

ANNOTATIONS TO THE SCIENTIFIC PAPERS AND SELF-ASSESSMENT OF THE CONTRIBUTIONS BY ASSOC. PROF. TANIA VIKTOROVA BURDEVA, PhD

applicant in the competition for the academic position of “**professor**”
area of higher education **1. Pedagogical sciences**,
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(Methodology of Music Education)

MONOGRAPHS

Burdeva, T. Methodology of preschool music education, Exact 93, 2012, 2019, 125 pp.
ISBN 978-619-236-066-5



The book is dedicated to the methodology of conducting musical activities in preschool age and pedagogical technologies for activating musical abilities. With the preschool music education the door opens to the child, leading to the huge, vast, versatile and wonderful world of music. If the life experience of a preschool child includes an understanding of how different music can be, at a later age it will be able to develop criteria for beautiful and ugly, artistic and anti-artistic, original and banal, valuable and transient. The world of musical art is far from locked in music, which sounds like a background in everyday life - in the media or on the Internet. Preschool music lessons aim to uncover those aspects of music that would remain a secret to children outside the learning process. Thus, preschoolers will have a choice - knowing that there are different types of music, they will be able to develop the ability to orient themselves in the extremely diverse musical environment that surrounds us. Mass music education aims to cultivate an aesthetic attitude to music, to guide the development of musical needs and tastes, to expand and enrich the skills for in-depth understanding of works of musical art. Emotional culture and the impact of musical art are of great importance for the formation of personality. This importance is growing even more now, when the unlimited opportunities for communication create a field for expansion of many and various cultural stereotypes. Aesthetic taste is a social phenomenon, which is why it is subject to education and improvement. An important role is played by the quality of aesthetic information from an early age, as well as contact with artistic values. The formation of aesthetic taste is a complex process influenced by factors of different nature: ideals, life interests, art education,

intelligence, social environment, fashion, mass culture, traditions, religion and others. Taste is cultivated - many authors are united in this. In the conditions of the modern information society, in the absence of restrictions for cultural exchange, the personality of the children needs value orientation, skills for critical and creative thinking.

Vocal performance is this musical activity, through which music education in preschool age is mainly carried out. The book discusses in detail: the tasks of vocal training, the importance of the song repertoire, the initial formation of singing habits, the reasons for inaccurate intonation and methods for their elimination. The emphasis in this part of the book is on the specifics of singing in preschool age. The importance of the game motivation and the application of game techniques with visual and emotional character are considered. Significant place is given to the methodology of learning a song. The stages of the methodological sequence are differentiated. Forms of work for overcoming intonation and metrorhythmic inaccuracies in the process of learning and consolidating a song are indicated.

Musical performance by children includes, in addition to vocal activities, also playing children's musical instruments. The importance of children's musical instruments is expressed in their multifaceted effect on the musical and aesthetic development of children. A classification of children's musical instruments according to the method of sound extraction is proposed. The methodology for learning accompaniment to songs and instrumental pieces, as well as the methodology for recreating "sound pictures" has been developed.

The next part of the monograph examines the other main musical activity - perception of music, with an emphasis on the methodology of listening to instrumental music and in particular program instrumental pieces of the generalized programmatic type. A pedagogical technology for listening to music has been developed, based on didactic tasks aimed at differentiated perception of musical-expressive means.

It aims to understand the logic in the construction of the musical-artistic image, as it directly depends on the level of development of the musical hearing. In practice, the differentiated perception of the musical flow is realized through the performance of various but accessible analytical actions by the children while listening to music. In this way the transition from visual to verbal-logical thinking is realized.

It is argued that the understanding of the artistic content of even the lightest children's play is based on abstract-logical thinking, on the basis of which accessible analytical actions are performed. The characteristic of the musical-expressive means in the work (tempo, dynamics, strokes, timbre) is realized from the point of view of their significance for the reproduction of the concrete musical image.

Another activity typical for preschool age is considered - movements with music.

Through motor modeling, which mediates figurative thinking, opportunities are opened for awareness of the musical-artistic image and the expressive-semantic meaning of the musical-expressive means. The methodology of studying plot and non-plot musical games, dances and motor exercises has been developed.

The last part of the book deals with the issue of children's musical creativity. Musical-creative and improvisational activities are an integral part of the musical education of preschoolers. The author put emphasis on the need to develop musical and creative skills in all forms of musical activity - the teacher must stimulate children to creativity in all activities in musical

activities, setting creative tasks in their participation in performance activities and in the perception of music.

When considering each musical activity, the pedagogical technologies for the development of musical abilities are indicated - mode and metro-rhythmic sense.

All methodological concepts are supported by specific examples from music-pedagogical practice.

Burdeva, T. Drama games in teaching of music to preschoolers, FastPrintBooks, 2019, 139 pp., ISBN 978-619-236-157-0

ТАНЯ БУРДЕВА

ИГРАТА ДРАМАТИЗАЦИЯ
В ОБУЧЕНИЕТО ПО МУЗИКА В ПРЕДУЧИЛИЩНА ВЪЗРАСТ

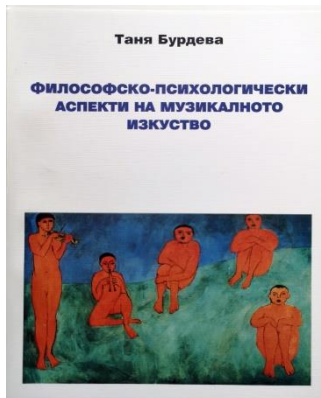


The present book examines the possibilities for application of the game components of the drama game in the musical education of preschoolers to activate the musical perception. Emotional experiences dominate in the children motivation sphere. That is why those pedagogical technologies are effective, through which an empathic ability is formed for empathy of the musical imagery, for penetration into the artistic content through the emotional identification. The inclusion of game components of the drama game (figurative speech, expressive movements combined in action, etc.) in the music lessons makes it an effective means of activating the musical perception. Realization of this idea are the proposed game pedagogical forms with components of the drama game: game exercises with music-related movement aimed at music illustration. The music illustration is based on the poetic text of songs and the program content of instrumental pieces. A special place is given to the importance of the drama game as a means of differentiated perception of musical means of expression (metrorhythm, tempo, dynamics). For differentiated perception of the elements of musical speech as constituent units of a certain meaning in the system of musically expressive means, sensory-specific support is needed. In preschool age, such a role can be successfully performed by the various game components of the drama game. The drama game is also considered as an opportunity to create mental readiness for children's participation in musical activities. The second half of the book forms the practical framework of the methodology for applying the game components of the drama game in music education. There are sample situations in which there are components of the drama game: movement illustrations of the text, expressive speech, motor improvisations, movements illustrating the plot, props - dolls, toys, masks and etc. The situations are differentiated by age groups: by seven exemplary situations for 1. group, 2. group, 3. group, 4. group.

