ГОДИШНИК НА СОФИЙСКИЯ УНИВЕРСИТЕТ „СВ. КЛИМЕНТ ОХРИДСКИ“
ФАКУЛТЕТ ПО НАУКИ ЗА ОБРАЗОВАНИЕТО И ИЗКУСТВАТА, КНИГА ИЗКУСТВА
Том 117

ANNUAL OF THE SOFIA UNIVERSITY “ST. KLIMENT OHRIDSKI”
FACULTY OF EDUCATIONAL STUDIES AND THE ARTS, ANNUAL OF ARTS
Volume 117
DOI: https://doi.org/10.60059/GSU.FNOI.Iz.117.339-356

THE ROLE AND SIGNIFICANCE OF MODERN TECHNOLOGY FOR THE FUTURE OF MUSIC EDUCATION

Dr. Ralitsa Dimitrova, Assoc. Prof.
Department of Music and Multimedia Technologies, FESA,
Sofia University ‘St. Kliment Ohridski’

Abstract: This study presents research on prospective primary school teachers engaged in music instruction in primary school settings. The research focuses on the development of skills in using and adapting educational content through modern technology. Specifically, it examines the competencies required to utilize an application for composing musical scores using elements of musical notation, a topic typically studied in grades one to four.

Keywords: Music; education; training; competence; skills; modern technology, musical notation; computerized music engraving; solfège; instrumentation; preschool; primary school; secondary school; higher education

INTRODUCTION

Education is a lifelong process that involves the acquisition of competencies from early childhood through adolescence and beyond. The formation and development of personal and professional qualities occur during all stages of preschool, primary, secondary, and higher education. It is important to acknowledge that state regulation of the educational process at all levels aims to control certain aspects in light of current trends and priorities, while also taking into account the diverse needs and perspectives of all stakeholders involved. Hence, it is crucial to highlight the importance of contemporary professional pedagogical training for music educators.

Pedagogical specialists are individuals who perform functions related to education, upbringing, and socialization, as well as providing support for the personal development of children and students in kindergartens, schools, and support centers for self-improvement, according to Article 211, Paragraph 3 of PPSA (2016: 70).

The Strategic Framework for the Development of Education, Training, and Learning in the Republic of Bulgaria (2021–2030) outlines the characteristics of the future teacher. As per the framework, the pedagogical specialist in 2030 is expected to demonstrate competencies, offer support, engage in dialogue, be receptive to innovation, and remain dedicated to continuously developing their personal and professional skills. According to the document, teachers must motivate and inspire their pupils, helping them develop skills and competencies that can be applied in diverse life and professional situations. It is recommended that teachers work in partnership with parents and stakeholders to aid the development of students cognitively, creatively, personally, and emotionally. The document further describes students in 2030 as possessing competencies with aspirations for lifelong personal development and improvement. By 2030, learners are envisioned as active citizens, preserving traditional values and working for the overall improvement of society and social welfare.

From the above, it can be inferred that higher education institutions with a pedagogical orientation face the challenging task of cultivating highly qualified pedagogical staff that meet modern standards. Furthermore, these institutions must provide teachers with the necessary resources to meet future educational standards.

According to Siyka Kostova (Kostova, 2023: 84), the main objective of university education is to equip prospective teachers with the ability to teach curriculum content to students while also nurturing the personalities of children and adolescents.

The interplay process in the learning activity between the teacher and the students has an unquestionable impact on the pupils in terms of the development of their social and cognitive skills. The abilities formed through daily learning activities have a direct influence on the self-affirmation of adolescents, facilitated by the regular interaction between the student body and the pedagogical specialist.

Annex No. 2 to Article 42, paragraph 2, item 1 of Ordinance No. 12 of 01.09.16 outlines the required knowledge, skills, and attitudes for teachers, principals, and other pedagogical specialists in accordance with the status and professional development regulations:

- Academic competence;
- Pedagogical competence;
- Communicative competence;
- Administrative competence.

Academic competence is crucial for professional and pedagogical training, as it encompasses the knowledge and skills acquired during the student years. The period of accumulating theoretical and practical skills

in higher education institutions with a pedagogical orientation is of utmost importance. This is when significant subject competencies related to methodology, psychology, and innovative practices are acquired. It provides the basic foundation to build the student into a future teacher. This period is essential for primary teachers to acquire the necessary theoretical knowledge related to the curricular content of music and form practical skills according to the specificity of the discipline. To fulfill the educational purpose of the subject, it is necessary to employ appropriate teaching methods that ensure the development of musical performance and musical-analytical skills.

Educational competence is linked to the previously established skills related to planning and conducting lessons, and organizing and managing the instructional process. Pedagogical competence is related to the skills required for planning and conducting lessons, organizing and managing the educational process, assessing students' progress, and managing individual groups or classes. It is important to maintain a clear and logical structure in the presentation of these skills. Primary music teachers face challenges in achieving this competence due to uncertainty in defining educational objectives and applying effective learning techniques. Overcoming these challenges requires the application of generally valid didactic principles to ensure functional and effective learning organization.

Effective communication with other educational professionals and parents is essential for communicative competence. This requires teamwork skills and depends on the personal qualities of the educator, as well as their ability to exchange knowledge through communication.

Administrative competence is associated with the knowledge of the regulations and implementation of the State Education Standards (SES). It is important for every teacher to correctly interpret and use the documents within the field of school education.

The competencies outlined in Regulation No. 12 of 01.09.2016 regarding the status and professional development of teachers, principals, and other pedagogical specialists are crucial for the cultivation of highly qualified and motivated educators who are equipped to meet the demands of modern education.

