

SUMMARY OF PUBLICATIONS OF ASSOC. PROF. YANNA PAVLOVA RUSKOVA, PHD

for participation in a competition for the academic position of „professor“,
announced by the „Konstantin Preslavsky“ University of Shumen
by field of higher education 1. Pedagogical sciences, professional field 1.3. Pedagogy of
teaching in... (Methodology of teaching music),
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THEMATIC AREAS OF THE PUBLICATIONS

- ✓ Professional and personal development of future music teachers
- ✓ Music education
- ✓ Music psychology
- ✓ Music performance
- ✓ Competence approach in music education and in the professional development of the future music teacher
- ✓ Contemporary music textbooks

TYPOLOGY OF PUBLICATIONS

- ✓ 2 monographs
- ✓ 18 articles
- ✓ 10 Music textbooks for 1st - 10th grade of high school
- ✓ 10 electronic Music textbooks for 1st - 10th grade of high school
- ✓ 19 study aids (music teacher manuals, etc.)

MONOGRAPHS

Professional and personal development of future music teachers. Professional self-determination. „Konstantin Preslavsky“ University Publishing House, 2020, 210 pp. ISBN: 978-619-201-463-6.

The monograph presents a defended dissertation for the award of educational and scientific degree „Doctor“ (indicator D 5 of the minimum national requirements under Article 2 b, paragraphs 2 and 3 of the Law on the Protection of Human Rights and Fundamental Freedoms). It consists of an introduction, three chapters, a conclusion, a bibliography, 10 annexes.

The main text-exhibition includes 71 figures (16 more in the Appendix), 38 tables. The bibliography contains 156 sources: 110 in Cyrillic, 40 in Latin, and 6 in Internet addresses.

The Introduction reveals the relevance of the issue under consideration - professional self-determination (PS) as extremely important for the establishment of the future professional teacher and for his overall personal and professional development, in this case - the future music teacher. Object, goal, hypothesis and research tasks are formulated. Information regarding the amount of diagnostic data and the contingent of the study are also indicated - a total of 485 units

of diagnostic data (from tests and surveys) received from 110 students majoring in „Pedagogy of Music Education“.

In the first chapter, as a result of theoretical and methodological analysis of modern literature, in which there are no common views, a scientifically-founded understanding of the importance of PS in the educational process is established, its psychological and pedagogical characteristics are determined, its structure and specific manifestations of the derived components are deduced. It argues the understanding of PS for future music teachers as a dynamic process (subject to development, research and correction) for searching, choosing and finding personal and professional positions, goals, values, motives for artistic and creative music-pedagogical activity, based on the „self-“ component: self-knowledge, self-assessment, self-education, self-awareness, self-actualization, self-development, self-realization. As a result of this process, the internal readiness of students is formed, which provides: independent and conscious planning, realization and adjustment of themselves for/in a certain professional activity at the stage of vocational education, and hence - for the overall perspective of their own professional and personal development. Thus, PS is a generalizing category that allows to combine processes which differ in purpose, content and results that determine the subjective characteristics of readiness for a particular professional activity / profession, as well as abilities and motives for independence in the professional educational space: I-AM (indicating readiness) – I have, I can, I know; HOW – by myself; WHY – according to the requirements of society, the profession and the self.

The second chapter reveals the essence of the research, conducted on the basis of the substantiated basic elements of the structure of PS after analysis and theoretical modeling: attitude, self-determination to basic musical and professional activities; professional identity; motivation; personal qualities; professional competence. For this purpose, an original functional model for studying the PS of students – future music teachers is argued and tested. The following tools and relevant methodologies are used for the empirical research:

1. Four diagnostic tests for self-assessment of professional orientation of V.G. Kasimov and V. I. Petrushin, a modified version of Anastasia Atanasova-Vukova for professional self-determination to the music-performing, music-pedagogical, compositional and conducting activities. A new approach (new methodology) is proposed for the research: systematization of the questions (and the answers, respectively) and their qualitative interpretation in three main areas – cognitive, motivational value, operational; determination of criteria, indicators and respective levels according to these three areas; determining the qualitative characteristics of the studied students (not present in the tests);
2. Three original questionnaires: 1. „Professional Identity“ by A. Azbel – for awareness of professional choices and professional identity; 2. „Motivation“ by W. Millman – for the diagnosis of motivational structure; 3. N. Alekseev's „Self-assessment“ – for personal qualities;
3. Collection and analysis of data – exam results, success rates (knowledge, skills, competencies).