Burdeva, T. Philosophical and psychological aspects of musical art

2000, 117 pp. ISBN 954-8824-29-9

Published book based on a defended dissertation for the award of educational and scientific degree *PhD*



Understanding the works of musical art is a process, that takes place in the broad parameters of sensory, emotional and thought processes. The true spiritual enjoyment of music, as the most abstract art, requires penetration into the deeper layers of the work of art, beyond sensory immediacy. This defines the approach in the monograph to the question of understanding the art of music from a different angle, including it in the philosophical and psychological context of the concept of "understanding". The phenomenon of "understanding" has its broad dimension in the various philosophical aspects of the problem of understanding reality in general and a narrower meaning in each specific field of knowledge, including artistic knowledge. The book presents theories, views and concepts that are relevant to understanding in order to find and interpret the points of contact between the generally valid postulates of understanding and comprehension of works of musical art. In the first half of the book, understanding is considered in ontological, epistemological, semantic, semiotic aspects; the connections between understanding and intuition, understanding and empathy, etc. are sought. The views of famous thinkers such as A. Whitehead, H. Gadamer, M. Heidegger, R. Rorty, CG Jung, A. Losev, P. Feierabend, A. Bergson and others are presented in the context of the philosophical significance of art and aesthetic experience as an experience of an 'essential kind'. The concepts of artistic meaning, musical meaning, artistic logic, musical logic, interpretation, coding and decoding of musical information, artistic empathy, etc. are considered. The second half of the book deals with the problem of understanding and hermeneutics: philosophical hermeneutics as a theory of understanding; hermeneutics as a theory of interpretation; understanding as a universal concept in the light of general hermeneutics; the hermeneutic circle as a principle of interpretation (F. Schleiermacher, W. Dilthey, P. Ricoeur, etc.). The hermeneutic approach to the problems of understanding gives grounds for combining the specific act of understanding music with the general theory of understanding. A comparison is made between the hermeneutic concepts of grammatical and psychological interpretation, intuitive-creative methods and comparative method, the hermeneutic circle, pre-understanding, on the one hand, and the understanding of works of art, on the other. Examples of musical works are presented: the overture "Coriolanus" by

Beethoven, Impromptu Opus 90 in E flat major by F. Schubert, "Unfinished Symphony" by F. Schubert, "Lullaby" from "Lyrical Plays" by E. Grieg, "Solemn Overture 1812" by P.I. Tchaikovsky and others. The author defends the concept, that understanding the works of musical art requires bridging the boundaries of the semantic worlds of art, psychology, philosophy. The dialogue approach between disciplines, which is the subject of the presentation, could help to shed light on the process of musical understanding.

SCIENTIFIC ARTICLES

Burdeva, T. MUSIC PERCEPTION IN PRE-SCHOOL EDUCATION AND EMPATHY; In *PEDAGOGY*, Preschool and primary education, Scientific Journal - Year LXXXVIII, 2016, Book 8, pp. 1091-1099, WWW.azbuki.bg ISSN 0861-3982

This paper examines the possibility for application of drama-game in music education of preschool age children for developing empathic ability. Music affects the emotional and intellectual development of children. The emotion experienced from a piece of music contributes to develop empathic ability. Music, as a carrier primarily of emotional information and art, whose subject is the rich world of human relations, the subjective experience of reality, develops the emotional sphere of the child's personality. When the interpretive process in the perception of music includes pedagogical technologies with elements of the drama game, a deeper understanding of the works of musical art is achieved, an empathic ability is formed for immersion in the artistic image. The emotional identification with the characters of the work of art, the "transfer" in the world of the artistic image, the experience of the emotions reflected in the musical works are one of the mechanisms in the development of the empathic process.

Burdeva, T. CHILDREN, MUSIC, FAIRY TALES; In: *"20 years of pedagogical faculty - PU" Paisii Hilendarski* - "Culture and education - perspectives", part II - Artistic development; University publishing house *Paisii Hilendarski*, 2004, pp. 59-62

In this paper are discussed some characteristic features of musical compositions, suitable for children. It is an introduction to pedagogical technologies, directed to activation of musical perception. Careful, aesthetical selection of works for listening would allow preschool children to gain musical and aesthetic experience and build standards for evaluation. Particularly suitable for perception, according to the psychophysiological characteristics of children of this age are instrumental pieces of the type of generalized program. The program is a kind of stimulus both for the creative imagination of the composer and for activating the musical perception of the listener, whose attention is directed and concretized towards a certain content. Examples are several instrumental miniatures with a sonic character, whose musical images are built on a short program title and plot based on famous fairy tales. Instrumental works related to certain fairy-tale images and the theatricalization of the respective fairy-tale plots are a particularly successful means of optimizing the activity of "listening to music". The parallel between musical works and fairy tales is quite natural also because in preschool aesthetic experiences are inseparable from moral ones.

Burdeva, T. THE COMPETENCE OF MUSIC TEACHERS AT THE ELEMENTARY SCHOOLS; Trakia Journal of Sciences. Scientific Serial published by Trakia University. Series Social Sciences, 2005; pp. 4-7, ISSN 1312-1723

The article summarizes the results of a study of the professional readiness of primary school teachers to teach music. The main goal of the research is to determine the level of music-pedagogical knowledge and skills of primary school teachers, teaching among all other disciplines and music. The check of the musical-pedagogical readiness is concretized in two directions: the first is connected with the listening and performing skills of the teachers, and the second with - their methodical knowledge and skills to direct the musical activities of the students. Through tests, surveys and interviews, a wealth of information was obtained on: knowledge in the field of music history; knowledge of the nature of musical means of expression; the skills to differentiate the elements of musical expression; the skills for structural analysis, for determining the musical form and its constituent elements; instrumental performing and singing performing skills; the ability to form in students emotional responsiveness when listening to music and the ability to empathize with the musical image; the skills to involve the children in expressive, artistic and emotional performance of the songs, to create in the students correct singing habits; the skills to create children's interest in musical and creative activities.

Burdeva, T. ON THE ROLE OF ATTITUDE IN THE PERCEPTION OF MUSIC BY CHILDREN; In: *Music Education Strategies and Practice in Preschool, School and Extracurricular Environments*”, Sofia, Avangard Prima, 2006, pp. 53-57 ISBN-10: 954-323-167-2; ISBN-13: 978-954-323-167-6

The guiding of the cognitive processes to the specific musical work is closely related to the properties of attention - volume, distribution, mobility, stability - which are not yet well developed in preschool age. From the role of the latter in the process of understanding the musical work, as well as from the predominance of involuntary attention in children, arises the need for special pedagogical influences for the formation of mental readiness, which depends on the necessary manifestations of concentration in the process of musical activity. Children's participation in musical activities must be preceded by methods to create an attitude that ensures the sustainable, consistent and purposeful nature of musical activities. With the anticipatory function of attitude begins the formation of the ability to listen to music with understanding. The article offers a working pedagogical technology with specific proposals for achieving mental readiness for listening to music. The considered practical possibilities for creating an attitude increase the procedural and target motivation of the musical activities, and hence their effectiveness.