Focusing on academic competence, we emphasize the importance of university training. As stated in Article 2 of the Law on Higher Education, the purpose of higher education is to train highly qualified specialists beyond secondary education and to advance science and culture. To achieve this objective, Article 39 (2) of the same document specifies that higher education institutions must conduct the study process according to the study documentation for each specialization. This documentation should include degree qualification characteristics, a curriculum, syllabuses of the

studied subjects, and an annual schedule of the educational process. Regular updates to this documentation aim to modernize and improve the learning experience. Lecturers in higher education institutions are continually seeking new and effective mechanisms for engaging with students.

This study aims to identify the skills and knowledge of future educators and students related to the application of modern technologies in music classes.

To achieve this goal, the study sets out the following tasks:

- Investigating students' skills and knowledge of using a music notation application;
- Exploring students' views on the application of modern technology in music education;
- Making specific recommendations for practical purposes.

A survey was conducted to gather the opinions of students majoring in Elementary School Pedagogy and Foreign Language. The questionnaire consisted of open-ended and multiple-choice questions.

The research was conducted in the first (winter) semester of the academic year 2023/2024 with 36 students specializing in Elementary Education and Foreign Languages. At the time of the study, the participants were in the sixth semester of their Bachelor's Degree Program, which requires the study of music didactics. After completing their chosen undergraduate program, the students will receive a teaching certificate, which will allow them to teach the subject of music from the first to the fourth grade in a general secondary school.

For the study, an exploratory diagnostic was conducted, which identified significant gaps in the participants' knowledge and skills related to various aspects of the art of music studied by secondary school music students. Following lecture courses and seminar classes, students were given two assignments.

- The first task requires the creation of eight measures of music in 2/4, 3/4, and 4/4 time signatures. The task should be completed in a music notebook.
- The second assignment has the same objective, but the medium for its completion is a phone or tablet with a free application installed which allows the generation of eight bars of musical notation in the time signatures of 2/4, 3/4, and 4/4. After creating the score, the student has to listen to the piece they created and submit it for evaluation. The assignment is titled 'Modern Technologies in Music' to pique the participants' interest.

The implementation of both tasks is relevant to the expected learning outcomes due to the application of modern technology and musical notation (systems and note symbols). These topics are covered in the curriculum for

students in the third and fourth grades of secondary school.

The current general education fourth-grade music curriculum, effective from the 2019/2020 school year and approved by Order No. RD09-5778 on 22.11.2017 by the Minister of Education and Science, requires competence in the subjects of Music and Modern Technologies. Students are expected to have a basic understanding of searching, storing, and sharing musical information. The document states that the music pedagogical process provides conditions for the acquisition of key competencies through activities and interdisciplinary connections, including:

- Using digital sound reproduction technology in music education;
- Employing computer technology for searching and storing sound information.

The Strategic Framework for Education and Learning Development[1] recognizes the digitization of the learning process as a crucial component of modern education. This approach enhances the learning experience, improves its effectiveness, and facilitates the adoption of ICT-based innovations.

- The same document[2] places a particular emphasis:
- Interactive teaching methods;
- Active interaction among the participants in the educational process;
- The personalization of learning content with a focus on achieving results.

According to the Strategic Framework for the Development of Education and Learning, it is suggested that the teachers of the 21st century should embody qualities such as imagination, innovation, and inspiration. Their teaching activities should encourage young people to pursue new knowledge and cultivate interests in research and creativity. Undoubtedly, it is important to enhance students' digital competence and skills to incorporate ICT into everyday learning activities.

It can be concluded that digitalization and new technologies should be applied not only in the school educational environment but also in higher education.

Additionally, music education is a compulsory subject in primary, lower secondary, and upper secondary schools in Bulgaria. The acquisition of knowledge and competencies by students can be attributed to the systematic pedagogical activities that take place in the classroom.

As the material progressively becomes more complex, adolescents acquire knowledge in various aspects of the art of music, including:

- Methods of musical expression;

---

1 Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) https://web.mon.bg/bg/143, p. 8.

2 Ibid, p.11.

- Linear notational system;
- Uniform and non-uniform pulsation;
- The application of musical instruments in the orchestra;
- Recording, storing, and reproducing music using modern technology.

Students must receive comprehensive training from professionally prepared teachers who possess the necessary competencies. The university has a responsibility to produce highly qualified personnel who can develop and apply scientific knowledge in various fields of human activity, as stated by HEA in 1995. Higher education institutions with a pedagogical orientation can be an ideal place for the formation and development of professional pedagogical competencies in prospective teachers. The preparation of primary teachers with the competence to teach the subject of Music can be a complex and challenging process.

SCOPE AND METHODOLOGY OF THE STUDY

The study was conducted in the sixth (winter) semester of the academic year 2023/2024 in the fourth (final) year of study at the Bachelor's Degree level. The students are enrolled at the Faculty of Education Sciences and Arts (FESA), "St. Kliment Ohridski" University, Sofia, Bulgaria, where they are majoring in Primary School Pedagogy and Foreign Language. The course is taught over one semester, through lectures and seminars.

Before the assignment "Application of Modern Technology in Music Education" students are consistently introduced to the following concepts:

- Staff/staves (rostral);
- Time signature;
- Notehead, note with stem, with flag(s) or beam(s);
- Rest;
- Names of notes on musical staff;
- Measure;
- Barline;
- Repeat sign (and additional symbols).

These concepts are currently included in the Music curriculum for third and fourth-grade general education. They serve as the basis for developing primary school pupils' initial musical literacy. It is important to have a good grasp of the staff system to ensure that students acquire the necessary skills and knowledge. According to Karaatanassov (2020:2), the legibility of musical notation plays a crucial role in transmitting musical abilities through reading and performing notes on an instrument or vocally to achieve artistic goals. As part of the Elementary School Pedagogy and Foreign Language program, students were tasked with creating an eight-bar music example in 2/4, 3/4, and 4/4 time signatures using the elements of musical notation that elementary

school children learn. The assignment was completed independently in a music notebook, and upon review, some spelling difficulties were identified, namely:

- G-clef;
- Time signature;
- Half and whole rests;
- Barline;
- Repeat sign.