In the third chapter the results of the huge collected empirical information are presented and analyzed, according to the substantiated and tested research methodology. This allows the derivation of the full characteristics, features, dynamics and trends in the development and formation of the PS of students. As a result of the conducted experiment, three main types of PS are identified and argued (original theoretical and practical contribution): strongly expressed, moderately expressed, weakly expressed. The main criteria for each type of students are: predominant degree of readiness for a particular musical-professional activity, type of professional identification, predominant motivational structure, predominant self-assessment of personal qualities, level of knowledge, skills, competencies. The students, the object of the

research, have a moderate degree of professional self-determination. All the details that give grounds for the results obtained in this way, as well as practical problems in finding ways for effective implementation of the PS in the stage of vocational education and training are analyzed. The tested research methodology and the derived typology of PS can be used in research of other students - from other majors.

The conclusion points to the contributing moments of the research – of theoretical and practical nature.

The appendix contains: the used tests and surveys (7); a thesaurus of the descriptors of the conceptual-categorical essence of cognitive, motivational-value and operational sphere for the study of PS; data on the reliability and validity of the test system; detailed results of the research in 16 figures, which are not reflected at length in the main text.

The importance of the monographic work is determined by the context of the complexity of entering the profession for young people, which forces us to constantly think of new ways not only for their effective training but also for their overall professional and personal development. Without special attention and work for self-knowledge, motivation for professional and personal self-determination and the formation of confidence in their abilities, it is impossible to prepare creative and competent specialists.

Contemporary music education. Theoretical and analytical aspects. „Konstantin Preslavsky“ University Publishing House, 2021, 209 pp. ISBN: 978-619-201-547-3.

The monograph consists of an introduction, three chapters, and a bibliography, spread over 156 pages.

The introduction focuses on the main current contemporary ideological and pedagogical guidelines, defining the characteristics of contemporary music education and its corresponding professional training of music teachers, which are the basis of the work. Its tasks for revealing and analyzing current interconnected problematic scientific fields are indicated:

- music education ↔ philosophy of music, philosophy of music education;
- music education ↔ music psychology;
- music didactics ↔ artistic didactics: basics, principles, general and specific characteristics;
- traditions ↔ modernity ↔ perspectives: current technologies, forms, methods, approaches to work;
- competency profile of the music teacher;
- the music lesson.

There is a strong emphasis on the interconnectedness of the important problem areas that are affected. Therefore, even in the formally separate sections of the work, these connections will be found through revelation in unity. The unity of philosophy, theory, and practice in the work of the musician pedagogue is a key direction in their preparation and therefore their analytical and theoretical research is their modern interpretation and basis for successful work. The research methodology is a systematic analysis, with complex use of the methods of the individual sciences, using a comprehensive, multifaceted and multilevel approach. The monograph reflects the various ideas and aspects of the author's personal professional work, which are the result of many years of work - in theoretical aspects, in teaching, in creative projects.

The first chapter is devoted to the functions of the art of music in the context of the philosophy of music education and music pedagogy. Emphasis is put on: historical outlook, functions of

music and other sciences - musical aesthetics, ontology, sociology, semiotics, semantics, hermeneutics, neurosemantics; a system of functions of music – traditional-classical manifestations and new projections (communicativeness, reflection of reality, cognitive-educational, social, ethical, aesthetic, hedonistic, etc.). All revealed moments, in addition to theoretical argumentation, contain some important guidelines in practical terms - for current conceptual features of modern music education, for interrelated activities and forms of work that lead to topicality and unity in theoretical, analytical and practical aspects. That is why topics such as: verbality and non-verbality in music art, in music communication and in music education are interpreted; heuristics in the art of music and in the music-educational process. As a result, theoretical and analytical aspects are revealed in the interconnectedness of scientific fields (not only music), so they are often indistinguishable. Such an approach is not new in principle, but the emphasis on this, as well as linking important theoretical aspects with practical guidelines, provide a basis for current, modern music-pedagogical activities in all levels of music education, including higher education..

Chapter two reveals the competency model of the music teacher. This theoretical and analytical section again corresponds to the modern understanding of the preparation of future music teachers - competent professionals in their field. The essence and types of competencies are argued. The competency model of the music teacher is derived and his main key professional and personal competencies are characterized. The emphasis is on the main key competencies: communicative, digital, and socio-pedagogical. The professional competencies of the music teacher are analyzed in detail in two aspects - basic and professional. The structure of the basic competencies includes three interrelated elements: pedagogical, psychological, methodological. The special professional competencies are argued in a four-structural model, revealing in detail their characteristics: musical-auditory, music-theoretical (musicological), compositional, and music-performing.