Burdeva, T. CONTEMPORARY ASPECTS OF A RESEARCH ON THE MUSICAL INTERESTS OF CHILDREN AT SCHOOL AGE; Yearbook 2006, Volume IV; *National Cultures and European Identity*, SWU "Neofit Rilski", Faculty of Arts - Blagoevgrad, 2006, pp. 165-166, ISBN-10: 954-680-428-2; ISBN-13: 978-954-680-428-0

The globalization processes in our country create a complex network of communications, in which different cultural stereotypes expand. Therefore, the development of skills for orientation and selection, the formation of musical and aesthetic taste are the most important tasks of music education in high school. The subject of the article are some of the results of a survey of the musical interests of pupils from first to eighth grade. The study was conducted under the project "Influence of the modern intonation environment on the musical interests of pupils in primary and lower secondary school." It sheds light on the role of music education in school in shaping the musical tastes of the younger generation. The research shows which factors have the greatest influence on the formation of musical interests and what is the place of school music education in comparison with the family and the media.

Burdeva, T. TEACHING OF MUSIC IN THE SECONDARY SCHOOL AND ITS IMPORTANCE FOR FORMATION OF MUSICAL INTERESTS OF THE YONG GENERATION; Conference proceedings "International conference on the occasion of the 45th anniversary of the Union of Scientists - Stara Zagora, "Science in the context of globalization in the XXI century", publisher: Union of Scientists - Stara Zagora, 2006, pp. 225-232, ISBN 954-9329-31-3329-31-3

The article presents the results of a study conducted under the project "Influence of the modern intonation environment on the musical interests of students in primary and lower secondary school." The research shows the role of the school in the formation of musical interests. A comparative analysis of the answers from a survey with sixth grade students of high school is presented. The results are indicative of the negative consequences of the tendency to reduce the number of hours of music in high schools. In Bulgarian education there are many positive traditions related to art education and in particular to music. The pressure of the extracurricular music environment on the tastes of the students is huge. Violence and aggression dominate the media space through films, music, videos, electronic games, etc., directly and indirectly influencing the consciousness, the value system of the young generation. As the number of hours decreases, the barriers to the school's ability to influence the development of musical and aesthetic needs and tastes fall more and more. The study shows the place of school as a formative factor compared to other factors - media, family.

Burdeva, T. FOR THE MUSICAL AND AESTHETIC TASTE OF THE PUPILS; Conference proceedings - Conference with international participation "*Bulgaria's accession to the European Union - challenges, problems, prospects*", 2006, Volume 1, pp. 224-228, ISBN-10: 954-9370-42-9; ISBN-13: 978-954-9370-42-3

The article examines the musical interests of pupils from first to eighth grade of secondary school and the factors that influence their musical and aesthetic tastes. The reason for the study is to reduce the number of hours of music from two hours to an hour and a half. The article is a continuation of our previous publications on a more extensive project dedicated to this problem - "Influence of the modern intonation environment on the musical interests of pupils in primary and lower secondary school." The conducted survey reveals a tendency among the young generation to belittle musical tastes. The article focuses on the answers from another part of the questions from the questionnaire, which complement the picture from our previous research on the topic. Music classes offer an alternative to the anti-art music environment that surrounds us. Only school education can still influence children's tastes by expanding their aesthetic experience with highly artistic works of art. With the reduction of the hours, the possibility of the school to influence the formation of the musical tastes of the students is almost taken away.

Burdeva, T. THE SPECIFICITY OF THE MUSICAL ACTIVITIES IN THE PREPARATORY GROUP OF THE KINDER-GARTEN; Conference proceedings - Scientific Works of the Union of Scientists in Bulgaria - Plovdiv, series "B". Natural and Human Sciences, Volume VIII, 2007, pp. 230-233, ISSN 1311-9192

The training of children for school requires formation of initial abilities for orientation in the world of the music. This paper examines some peculiarities of the musical activities performed by 6-7 years old children. Those characteristics in the musical education of 6-7-year-old children, which give it the appearance of preparation for school, are considered: specifics of the musical repertoire; modeling actions through which the musical-analytical tasks for realization of the semantic meaning of the musical-expressive means are realized; visual-effective ways to activate the musical perception, etc. The proposed technologies are oriented towards activating the cognitive abilities of children. The didactic apparatus (questions, tasks, exercises, observations, illustrations, etc.) provokes the emotional and intellectual activity of the children and is realized through the variety of cognitive play situations. The considered pedagogical technologies are based on the specific psychological characteristics of 6-7 year old children - future first-graders, for whom learning should bring the same pleasure as play.

Burdeva, T. COMPARATIVE ANALYSIS OF MUSIC TEXTBOOKS FOR FIFTH GRADE, ISSUED IN 2006; *The contemporary intonation environment and the musical interests of the students*, Plovdiv University Publishing House "Paisii Hilendarski", 2007, pp. 30-46 ISBN 978-954-423-412-6

The modern requirements to the music textbook presuppose its construction on certain didactic principles, so that the basics of the discipline are consistently and accessible presented in accordance with the curriculum. The textbook should have the function of a dynamic didactic work tool, organically included in the process of music education, to support

the overall musical and aesthetic development of students. The analysis of textbooks is approached with the understanding that the fifth grade is the beginning of a new age period, when the main activity is school, which changes significantly compared to primary school age in its motivation and value. Qualitatively, the new level of mental activity at this age imposes the principle requirement that each textbook for fifth grade provides an opportunity for active participation of pupils in learning, as the predominant form of thinking is already verbal-logical. The article makes a comparative analysis of the didactic technology for activating the cognitive abilities of students and for mastering the concepts of mood, musical form, uneven meters and sizes, musical notation, musical means of expression and more.

Burdeva, T. DEVELOPMENT OF MUSICAL SKILLS IN PRESCHOOL AGE; Conference paper in *Scientific Works of the Union of Scientists in Bulgaria - Plovdiv*, series "B". Natural and Human Sciences, Volume VIII, 2011, pp. 138-142 , ISSN 1311-9192

The article discusses specific pedagogical technologies for the development of musical abilities of preschool children. One of the tasks of music education is aimed at the diagnosis and development of musical hearing. Effective pedagogical technologies for the development of metrorhythmic sense are indicated, the aim of which is to create auditory-visual-motor representations for the main forms of division and grouping of tonal durabilities for both main metric forms. On the basis of these notions, built in preschool age, the subsequent awareness in school of the meter is prepared, as well as the acquaintance in primary school with the different sizes, tonal durabilities and musical values. Available didactic technologies are also considered, creating a visual image of the melody and activating the musical-auditory notions. The described pedagogical technologies ensure continuity in the development of musical abilities between the kindergarten and the primary school.