Inaccuracies have been observed in the placement of the treble clef sign in music books, particularly in the initial spelling of the G-clef from the second line of the staff to the third and then to the first line of the staff. From the data in Figure 1, it can be seen that 30% made errors in the spelling of the sign in the staff.

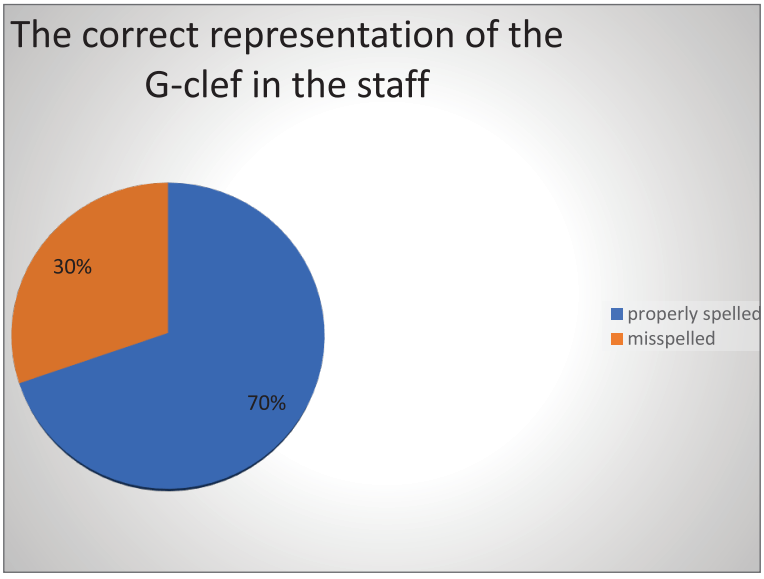

Fig. 1

Out of those who completed the notetaking task, 62% correctly spelled 'size' in the pentameter (refer to Figure 2). However, inaccuracies in writing 'size' in the pentolith were found in:

- Cases where the third line of the staff was not followed as the dividing line between the two figures denoting time signature;
- Figures denoting size, or when a fractional or slash was used when writing the time signature in the staff.

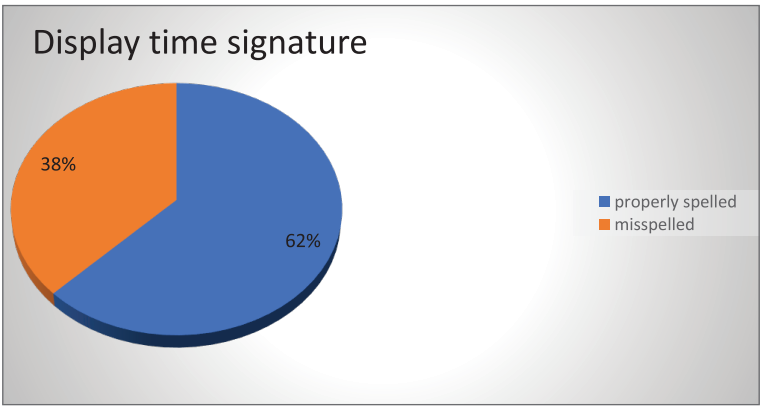

Fig. 2

Creating a music example that incorporates whole, half, quarter, and eighth notes requires the use of notation learned in the beginning stage. It is important to note that students may encounter difficulties when writing whole and half rests. The music examples studied achieved a relatively high score (89%) for correctly notated rests.

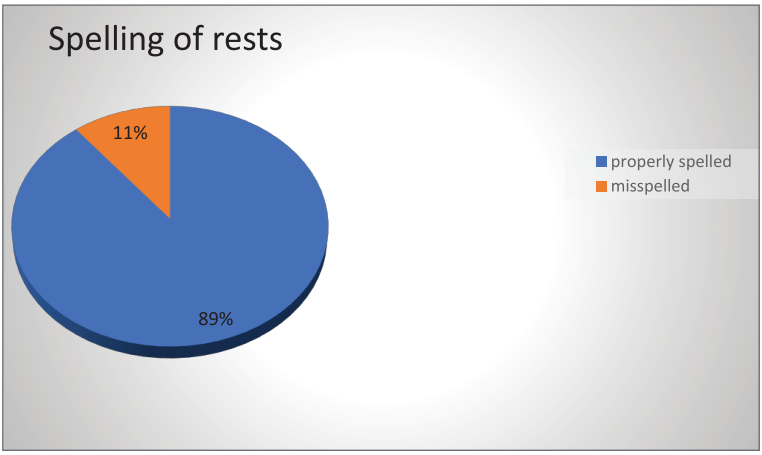

Fig. 3

The data resulting from the written barline in the music notebook is shown in Figure 4. There seem to be some issues clustered around it:

- Writing the barline features outside the regulated space – from the fifth to the first line of the staff.

- The placement of the barline may have been affected by an incorrect determination of the duration of the written note.

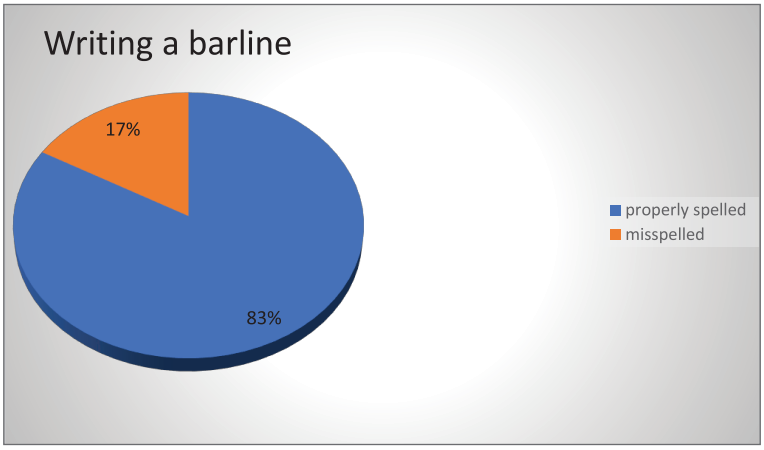

Fig. 4

One common mistake that students make when plotting the repeat sign is the location of the two dots in the second and third spaces, respectively. Based on the data presented in Figure 5, it can be noted that 71% of the students used the repeat sign correctly, while 29% made mistakes.

