only read the abstract (bearing in mind that it is the only one published on the Internet) that the dissertation is far more specific and well-argued, and is especially worth reading.

It is realized as a highly academic, conceptually rich text to be published.

In **conclusion**, I allow myself to say, bearing in mind everything positive that I have expressed, that I will vote "Yes" for the " the awarding of the educational and scientific degree of Doctor of Professional Direction 1.2 Pedagogy (Media pedagogy) of Desislava Bogdanova Boshnakova

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