Burdeva, T. MUSIC THERAPY AND THE MENTAL WELL-BEING OF THIRD AGE PEOPLE; In *Wellbeing*, Plovdiv University Publishing House "Paisii Hilendarski", 2011, pp. 38-42, ISBN 978-954-423 749-3

Music therapy aims to contribute to the mental well-being of people with special needs, as well as the elderly, to support and encourage communication, cognitive activity, expression and more. There is also a broader definition: music therapy is a method of helping people of all ages with mental or emotional problems. The human brain has the remarkable ability to change its response depending on external stimuli. Magnetic resonance imaging studies of the brains of children who have been actively playing a musical instrument have shown that their brains undergo structural changes. This effect has been proven even after only fifteen months of music training. Music therapy can be receptive (by listening to music) or active (by choir singing or playing musical instruments). This method can be applied both individually and in groups. In older people, music therapy can achieve the following goals: reducing social isolation, reducing anxiety or aggression, relieving pain and depression, increasing self-esteem, maintaining mental abilities at the highest possible level of mental activity. Music therapy contributes to maintaining or improving the mental well-being of elderly people who have suffered a stroke, as well as people suffering from certain forms of dementia. By

applying this complementary therapy, the expansion of social contacts, reduction of depressive syndromes, improvement of speech and others are achieved. In people suffering from dementia, music therapy achieves the following results: patients gain a sense of control over their lives, their memory improves, positive mood swings are observed, their feeling of discomfort or pain is reduced, opportunities for communication with others are created, strengthens their sense of identity. Music therapy is one of the complementary and alternative methods of treatment that accompany traditional medicine. The huge interest in music therapy and the growing number of scientific studies dedicated to it have led to its widespread application in hospitals and social institutions.

Burdeva, T. THE PRESCHOOL EDUCATION CREATIVE MUSICAL TASKS AS A MEANS FOR DEVELOPING ARTISTIC IMAGINATION; In: *Social competences, creativity and wellbeing*, Proceedings of the interdisciplinary symposium held from June 3-rd to 5-th, Plovdiv, 2015, pp. 204-207, ISBN 978-619-202-023-1

Creative music abilities are substantial part of preschool music education. Creative music activities are important for children's creative development. They increase their interest in music and stimulate their musical abilities. The products of the tasks with creative and improvisational character are the result of the unification of intonation and metrorhythmic sequences, stored in the memory as standards, in new combinations and combinations through the imagination. Children's musical creativity is manifested in the arbitrary use of musical-auditory notions, formed in the mind as a result of the acquired musical repertoire, diverse in intonation, metrorhythmic and emotional attitude. The article examines a system of tasks that stimulate children's creative abilities in their participation in both performing activities and in the perception of music.

Burdeva, T. DRAMA GAME AS A MEANS OF MUSICAL PRESCHOOL EDUCATION; In: *Education, Development, Art*, Plovdiv University Publishing House Paisii Hilendarski ", 2015, pp. 27-35, ISBN 978-619-202-077-4

This paper examines the possibility for application of drama game in music education of pre-school age children for activation of musical perception. Drama game is the shortest way to perception and understanding of literary characters. There is a long tradition in preschool education to use drama game as method of education. Figurative speech, expressive intonation, artistic movements are at the same time an effective means of activating musical perception. The components of the drama game can be both a way for active expression of the content of literary works and a way for a more detailed perception of the works of musical art. When the interpretive process in the perception of music includes pedagogical technologies with elements of the game-dramatization, a deeper understanding of the musical images is achieved.

Burdeva, T. VOCAL TRAINING FOR PRESCHOOL CHILDREN;
KNOWLEDGE - International Journal – Vol. 13.2, The power of knowledge, IJK, V. 13. 2, pp 1-421, Skopje, Republic of North Macedonia, 2016, (Global Impact and Quality Factor 1.023 (2015), 2016, pp.. 381-385, ISSN 1857 – 92 Albania

The singing activities are the quickest way for preschool children to enter the world of music. The purpose of the study is to reveal the specifics of vocal training in preschool age and its importance to the aesthetic education of children. The understanding of the specifics of musical language by the children requires it to be translated into a language they understand, using additional means. Movements illustrating the lyrics are the first most affordable "translations" to decode music information, and the use of theatrical sketches is a kind of "interpretation" in another sign system, becoming a sensory support for children experiencing music images. The expressiveness of the physical activity directs the children to the expressive nature of the lyrics of the song and hence the melody, which forms an organic unity with the lyrics. Illustrative movements are one of the specific ways to reach an understanding of music. It is a way of encoding and decoding of emotional and aesthetic contents of the song, directing children to the understanding of the expressive nature of the works of music. Game techniques, based on the game components of the dramatization are a particularly effective tool that contributes to the artistic development of the performance. The use of game techniques of visual and emotional nature directs the child's activity to address the didactic tasks.

Burdeva, T. EDUCATION TECHNOLOGY OF LISTENING TO MUSIC IN PRIMARY SCHOOL; *KNOWLEDGE - International Journal* –, Vol. 14.2, IJK, V. 14. 2, 432-859, Skopje, 2016, (Global impact and Quality Factor 1.023, 2016, pp. 850-855, ISSN 1857 – 92

The perception of music in primary school serves as an introductory skill for the aesthetic perception in further development; it guides the individual in the emotional response to the artistic content of musical pieces, and in developing aesthetic sensitivity and evaluation criteria. Subject of observation in this article are the teacher's tasks in music perception, as well as the appropriate repertoire for primary school students. Comprehension of musical pieces requires that audience understand the logic of its components interaction. Comprehension of the music language is directly related to the differential perception of its components. The suggested education methodology presents various didactic tasks intended for a differential comprehension of the different music language components.

Burdeva,T. COMPETENCY MODEL FOR METHODOLOGICAL GUIDING OF MUSICAL CREATIVITY PRACTICE; *KNOWLEDGE International Journal* -, Vol. 15.3, Knowledge in practice, IJK, V. 15. 3, pp 925-1553, Skopje, 2016, (Global Impact and Quality Factor 1.023, 2016 , pp. 1375-1378, ISSN 1857 – 92

Musical teaching of students is accomplished through the three musical creativity aspects: music performance, music comprehension and music composing. These are indivisible part of music education in primary school. Their presence in music teaching practices has most of all an educating and developing purpose. Musical improvisation by the children is a powerful means for developing their musical skills. Tasks in music teaching relating to composing music stimulate the interest in music. Musical improvisation tasks facilitate the release of the individual creativity impulse and activate the artistic figurative thinking and imagination.

What the teacher in primary school music teaching has to fulfill in guiding music composition tasks is: to form an interest and desire for musical creative expression; to develop the musical creativity skills in all forms of musical practice; to stimulate the individuality and originality in the students' creative performance. In the following article presented are certain methodological techniques aimed at forming practical skills for the teachers-to-be to guide the musical improvisation of children: 1/ creative tasks aiming to develop in the very student teachers the ability to improvise (concluding a tune by intuition, composing a tune after a given poem, etc.); 2/ drafting of exemplary plans for conducting the aspect “composing music” in fourth grade at school; 3/ overcoming the gap between theoretical knowledge and practical skills in a simulated music lesson.

Burdeva, T. COMPETENCY MODEL FOR TUTORIAL GUIDANCE IN MUSIC PERFORMANCE; *Innovation and Competences in Education*, Proceedings of the Interdisciplinary Scientific Conference, Plovdiv University Publishing House *Paisii Hilendarski*, 2016, pp. 267-273, ISBN 978-619-202-178-8

This paper examines some educational methods for overcoming the barrier between the theoretical knowledge and practical skills, for avoiding behavior patterns during methodical guidance of musical activities. The practical realization of these methods means to build up communicative skills. This is important, since the pedagogical communication is a basic professional instrument of teachers. This paper is an introduction to concrete educational methods, directed to formation of practical skills, necessary for teaching of music in primary schools. The subject of this paper is the work with the students for creating a model for methodical management of the musical-performing activities (singing and playing with children's musical instruments). It is the competence approach that opposes the giving of knowledge in advance and directs the training towards understanding the received information and the ability to apply it. The model of music-pedagogical training realized in this way gives the students the opportunity to touch some of the multifaceted connections of theory with practice.