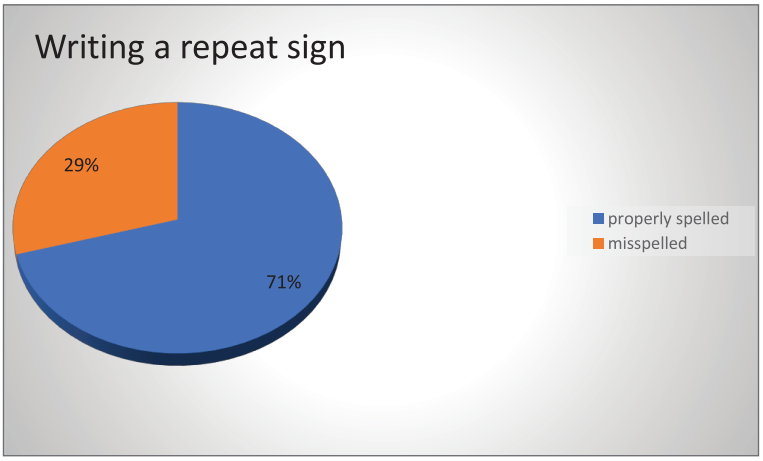

Fig. 5

ANALYSIS OF THE SURVEY RESULTS

The survey was participated in by 36 students of the Elementary School Pedagogy and Foreign Language Bachelor's Degree Program, with 92% being female and 8% being male.

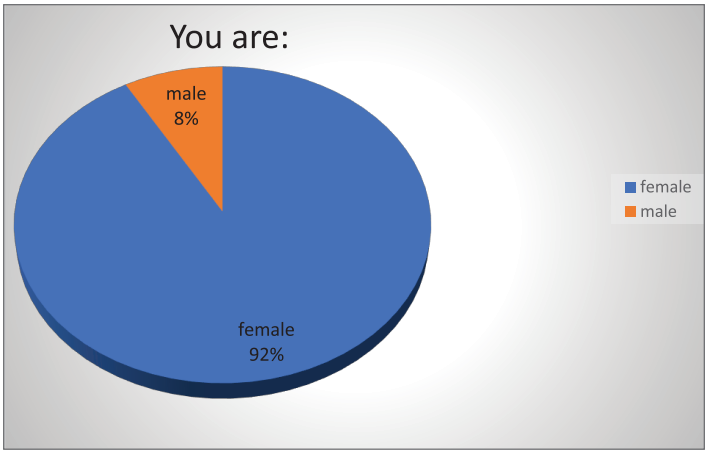

Fig. 6

All respondents indicated that they belong to the age group of 20 to 30 years.

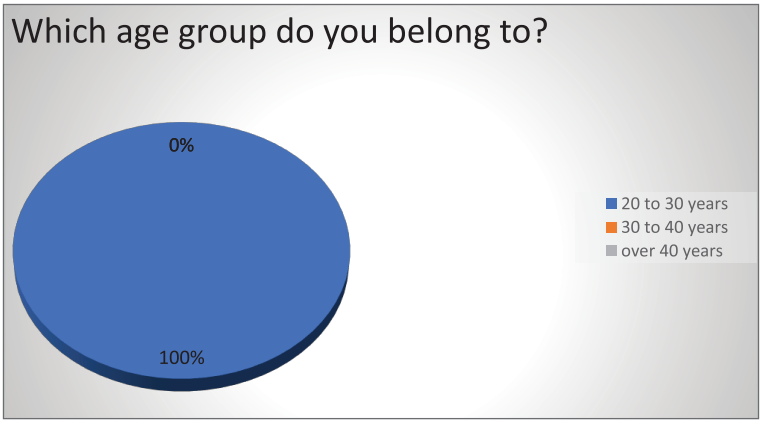

Fig. 7

When asked about their evaluation of acquired skills for working with music notation, the majority of respondents rated the obtained skills as excellent, while 17% rated the skills as satisfactory. It is worth noting that all of the respondents rated the acquired skills as satisfactory, indicating a good level of recognition of note names and durations on the staff.

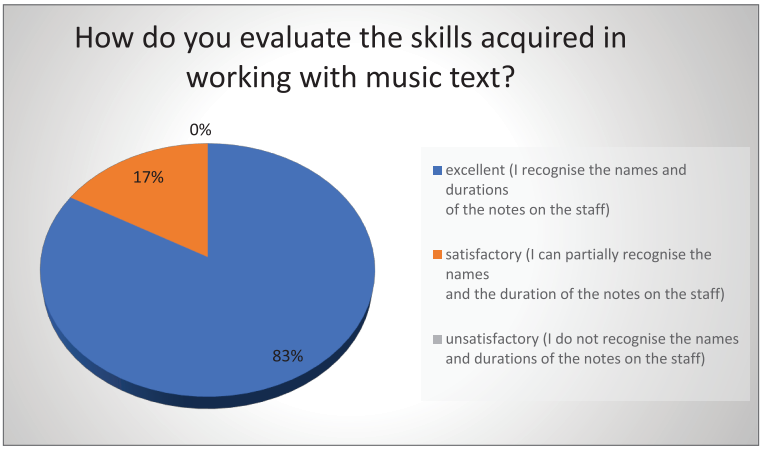

Fig. 8

Figure 9 reveals that 75% of respondents assessed their skills as excellent when utilizing modern technology in music lessons, addressing the inquiry on students' self-evaluation of their abilities. It is assumed that students who rated their acquired skills as excellent can demonstrate their ability to notate, playback, send, and store musical information using modern technology. According to the survey, 14% of the respondents reported a satisfactory skill level of those same abilities. On the other hand, 11% of the students rated the skills they have acquired as unsatisfactory, indicating their inability to notate, playback, send, and store musical information using modern technology.