The third chapter points to a generalized contemporary „portrait“ of the music lesson in the non-specialized Bulgarian school. The relevance of a music lesson is based on the understanding of its „dramaturgy“, as well as the need for music to be present in the music lesson.

ARTICLES

1. The song repertoire in music textbooks. Bulgarian Revival songs // Yearbook of the Faculty of Pedagogy, „Konstantin Preslavsky“ University of Shumen, 2021, volume D XXV, pp. 933 – 939. ISSN: 1314-6769. (indexed in CEEOL)

The article comments on songs created during the Renaissance and their place today in modern music textbooks. Attention is focused on the prerequisites for their use in various aspects - didactics, interpretation of state educational standards and curricula, development and formation of key competencies, development and formation of personal qualities in students. Examples are given of different types according to their verbal content and message: school songs, revolutionary songs, romantic-lyrical songs and historical songs. 18 specific songs are listed in the textbooks of Anubis Publishing House.

2. The new music textbooks in the early stages of education. // International Scientific Conference Technics. Technologies. Education. Year III, Issue 2 (8), Volume 2 Education. Public Sciences. 2019, p. 157 – 160. ISSN: 2535-0323.

The article discusses the new requirements set in state policies and educational standards for music education in the initial stage of education. Possibilities based on the principled viewpoints of the author's team in the interpretation of documents and educational content are analyzed.

3. Electronic textbooks in music education in general education schools. // International Scientific Conference Technics. Technologies. Education. Year III, Issue 2 (8), Volume 2 Education. Public Sciences. 2019, p. 161 – 162. ISSN: 2535-0323.

The new paradigm for Bulgarian education is commented on – electronic textbooks as state policy, features, opportunities. Different types of electronic resources for the general education school are analyzed.

4. Competencies and electronic musical instruments. // International scientific refereed online journal SocioBrains, Issue 59, July 2019, p. 71 – 77. ISSN: 2367-5721. (in collaboration with S. Ruskov)

The article presents a theoretical study of the specifics of musical performance with electronic musical instruments such as keyboard, also called automatic arrangers. It reveals the creative nature of the arranging process, which is impossible without a full musical performance. The main competencies specific to the musical activities performed in a typical digital environment when working with such musical instruments are substantiated.

5. Thinking and music performance. // International Scientific Conference Technics. Technologies. Education. Year III, Issue 2 (8), Volume 2 Education. Public Sciences. 2019, p. 163 - 166. ISSN: 2535-0323.

The article is based on the argumentation of basic theoretical dimensions of music performance. It reveals the immediate defining significance of thinking as a mental process of reflection of reality and a higher form of human activity in the context of this main activity for the musician-performer.

6. Interpretation in music and performance – psychological aspects. // Innovations in education. Collection of scientific papers from a traveling seminar. "Konstantin Preslavsky" University of Shumen, Faculty of Pedagogy. 2019, pp. 490 - 500. ISBN: 978-619-00-0996-2.

Theoretical analysis of the process of interpretation in the musical performing arts is presented from the point of view of basic psychological categories and essences: object, process, factors, levels, thought process, personality, creative activity. Thus revealed, the psychological processes in musical interpretation provide a basis for good observation and search for effective ways of performing.

7. Stages in the musical-performing process - psychological aspects. // Yearbook of "Konstantin Preslavsky" University of Shumen, T XXIII D, 2019, pp. 1068 - 1075. ISSN: 1314 - 6769.

The article reveals the psychological aspects of the stages of musical performance and their features. A basic model is presented, summarizing different points of view and the author's view of the problem.

8. The communicative function of the music-performing activity. // Bulletin of the Union of Scientists, Sliven, Volume 34 (1), 2019, pp. 137 - 141. ISSN: 1311-2864.

The article argues the nature, features and content of the communicative function of musical performance in terms of musical psychology. The focus is on non-verbal information related to this communication process. The presented characteristics give grounds for developing a system for development and formation of communicative competence in performers of various musical instruments / singing, in future music teachers.

9. The music lesson – contemporary theoretical aspects. // SocioBrains, ISSUE 45, MAY 2018, p. 309 - 315. ISSN: 2367-5721.

The article presents a vision of the essence of music lessons in the context of the new state educational standards and curricula in the system of general music education. Attention is focused on the presence of new music in different types of lessons – exercise and assimilation, revision, summary, and not only in classes for new knowledge. The specificity as an art lesson is commented, as well as the systemic characteristics like content and organization - theme, idea, type, composition, drama, improvisation, atmosphere.

10. Successful strategy for music education at school. // SocioBrains, ISSUE 34, JUNE 2017, p, 348 - 352. ISSN: 2367-5721.