Burdeva, T. OPTIONS FOR OPTIMIZING MUSIC PERCEPTION BY USING INSTRUMENTAL PROGRAMME MUSICAL PIECES IN PRESCHOOL AGE MUSIC EDUCATION; Conference proceedings (Interdisciplinary scientific conference), Plovdiv University Publishing House *Paisii Hilendarski*, 2017, pp. 386-393, ISBN 978-619-202-279-2

Perception of instrumental music is activated and extended by assigning locomotor improvisation tasks to children. When moving in music environment, children are able to better perceive the musical character. Locomotor improvisation facilitates differentiated perception of the elements of music language. Other tasks that have similar effect on music perception relate to applying kids' musical instruments. Accompaniment with kids' musical instruments while listening to instrumental music contributes to the comprehending the musical means of expression. The third type of tasks that aid perception refer to shaping the

musical means of expression. They help in defining the tempo, the music timbres, the dynamics, the musical form. The presented education technique is instrumental for forming the skill of listening with comprehension. It is accessible, applicable and efficient with children in preschool age.

Burdeva, T. INTEGRATING MUSIC WITH OTHER ARTS AS METHOD FOR ACTIVATION OF MUSIC PERCEPTION; *Man in Global Society*, Plovdiv University Publishing House *Paisii Hilendarski*, 2019, pp. 47-56, ISBN 978-619-202-503-8

The understanding of music depends to some extent on its interpretation. In order to make music more comprehensible for the young generation, the perception of music is to be stimulated by additional means. Works of art (literature, pictorial arts, dancing) can have such stimulating influence. Integrating music with other arts leads to more profound comprehension of musical means expression. The fact that the preschool age is characterized by syncretism of the activities also gives grounds to look for the mutual connection between the different arts as a means for understanding the musical-artistic images. When using works from other arts, it is necessary to look for similarities, closeness between their mood and that of musical works. The article proposes a methodical system for the application of works from other arts in the study of vocal works and the perception of instrumental pieces. The creative invention of the music teacher in including works from other arts in the music-pedagogical practice facilitates the process of interpretation and brings it closer to the child's perception.

Burdeva, T. THE EMOTIONAL EXPERIENCING OF MUSIC AS AN INCLUSIVE FACTOR; Conference proceedings - Second International Scientific Conference "*Science, Education and Innovation in the Field of Art*", Academy of Music, Dance and Fine Arts in Plovdiv, 2020, p. 54-61, ISBN 978-954-2963-56-1

Music education plays an essential role in building the emotional sphere of the child's personality. The importance of the musical impact on people with special needs is based on various theoretical statements in the field of psychology, medicine, music psychology, special pedagogy and others. The research is based on the proposition that the relation between musical art and inclusive education stems from the ability of the artistic images in music to allow free expression and self-expression, developing of socially significant emotions as empathy and compassion. The presented inclusive teaching techniques make it possible for the children of special educational needs to manifest their spontaneity and frankness. The techniques are a means of emotionally positive impact and emotional satisfaction. Music is a reliable medium for overcoming isolation, acquiring new skills, removing the barriers standing in the way of inclusion.

Burdeva, T. FORMATION OF SPEECH CULTURE AS COMPONENT OF PEDAGOGICAL COMMUNICATION IN THE MUSIC TEACHER WORK;

Conference proceedings - Second International Scientific Conference "*Science, Education and Innovation in the Field of Art*", Academy of Music, Dance and Fine Arts in Plovdiv, 2019, pp. 94-101, ISBN 978-954-2963-56-1

The transformation of perception into active process requires a preliminary preparation by a number of methods, among which the system of linguistic meanings in music rationalization holds a place apart. Language, speech, have a positive and stimulating role in making sense of musical perceptions. Understanding music with the help of words is determined by the associative activity of musical perception. The teacher's speech should not only involve the audience in the process of conscious, creative assimilation of musical images, but also be a kind of bridge to an adequate experience of the emotional state reflected in the respective musical work. That is why the culture of speech of a music teacher needs to be the subject of in-depth professional training. The article summarizes and presents some more important aspects of the problem of the role of the verbal-conceptual apparatus and linguistic means in the perception of music. Specific forms of work are revealed in the exercises on the methodology of music education, for the formation of practical speech skills in students, as an important tool for activating the musical perceptions of children in conducting the activity *perception of music*. The proposed technology includes a methodological system of training tasks for the acquisition of professional and pedagogical training, an important component of which, in addition to the presence of theoretical and methodological knowledge, is the speech culture.

KNOWLEDGE BOOKS AND TEACHING MATERIALS FOR PRESCHOOL AGE

Burdeva, T., Shoselova, M. My fairytale path to music. Children knowledge book for group 1st grade in the kindergarten, 2018, Bulvest 2000, 63 pp. ISBN 978-954-18-XXXX-X

The children knowledge book is part of the books set of the educational system "My fairy trails". It includes 30 topics from the overall thematic content in the field of Music with appropriate visually presented cognitive tasks: "Sing and show", "Dance", "Music circle", "Let's run like horses", "Little dwarfs", " Santa Claus is coming ", " Let's dance ", " We are marching "and others. The cognitive tasks on each page are aimed at achieving the expected results of music education in the first group, stimulating 3-4 year old children to sing songs willingly and perform musical games.

Burdeva, T., Shoselova, M. My fairytale path to music. Children knowledge book for group 2nd grade in the kindergarten, 2018, Bulvest 2000, 51 pp. ISBN 978-954-18-XXXX-X

The children knowledge book is part of the books set of the educational system "My fairy trails". It includes a developed a system of cognitive tasks, which is the basis for the development of musical abilities of children in group 2. The children knowledge book is consistent with the expected learning outcomes set by the State Educational Standard: recognition of classical and Bulgarian folk instruments, imitative playing with children

musical instruments, distinguishing between high and low tones, etc. The booklet offers a system for monitoring the achievements of children and assessing the degree of achievement of the expected results set in the legislation at the beginning and end of the school year. The rich illustrations that accompany the tasks provoke the curiosity and interest of the children and encourage their desire to participate in musical activities.

Burdeva, T., Shoselova, M. My fairytale path to music. Children knowledge book for group 3rd grade in the kindergarten, 2018, Bulvest 2000, 26 pp. ISBN 978-954-18-XXXX-X

The children knowledge book is part of the books set of the educational system "My fairy trails". The book includes 26 topics from the overall thematic content in the educational field "Music". They are structured according to the cores set in the State Educational Standard: perception of music, reproduction of music, elements of musical expression, music and play. A didactic system has been developed for the formation of skills for listening to and performing music and for playing children's musical instruments. The topics and the cognitive tasks to them give the teacher the opportunity to put the children in different play situations: "At a concert", "Little musician", "Singer, musician, listener" and others. Working with the children knowledge book stimulates the skills for perception of program instrumental music: "Music and fairy tales", "I like to listen to music" and others. The pages are richly illustrated with drawings that make it easier for children to perceive and make sense of musical images.