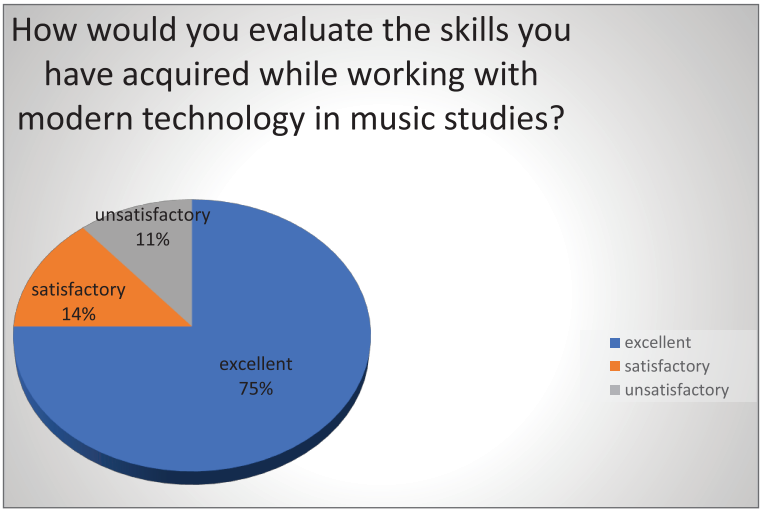

Fig. 9

According to the data presented in Figure 10, 92% of the respondents did not experience any difficulty when completing the task related to modern technology in music. However, 8% of the participants found it difficult to complete said task. The results show that the majority of the students (92%) did not find it difficult to complete.

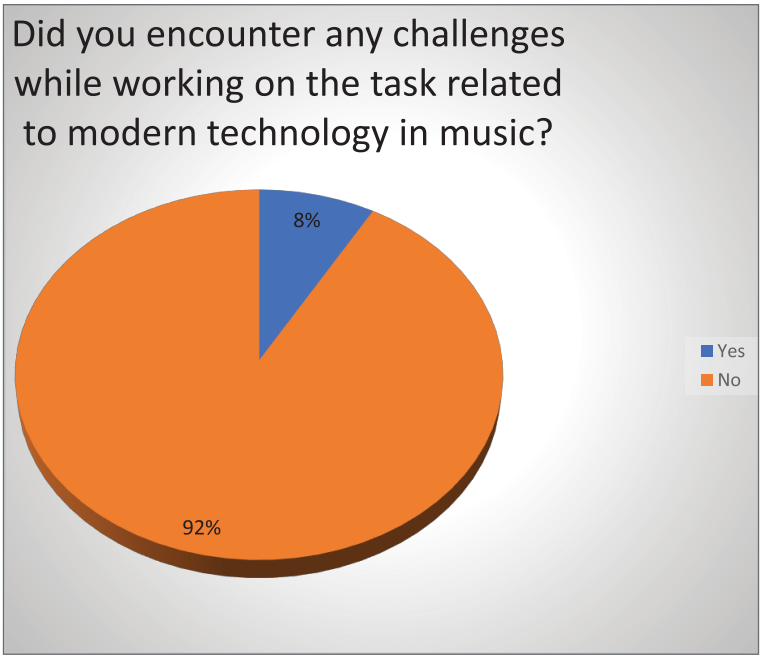

Fig. 10

To identify the most common difficulties encountered in completing the 'Modern Technologies in Music' task, participants were asked to indicate the challenges they faced. The compiled data revealed several issues that were frequently reported:

- Exploring the application menu.
- Placing the note on the staff to match the desired pitch.
- Tailoring the symbols to create a musical notation suitable for an elementary student's level.
- To create a well-edited example of a musical score.

According to the data presented in Figure 11, the teacher's rating of the participant's performance of the task 'Modern Technologies in Music' was generally positive. The majority of participants, 42%, were rated as 'very good' (B), while 26% and 29% received grades 'excellent' (A) and 'good' (C). Only 3% of participants received a rating of 'average' (D). The null value for those

rated as 'poor' (F) may be attributed to the limitations of the application. It is worth noting that the application provides momentary feedback to the user in case of the following mistakes:

- An incomplete number of beats in the measure, with the time signature already set;
- Placing a note duration that cannot be contained in the measure (for example: an attempt to place a whole note in a measure of 2/4);
- An incorrectly placed barline;
- The absence of a repeat mark or end mark on the note example.

It can be concluded that using a notation application can aid in task completion and prevent learners from making mistakes that they otherwise would when completing the same task in their notebooks.