The article argues the basic positions and basic ideas, defined as strategic in the implementation of the educational process in music education in the first grade of general education schools. Important aspects are revealed in connection with the communication of first-graders with the art of music, both for the development and formation of their personality, and in terms of working on key competencies. The basis for the development of this issue is a new music textbook for the first grade.

11. Psychological foundations of music performance. // Yearbook of "Konstantin Preslavsky" University of Shumen, Volume XXI D, "Konstantin Preslavsky" University Publishing House, 2017, pp. 831 - 841. ISSN: 1314-6769.

The object of the article are the main psychological aspects of music performance. Its psychological characteristics such as process and result, perception and thinking, interaction and communication, communicativeness, emotion and intellect, control and self-control are substantiated.

12. The professionalism of the future music teacher. // Scientific Technical Union of Mechanical Engineering, Year XXIV, ISSUE 10 (196), Volume 3, 2016, pp. 80 - 82. ISSN: 1310 - 3946. (in collaboration with S. Ruskov)

The article presents expert theoretical modeling (based on theoretical and empirical research) on the professionalism of the future music teacher in the stage of professionalization at university. The essence and content of the process of forming the professional music teacher are revealed.

13. The competence model of the future music teacher. // Scientific Technical Union of Mechanical Engineering, Year XXIV, ISSUE 10 (196), Volume 3, 2016, pp. 83 - 86. ISSN: 1310 - 3946. (in collaboration with S. Ruskov)

The article presents scientific and theoretical prerequisites for deriving a competency model of the future music teacher - a professional in his field. Based on the analysis of the presented materials, research and theoretical modeling, a model of a three-modal structure of the competence of the future music teacher is established: "key - basic – special" competencies.

14. The communicative competence of the music teacher. // International Scientific Refereed Online Journal Socio Brains, Issue 16, 2015, p. 37 - 46. ISSN: 2367-5721.

The communicative competence of the music teacher through analysis in a two-modal connection "key – special competence" is the basis of the article. It is commented in terms of the obligation arising from the profession of "teacher", but also the specificity generated by music as an art, by performing as a communicative process. The main communicative activities of the music teacher are defined in the main communicative-educational and upbringing practices for him.

15. The attitude of future music pedagogues to basic music-pedagogical activities. // Art and Education, Plovdiv, 2015, pp. 244 - 252. ISBN: 978-954-2963-12-7.

The article presents an empirical study of the attitude of students – the future music teachers, to four main musical-professional activities: music-performing, conducting, music-pedagogical, compositional. A new methodology for identifying attitudes and professional orientation towards them is argued by revealing a qualitative characteristic of the studied future music pedagogues on the basis of criteria, indicators and respective levels, according to three areas – cognitive, motivational-value, operational. The interpretation of each result determines the main trends, guidelines for development and correction of the specific status of the researched component of attitude towards a certain basic music-pedagogical activity. Careful analysis and consideration of them is a prerequisite for success in the specific difficult process of building a future music teacher.

16. The competencies of the modern music teacher. // Yearbook of "Konstantin Preslavsky" University of Shumen, volume XIX D, 2015, pp. 1038 - 1045. ISSN 1314-6769.

The structural competence model of the music teacher is presented, including key, professional, basic and special, personal competencies. All components are analyzed.

17. Basic functions of the music-educational activity of the music teacher. // Contemporary Challenges for Pedagogical Science, Sofia University "St. Kliment Ohridski", 2015, pp. 514 - 517. ISBN 978-954-07-3937-3.

A structure of eight types of the main functions for the music-pedagogical activity of the music teacher is derived, with corresponding necessary knowledge, skills and competencies: informational, developmental, mobilizing, orientational, constructive, organizational, communicative, research.

18. The music pedagogue as a subject of music-educational activity: a professional portrait. // Proceedings of the Jubilee Scientific Conference „50 Years of the University of Veliko Tarnovo, 1963 - 2013". "St. St. Cyril and Methodius" University, 2015, Faculty of Pedagogy, pp. 469 - 472. ISBN 978-619-208-001-3.

The professional portrait of the music teacher is presented by formulating and characterizing his main areas of activity as a subject of music-pedagogical activity.

TEXTBOOKS AND STUDY AIDS

I am the head of a team for creating music textbooks for non-specialized high schools. The music textbooks and teaching aids presented for the procedure are a complete set for the Bulgarian high school – from 1st to 10th grade, in compliance with the gradual introduction according to the new state educational standards and curricula: textbook, teacher's book, electronic textbook, set of speakers, worksheet tables.

Prepared:



(Assoc. Prof. Yanna Ruskova, PhD)