Burdeva, T., Shoselova, M. My fairytale path to music. Children knowledge book for group 4th grade in the kindergarten, 2018, Bulvest 2000, 26 pp. ISBN 978-954-18-1184-9

The children knowledge book is part of the books set of the educational system "My fairy trails". It is structured according to the competencies that ensure the successful preparation of the children from the 4th group for school. Didactic technology is aimed at forming skills for perception and recognition of the genres march, waltz, right dance. In this connection, cognitive tasks for reproducing the metric pulsation are included. Picture images visualize the two main metric forms - the two-time and the three-time. The children knowledge book also focuses on the formation of skills for playing children's musical instruments. It offers topics and didactic tasks that activate the artistic imagination of future students: "March and waltz", "I dance", "Sound picture", "Grandpa Christmas is coming", "Folk musical riddles", "Songs and plays for animals", "Music tells tales" and others.

Burdeva, T. (2005) Slavey, Textbook for a preparatory group in kindergarten, 2005, 24 pages, Sofia, Geia-Libris Publishing House, ISBN 954-300-060-3

The textbook is intended for children from the preparatory group 4th grade. It contains cognitive tasks that support the formation of skills for perception and performance of music.

For each piece of music, out of a total of 47, there are pictures illustrating the poetic text of the songs and the program title of the plays. The guiding questions aim to build skills for differentiated perception of musical-expressive means: determining fast and slow tempo, strong and quiet dynamics, distinguishing the metric pulsation, characterization of the mood, etc. The tasks for comparing the means of expression between two or more works direct the children in an accessible way to understanding the semantic meaning of the means of musical expression. Creative tasks for drawing by association are also included - in the drawing the children have to recreate their impressions caused by the music (e.g. the plays "The Dream of the White Dove", "The North Wind Chases the Swallows" by K. Iliev, etc.)

Burdeva, T. A magical path to music. Textbook of Music for the third preparatory group in kindergarten and school, 2008, Bulvest 2000, 8 pp. ISBN 978-954-18 -0732-3

The manual is developed on the basis of a specific author's concept, which is aimed at activating musical hearing as a necessary condition for successful participation of children in various musical activities. In the context of getting acquainted with some main genres, didactic tasks for reproducing the metric pulsation are structured. Picture images are designed so that through visual modeling to create the ability to distinguish between the two main metric forms (two- and three-beat time). The perception and reproduction of the metric pulsation, including with children's musical instruments, was a step towards the formation of skills further, in primary school, for percussion measurement. The auditory distinction of the two metric forms is aided by the creation of motor representations of them through illustrations that demonstrate the performance of marching and waltz movements. The acquaintance with the musical instruments is planned to be carried out including through coloring tasks, which additionally stimulates the interest of the children.

Burdeva, T. A magical path to music. Didactic boards, 2008, Bulvest 2000, ISBN 978-954-18-0584-8

The manual is a set of 11 boards, which have a demonstration character and aim to support the formation of interest in the art of music and the development of musical abilities as a necessary condition for effective participation in musical activities. The set includes the following boards: March - the board creates a visual image of marching movements and two-time metric pulsation; Waltz - supports the formation of a visual image of waltz movements and three-time metric pulsation; Paidushko horo - helps to create a visual idea of roundabout movements and to measure two unequal beats, corresponding to the two sections, in which the metric times are grouped at a size of "five eighths"; Rachenitsa - supports the formation of ideas about the movements through which the Bulgarian folk dance rachenitsa is performed. These movements correspond to the three sections in which the metric times are grouped at size "seven eighths"; Treble and bass - helps to visually form the notions of the difference in pitch and treble by comparing the sound of a violin and double bass; Violin and Double Bass - through these boards a visual idea of the two instruments and their expressive possibilities in

the field of different musical genres is created; Gadulka, Gaida, Kaval - visually present the three Bulgarian folk instruments and illustrate their ability to perform various folk music genres.

BOOKS AND METHODOLOGICAL GUIDELINES FOR TEACHERS

Burdeva, T. Chapter *Educational Direction Music* (2008), in the *Book for the kindergarten teacher - preparatory group*, Educational system *Hello, school*, Sofia, Bulvest 2000, pp. 121-133, ISBN 978-954-18 -0579-4

The book defines the objectives assigned to the Educational Direction Music in the preparatory group 4th grade and the specific practical tasks through which they are realized. In order to support and facilitate the work of the music pedagogue, the author has developed an exemplary distribution of topics (62 topics) of educational content, which are structured according to the objectives of training. The distribution can be changed, supplemented, enriched and diversified according to the creative preferences of the teacher and the individual predispositions of the children. The expected results and diagnostic tasks are systematized, reflecting the level of development of musical hearing and skills for differentiated perception of the elements of musical expression, the level of performing skills (singing and playing children's musical instruments), children's knowledge of folk customs and more.

Burdeva, T. (2008) Chapter *Educational Direction Music* in *Methodical guidelines for realization of the educational content*, in the *Methodical guide for realization of the educational content in a preparatory group in the kindergarten and the school*, Educational system *Hello, school*, Sofia, Bulvest 2000, pp. 518-561, ISBN 978-954-18-0658 -6

For the realization of the educational content and for the formation of readiness for school in the children from the 4th grade, it is necessary the main accents in the activity of the teacher to be oriented towards: activation of the basic musical abilities - mood and metrorhythmic sense; acquaintance with the musical means of expression in accessible and funny for children ways; joining the Bulgarian musical folklore; development of listening and performing skills; implementation of integrative relations with other educational areas, etc.

Within 62 topics the educational content of music is covered, and for the convenience of the teacher are indicated in each situation, as the works for performance and perception, the leading goal, the expected results and the pedagogical technology, forms, methods and means for their achievement. Example topics: "Slow and fast in music", "Musical instruments. Violin and double bass", " For whom does the violinist play for ", " For whom does the double bass player play ", " The dream of the white dove ", " I am already seven years old ", " Goodbye, kindergarten "and others. Directly related to the musical works from the sound carriers (two CDs with a total of 86 works) are the demonstration boards for group work with pictorial illustrations to illustrate the educational content.

The teacher receives instructions for using the boards, which help the children in determining the metric pulsation, basic musical genres, recognizing different musical instruments and timbres, comparing bass and treble, visualizing the direction of melodic movement and more.

Burdeva, T. Chapter *Educational direction Music* (2009), in the *Book for the kindergarten teacher – Group 1st grade* ; Educational system *Fairytale paths*, Sofia, Bulvest 2000, p.112-122, ISBN 978-954-18-0709-5

The book offers an example distribution of the thematic content of the Music section by months and weeks (35 topics). The integrative connections with the other directions are indicated and a diagnostic procedure for evaluation of the children's achievements at the end of the year is developed.