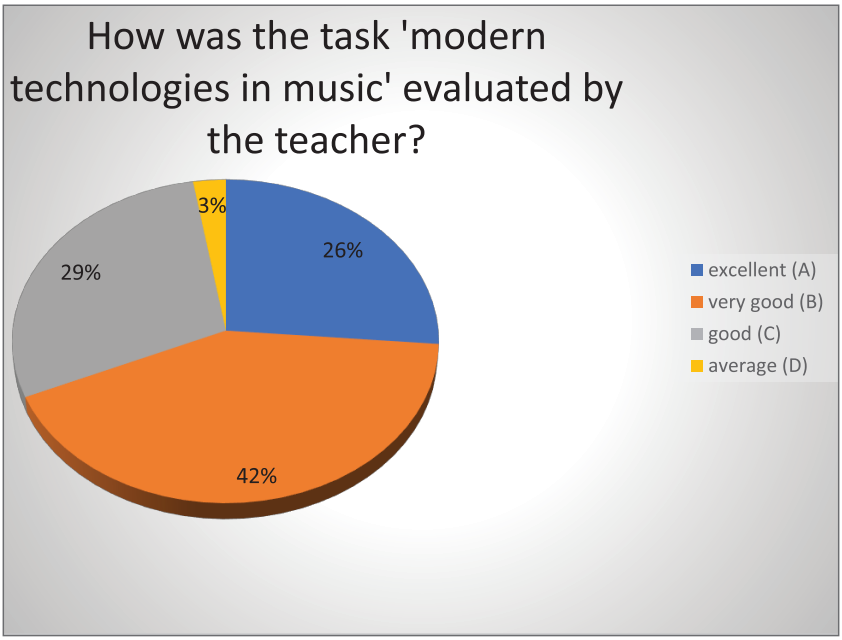

Fig. 11

Despite varying opinions on the task and its challenges, Figures 12 and 13 present impressive data. It is important to avoid subjective evaluations when participating in such research. With that in mind, all respondents agree that modern technology should be incorporated into teaching Music at the primary level of education and should be applied in the discipline of Music Didactics to prepare for future teaching activities in the subject.

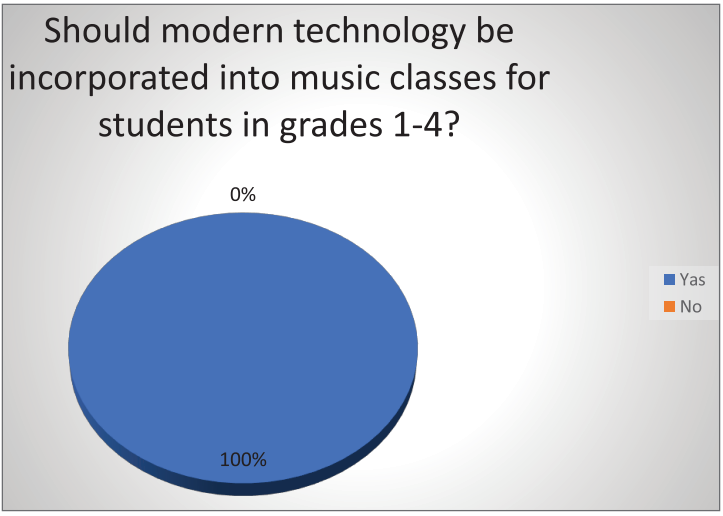

Fig. 12

Based on the results obtained regarding the necessity of modern technology in music and music education classes, it is confirmed that teaching activities should reflect the technological advances of modern society. As stated by Silvana Karagyozova (2020: 130), incorporating multiple sensory stimuli in the learning process significantly increases its effectiveness. Subjecting the brain to various stimuli with different natures and acting through different pathways, yet aimed at a common goal, is an extremely demanding process for the pupil. This way their main mental channels of perception are all fulfilled.

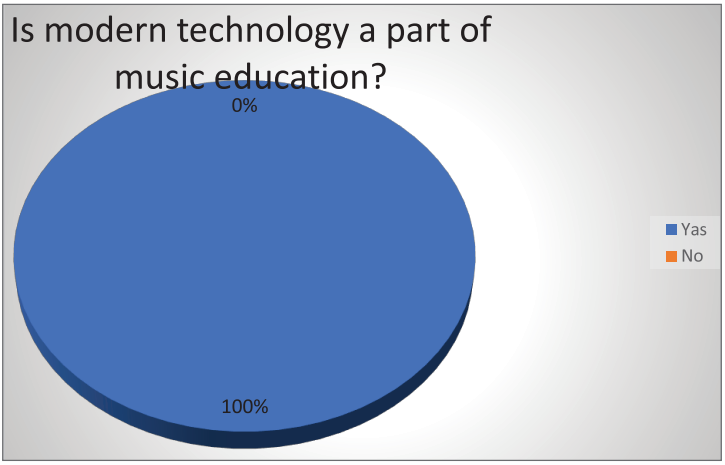

Fig. 13

The survey question, 'In your opinion, should more time in Didactics of Music classes be devoted to working with modern technology?' was designed to gather learners' opinions on the need for more in-depth work with such applications that are useful in the learning process of Music in the fourth grade. According to the data, 17% of the respondents answered negatively, while 83% affirmed the need to spend more time in Didactics of Music classes working with modern technologies.

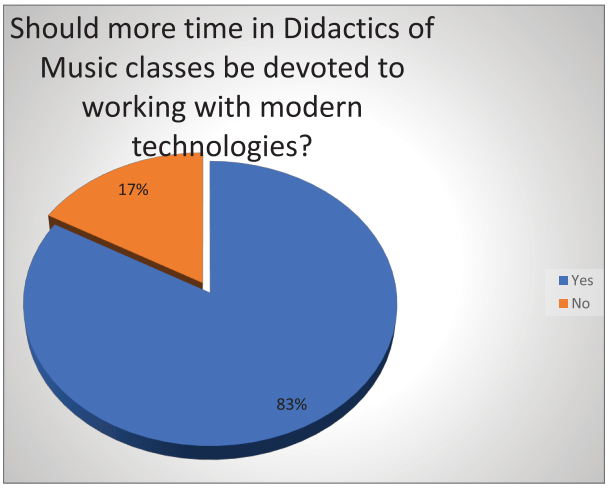

Fig. 14

The evaluation of an individual's preparedness to incorporate contemporary technology into their future teaching endeavors is of utmost importance in the field.