Burdeva, T. (2009) Chapter *Educational Direction Music . Methodological guidelines for the realization of the educational content* (2009), in the *Methodical guide for the realization of the educational content in the group 1st grade of the kindergarten*, Educational system *Fairytale paths*, Sofia, Bulvest 2000, pp. 220-236, ISBN 978-954-18-0712 -5

The methodological guidelines present the author's views on the music education of the children from the 1st grade of the kindergarten, who have poor musical-auditory experience and still not strengthened vocal-singing apparatus. The educational content is covered in 35 topics, and game-based learning techniques are offered for the initial formation of performing and listening skills. The methodological developments of the individual situations guide the teacher how to use the set of materials in the field of Music for Group 1st grade, which includes: a set of worksheets for children, didactic boards and a sound carrier (CD). Specially selected by the author is the musical repertoire for the youngest - 15 songs, 12 sinbecks and 18 instrumental pieces, for the mastering of which teachers receive methodological instructions.

Burdeva, T. Chapter *Educational Direction Music* (2009), in the *Book for the kindergarten teacher – Group 2nd Grade*, Sofia, Educational system *Fairytale paths*, Bulvest 2000, pp. 122-136, ISBN 978-954-18-0710-1

The book offers the teacher a brief description of the educational model for the field of Music, as well as an example distribution of the thematic content of the field by months, weeks and types of situations (70 topics). The developed diagnostic procedures for assessing the achievements of the children give instructions for: time of conducting, necessary materials for conducting, general instructions, criteria and indicators, key for the correct answers.

Burdeva, T. (2009) Chapter *Educational Direction Music. Methodical guidelines for realization of the educational content*, in the *Methodical Guide for realization of the educational content in Group 2nd grade of the kindergarten*, Educational system *Fairytale paths*, Sofia, Bulvest 2000, p. 260-301, ISBN 978-954-18-0712-5

The methodological guide offers 70 developments of situations in music for Group 2nd grade of the kindergarten. For each situation, the author has selected appropriate musical material that helps to develop children's interest and desire to communicate with music (sound carrier, which contains all the necessary music to illustrate the educational content - 31 songs, 11 sinbecks, 6 instrumental pieces). For accessible and interesting mastering of practical skills a wide range of methods and means is used: conversation, observation, performance of movements illustrating the lyrics, auditory analysis, verbal determination of the character of

music, drawing by associations arisen by music and others. Appropriate text material (stories, tales, verses, riddles), as well as musical-didactic games, sound pictures, didactic exercises, etc. are included in the elaborations of the situations.

Burdeva, T. Chapter *Educational Direction Music* (2009), in the *Book for the kindergarten teacher - Group 3rd Grade*, Educational system *Fairytale paths*, Sofia, Bulvest 2000, pp. 153-166, ISBN 978-954-18-0711-8

The book deals with the main goals of music education in the group 3rd grade and the tasks through which the expected results are attained. The learning of the educational content is planned to take place in 70 topics, which are divided into months and weeks. The proposed diagnostic tasks are specified in order to facilitate the analysis of the results and, if necessary, to correct the organization of the pedagogical interaction.

Burdeva, T. (2009) Chapter *Educational direction "Music. Methodical guidelines for realization of the educational content*, in *Methodical guide for realization of the educational content in the group 3rd grade of the kindergarten*, Educational system *Fairytale paths*, Sofia, Bulvest 2000, p.281-316, ISBN 978-954-18-0714- 9

The elaborations of 70 situations are an instruction for the teacher how to motivate the children to master the educational content, which in group 3rd grade is aimed at: developing auditory ideas about the timbre of some classical and folk instruments, the tempo and dynamics as musical means of expression.; joining the Bulgarian musical folklore; orientation to the social purpose of music. The methodical guidelines give instructions for mastering the musical repertoire for performance, including author's and folk songs, various in mood, intonation style, metrorhythmic and harmonic structure. The selected musical material is in accordance with the child's development, and at the same time is suitable for organizing holidays and celebrations in kindergarten. It includes attractive, entertaining and accessible as lyrics and music songs. Both vocal and various genre and program pieces, close to the children's world, are offered for perception. The pedagogical technology proposed by the author in the development of the educational content includes a system of methods that give a practical opportunity in the most accessible way for the children to be introduced to the wonderful world of music.

Burdeva, T., Shoselova, M. (2018) Chapter *Educational Direction Music. Essential characteristics of education*, in the *Book for the kindergarten teacher - preparatory group 4th grade*, Educational system *My Fairytale Paths*, Bulvest 2000, p.94-p.107, ISBN 978-954-18-1346-1

The book presents Part 4 of the program system *My Fairytale Paths*. The teacher of the preparatory group 4th grade must design optimal conditions for the development of the children and their preparation for school. The program system *My Fairytale Paths* is based on the achievements of the previous program systems *Fairytale Paths* and *Hello, school*, fully complying with the new regulatory requirements of the adopted State Educational Standard for Preschool Education (2016). The book is a tool for the teacher for the implementation of

the educational process to ensure that children achieve the expected results at the end of kindergarten and their effective preparation for school. A thematic distribution of all pedagogical situations is made. The pedagogical situations are divided into two groups: 72 basic pedagogical situations and 18 main complementary pedagogical situations. The latter aim to summarize, consolidate and expand the skills of children mainly in the form of games and are performed in the afternoon. Procedures are proposed for monitoring the achievements of children at the beginning and end of the school year according to criteria corresponding to the educational cores.

Burdeva, T., M. Shoselova (2018) Chapter *Educational Direction Music. Guidelines for designing the main pedagogical situations*, in *Methodical guide for realization of the educational content in preparatory group 4th grade in the kindergarten and the school*, Educational system *My Fairytale Paths*, Bulvest 2000 publishing house, p.450-516, ISBN 978-954- 18-1364-5

The methodological guide offers illustrative examples of all pedagogical situations (90 in total). The structure of each situation includes: leading goals, expected results, the achievement of which is worked on in the specific topic, pedagogical technology through which the topic is realized, musical repertoire for performance and perception, musical games. The musical material is very rich and very well selected and considered according to the mental development of the child (a total of 83 works). The included instrumental pieces are of the program music, the artistic design of which is based on certain fairy tales. These are instrumental miniatures with a sound-image character, whose musical images are built on a short program title and plot based on familiar fairy tales: e.g. the piano pieces "Little Red Riding Hood and the Gray Wolf" by G. Levkodimov, "The Princess and the Pea" by S. Bortkievich and others. It is this kind of musical work that underlies themes such as "Fairy Tales and Music", "Music Can Tell Tales" and others. When planning the activities, acquaintance with the national values and traditions is made in order to preserve and affirm the national identity. Examples of topics: "Vasil Levski", "Third of March", "Lazarus' Day", "Palm Sunday", "Folk Music Riddles", "Day of Slavic Writing" and others.

Burdeva, T., Shoselova, M. (2018) Chapter *Educational Direction Music. Essential characteristics of education*, in the *Book for the kindergarten teacher - preparatory group grade 3rd in kindergarten and school*, Educational system *My Fairytale Paths*, Bulvest 2000 publishing house, p.86-p.98, ISBN 978-954-18-1345-4

The book presents an essential characteristic of the music education in the preparatory group Grade 3rd. The objectives of the training are indicated in accordance with the new normative requirements of the adopted State Educational Standard for Preschool Education (2016). The expected results from the activity of the child are described, who at the end of the period must: be able to perceive music with specific tasks; to differentiate the means of expression - to determine the tempo (fast and slow), to distinguish high and low tones, to recognize musical timbres; to improvise dance steps and movements of marching, waltz, dance music, etc. The proposed illustrative distribution of all 90 topics greatly facilitates and organizes the activities of the music teacher. The distribution clearly highlights the topics (entitled "I know and I can"), which track the achievements and skills of children at the beginning and end of the school year.

Burdeva, T., M. Shoselova (2018) Chapter *Educational Direction Music*. Guidelines for designing the main pedagogical situations, in *Methodical guide for realization of the educational content - preparatory group Grade 3rd in the kindergarten and the school*, Sofia, Educational system *My Fairytale Paths*, publishing house Bulvest 2000, p.319-376, ISBN 978- 954-18-1393-5

The book provides teachers with methodological instructions on how to form children's listening and performing skills, how to motivate them to listen carefully to instrumental music, how to sing songs, experiencing their emotional content, how to "decorate" songs by accompanying them with children's musical instruments and many more. The educational content has been developed within the framework of 90 situations (72 main pedagogical situations and 18 main complementary pedagogical situations). The topics are interesting, provoking children's curiosity and interest: "I love to sing and play", "The songs I love the most", "How to dance a waltz", "Choose appropriate movements according to the music", "Musical riddles", "Musical pictures", "Sound picture Winter", "I listen to music and draw", "Hear my melody" and many more. For each situation, specific musical works for singing and listening are collected in two CDs (a total of 75 works).

Burdeva, T., Shoselova, M. (2018) Chapter *Educational Direction Music*. Essential characteristics of the education, in the *Book for the kindergarten teacher - group grade 2nd in the kindergarten*, Educational system *My Fairytale Paths*, Bulvest 2000 publishing house, p.94-p.107, ISBN 978-954-18-1479-6

The musical experience of the children from the group grade 2nd is based on the initial skills for perception and performance of music formed in the group 1st grade. Children's encounters with music are of great importance for expanding their social experience and for enriching their cognitive abilities to perceive and make sense of reality around them and its visual and sound characteristics. The book orients the teacher in the goals and objectives of education in the group grade 2nd and summarizes the results to be achieved at the end of the school year - the child must: characterize the sound of music, using one or two definitions, to recognize aurally and visually certain classical and Bulgarian folk instruments (piano, violin, flute, etc.), to recreate the mood of musical works with appropriate movements, reflecting the general mood of the music, etc. To help the teacher, a distribution of all 90 topics for the school year was made. The criteria and indicators for incoming and outgoing monitoring are indicated, as well as the specific tasks through which the monitoring is performed.

Burdeva, T., M. Shoselova (2018) Chapter *Educational Direction Music*. Guidelines for designing the main pedagogical situations, in *Methodical guide for realization of the educational content - group grade 2nd in the kindergarten*, Educational system *My Fairytale Paths*, Publishing house Bulvest 2000, ISBN 978-954-18-1480-2

The book is composed of methodological developments on all topics of the curriculum (72 basic pedagogical situations and 18 main complementary pedagogical situations). The teacher receives guidance on how to conduct each situation, and the musical repertoire for perception and performance in each situation is specified. Interesting mobile and didactic games are mentioned: "Woodpecker", "Guess by the melody", "Little musicians", "Mushrooms", "Riddles with songs", "Choose a name", "At the theater" and others. The themes of the situations are interesting and entertaining: "A fairy tale told with a song", "Music is different", "Dance music", "What can the piano do", "Treble and bass", "Letter from Santa Claus", "On we are a concert. Let's listen!", "Forest disco", "Music and animals", "Fast and slow in

music ”and many more. etc. Intriguing children's songs and instrumental pieces are included, with specific methodological instructions for their mastering (two discs with a total of 69 works).

Burdeva, T., Shoselova, M. (2018) Chapter *Educational Direction Music*. Essential characteristics of the education, in the *Book for the kindergarten teacher - group Grade 1st in the kindergarten*, Educational system *My Fairytale Paths*, Publishing house Bulvest 2000, p.94-p.107, ISBN 978-954-18-1468-0

The communication with the music of the children from the group grade 1st presupposes the creation of initial musical-auditory ideas about the components of the musical language, laying the foundations of the skills for participation in the various musical activities. The systematization of the thematic content for group grade 1st is based on the idea that music education is an integral part of the overall personal development of the child, taking into account the physical, emotional, intellectual abilities of 3-year-old children. The thematic distribution includes 72 main pedagogical situations and 18 main complementary pedagogical situations in which the game is of key importance. The book introduces the diagnostic procedures that are performed at the beginning and end of the school year.

Burdeva, T., M. Shoselova (2018) Chapter *Educational Direction Music*. Guidelines for designing the main pedagogical situations, in *Methodical guide for realization of the educational content - group grade 1st in the kindergarten*, Educational system *My Fairytale Paths*, Bulvest 2000 publishing house, ISBN 978-954-18-1469-7

The methodical guide offers ideas and variants of sample developments of all pedagogical situations (90 in number). Musical games are essential in the proposals for the organization and conduct of each situation. Illustrative topics: "I'm going to the garden", "In kindergarten with songs and games", "Sing and show", "Feet and hands", "Sad and cheerful cuckoo", "Let's put the dolls to sleep with a song", "Music circle", "The Fast Horse, the Slow Hedgehog", "The Little Dwarfs", "Music Zoo", "Bear House" and many more. Movements with music contribute to the development of musical abilities and to the understanding of the semantic meaning of musical means of expression. Musical-rhythmic movements are a model image of the metrorhythm, which is one of the components of musical language. The performance of rhythmic movements contributes to the emotional experience of the musical metrorhythm. Musical games are offered, in which the reproduction of the plot through various basic movements (walking, running, jumping) and imitation actions directly engages the children in experiencing the content and character of the music. Specific guidelines are given for mastering the musical works collected in one CD (a total of 52 works).

Burdeva, T. (2004) *Educational direction Music*, in a *Book for the kindergarten teacher - Preparatory Group*, Gea-Libris Publishing House, pp. 111-125, ISBN 954-300-049-2

Building a musical culture is a long process, the foundations of which are laid in preschool. In preparing children for school, musical activities have a significant impact on the formation of the child's personality, as through them the child develops his needs for self-expression. The book offers an illustrative distribution of the educational content in music. Each topic of the

musical repertoire is specified and the tasks related to its mastering are indicated. Guidelines are given for working with the textbook "Nightingale" in conducting musical activities with six-year-old children, especially in terms of the importance of the game for a smoother transition and adaptation to the educational requirements for music for the first grade.

Date: 17. 07. 2020

Signature:

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