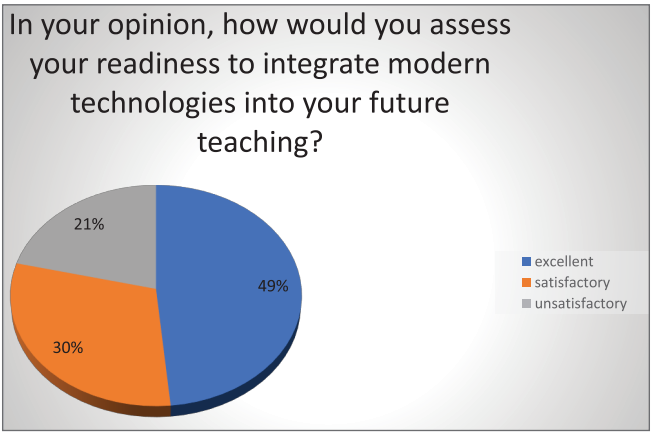

Fig. 15

The survey results indicate that 49% of participating students are willing to use modern technology in their future teaching, while 17% hold a different attitude towards its application in work with primary school students.

The results presented in Figure 16 are noteworthy. They were compiled in response to the question, 'Which way of notation would you say is more efficient – in a music notebook or via an application installed on a phone or tablet?'.

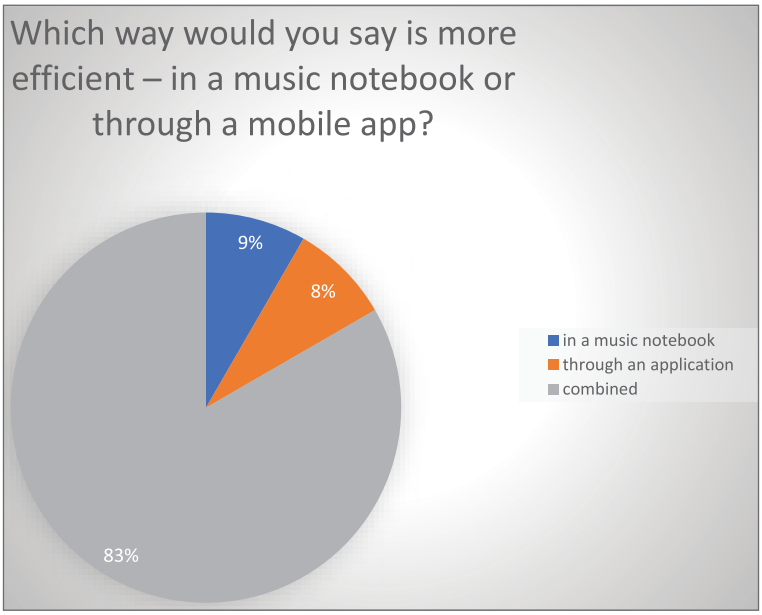

Fig.16

Almost identical percentages of participants indicated a preference for the notation in a music notebook and through an app, with 9% and 8% respectively. The majority, 83%, expressed their opinion that both methods of notation should be utilized in the work process.

CONCLUSION

Teaching music at the primary level requires a considerable amount of knowledge and skill from educators. The preparation of highly qualified music professionals demands focused work in various disciplines:

- Solfège
- Music theory;
- History of music;
- Musical folklore;
- Instrumentation.

It has been suggested that an elective course on Computerized Music Engraving be made available to students of Elementary School Pedagogy and Foreign Language Bachelor's Program in higher education institutions. This course would provide students with the opportunity to enhance their knowledge and skills in utilizing notation software.

According to Boryana Mangova (Mangova, 2024:141), it is important for individuals who consider themselves bearers of enlightenment, science, and culture to revisit universally valid truths that were perceived and manifested in the past, but are timeless and relevant for all epochs. Teachers should strive to continuously update their competencies, adapt to the contemporary educational environment, and work deliberately to achieve educational excellence.

Unquestionably, the advantages of the active use of advanced technologies in the pedagogical environment are versatile, given the implementation of digital and multilingual competence.

As per the Council Recommendation of May 22, 2018, digital competence encompasses a range of skills, including information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital wellbeing and cyber security competencies), intellectual property issues, problem-solving, and critical thinking. These proficiencies are to be acquired through academic work under the guidance and direction of the teacher. It is therefore important that the university preparation of current students who are also future teachers should include a high level of digital fluency to ensure the set objectives. Gergana Nedkova (Nedkova, 2021: 230) emphasizes the policies and strategies that have been implemented in recent decades to support digital technologies and enhance the quality of learning in academic and educational environments. Marina Apostolova (Apostolova, 2023: 124) suggests that a targeted search for relevant Information on the Internet is accompanied by a process of reflection and evaluation. This assessment given to the process of working with the network space would certainly be increased in cases of working with materials in a foreign language.

Emilia Kabakova (Karaminkova-Kabakova, 2023: 76) suggests that multidirectional knowledge transfers across disciplines are necessary for the formation of diverse skills in learners. The integration of music with other educational disciplines, as well as in the foreign language education of preschool and primary school children, would provide a fertile basis for the cognitive, spiritual, emotional, and social growth of children.

The teacher's role extends beyond simply delivering the curriculum. It is important for them to continuously update and enrich their competencies in order to remain professionally relevant. Advancements in technology

provide endless opportunities for adapting teaching content and presenting it in an engaging manner for students. According to Kovacheva (2023: 436), there is a wider range of interactive learning content available for teachers to use. However, due to the creative nature of the subject of Music, students may have higher expectations for engaging resources in their lessons. This presents an opportunity for future teachers to explore innovative teaching methods and create more engaging content for their students.

Being a teacher today undoubtedly goes beyond just delivering the curriculum. It is important for educators to constantly update and enrich their professional skills. Advancements in technology provide endless opportunities for adapting teaching content and presenting it in an engaging manner for students. According to Kovacheva (2023: 436), "there is a wide range of interactive learning content that could be used uncritically by school teachers, but the creative nature of music predetermines pupils' expectations of increasingly intriguing resources in the lesson. This presents an opportunity for future teachers to explore innovative teaching methods and create more engaging content for their students".

REFERENCES

Apostolova-Dimitrova 2023: Apostolova-Dimitrova, M. INFLUENCE OF SOCIAL MEDIA PLATFORMS IN MUSIC TASTE FORMATION AMONG STUDENTS IN GRADES 5–7 AND 8–10, in: Annual of Arts, Year IV, Vol. 116, Book 4; UI "St. Kl. Ohridski". [Vlianie na socialnite platformi pri formirane na muzikalen vkus sred uchenici 5–7 i 8–10 klas. - In: Godichnik, kniga Izkustva, Godina IV, T.116. UI "St. Kliment Ohridski". Sofia. p. 124]

Karaatanassov 2020: Karaatanassov, Wess.; Computerized music notation with Finale. Sofia: Avangard Prima, 2020, p. 2. [Komputaren notopis s programata Finale. Sofia: Avangard Prima, 2020. p. 2.]

Karagiozova 2020: Karagiozova, S. Methodological aspects of audiovisual design. Kanev Miuzik, Sofia. [Metodicheski nasoki na audiovizualnia dizain. Kanev Miuzik. Sofia. p.130.]

Karaminkova-Kabakova 2023: Kabakova, E. Annual of Arts, Year IV, Vol. 116, Book 4;. UI "St. Kl. Ohridski", Sofia. [Tekstyt v angloezichnata muzika. - In Godishnik, Kniga Izkustva, Godina IV, T. 116, Kniga 4, UI "Sv. Kliment Ohridski". Sofia. p.76.]

Kovacheva 2023: Kovacheva, R. In: Education and Arts: Traditions and Perspectives. Educational and Cultural Perspectives and Traditions. Educational and Educational Contexts. Sofia. [Razrabotvane na obrazovatelni resurssi za obuchenie po musika v elektronna sreda. In: Obrazovanie i izkustva: tradicii i perspektivi. UI "Sv. Kliment Ohridski". Sofia. p.436.]

Kostova 2023: Kostova, S. Pedagogy at the beginning of the XXI century. Priorities and development trends. Kostova University. Kostova. Sofia. [Pedagogikata v nachaloto na XXI vek. Prioriteti i tendencii za razvitie. UI "Sv. Kliment Ohridski". Sofia. p.84.]

Mangova 2024: Mangova, B. The idea of God embodied in poetry and music. Sofia. [Ideiata za Bog, vyplytena v poezia i muzika. Sofia. p.141.]

Nedkova 2021: Nedkova, G. Modern forms of training and development in creativity with student-educators in digital environment. - In: Actual policies and practices in education, Pleven. [Suvremenni formi na obuchenie i razvitie v kreativnost sus student-pedagozi v digitalna sreda. - In: Actual policies and practices in education. Pleven. p.230]

NOTES

Act on Pre-school and School Education, in force since 01.08.2016. suppl. SG 102 of 8 December 2023. https://lex.bg/bg/laws/ldoc/2136641509 (last visited 3.04.2024).

Law on Higher Education, Obn. 112 of 27 December 1995, suppl. SG 108 of 30 December 2023. https://lex.bg/laws/ldoc/2133647361 (last visited 3.04.2024).

Ordinance No. 5 of 30 November 2015 on General Education, in force since 08.12.2015, issued by the Minister of Education and Science, Official Gazette of the Ministry of Education and Science, No. No. 95 of 8 December 2015, as amended and supplemented. SG No. 80 of 28 September 2018, as amended and supplemented by SG No. 80 of 28 September 2018. State Gazette No. 71 of 10 September 2019, am. and suppl. SG 79 of 8 September 2020, am. and suppl. SG 75 of 1 September 2023. https://lex.bg/bg/laws/ldoc/2136697599 (last visited 3.04.2024).

Ordinance No. 12 of 01.09.2016 on the Status and Professional Development of Teachers, Principals and other Pedagogical Specialists, promulgated by the National Council of Education, No. 75 of 27.09.2016, in force since 27.09.2016. https://lex.bg/bg/laws/ldoc/2136905698 (last visited on 3.04.2024).

Council Recommendation of 22 May 2018. OJ C189/01.

Strategic Framework for the Development of Education, Training and Learning in the Republic of Bulgaria (2021-2030) https://www.mon.bg/mon/strategii-i-politiki/strategicheski-dokumenti-2/ (last visited 3.04.2024).

The Curriculum in Music for the Fourth Grade (General Education), in force from the school year 2019/2020, approved by Order No. RD09-5778 of 22.11.2017 of the Minister of Education and Science. https://www.mon.bg/obshto-obrazovanie/uchebni-planove-i-programi-2/uchebni-planove-i-programi-po-klasove/ (last visited 3.04.2024).

About the Autor:
Dr. Ralitsa Dimitrova, Assoc. Prof.
Faculty of Educational Studies and Arts
Department of Music end Multimedia Technologies,
Sofia University "St. Kliment Ohridski"
Bulgaria
Ralitsa Dimitrova is a highly accomplished pianist who has performed in a variety of national and international concerts, earning recognition and awards in Bulgaria, Serbia, Austria, Greece, and Israel. In addition to her impressive performance career, she has also made significant contributions to the field of music education as a teacher and editor of music textbooks. Her expertise is further demonstrated through her authorship of the books Didactics of Music Art Grades I-IV, Part 2 and Integrative Links in Music Education.
Scientific interests: music, education, competence approach
ORCID: 0000-0001-5716-7168
E-mail: r.dimitrova@fnoi.uni-sofia.bg