

the group of different motives to be dominated by those who are most desirable for education; in creating conditions for expanding and solving the possibilities of educational activities in the educational process, and above all, in creating more favorable conditions for more successful, efficient solving of the problem of individualization and socialization. In modern, increasingly complex conditions of life, work and upbringing, one should look for the most diverse and efficient methods, methodical procedures, and means of upbringing.

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ARCHAEOLOGICAL EVIDENCE FOR EDUCATION IN ANCIENT MACEDONIA

Abstract: Thousands of years ago, people attached great importance to the upbringing and education of children and young people. Despite the different approaches to these processes in different cultures, the main goal was mutual – to build a mentally healthy and physically strong

person who will cope with all the challenges of life. Greater unification in the educational process on European soil came for the first time in the Roman Imperial period, when most of Europe, as well as North Africa and Asia Minor, are part of this powerful Empire. Archaeological remains have been discovered on this entire territory, witnessing that, in the ancient period, attention was given to education, not only in building the body but also the spirit of young people.

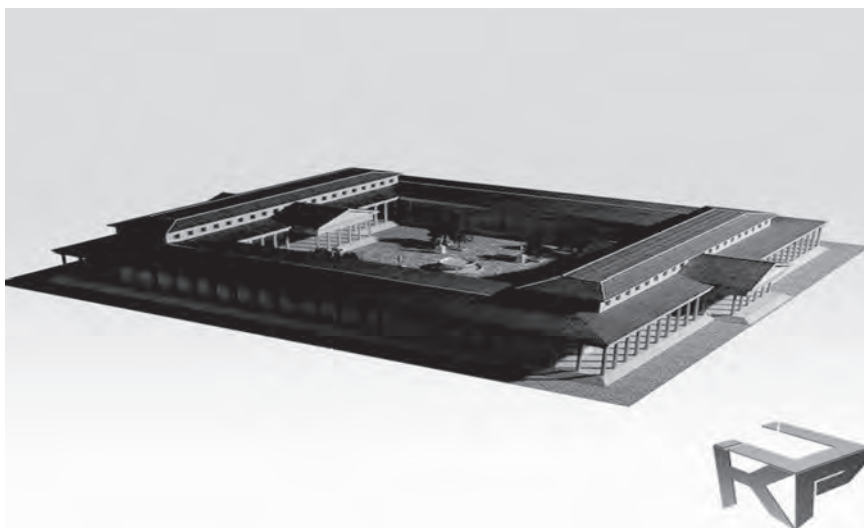
On the territory of Macedonia, we have written, and material remains of institutions where the local population was educated. The best archaeological evidence is the Gymnasium discovered in the ancient city of Stibera, near Prilep. It is a school where the boys, under the supervision of teachers of reading and writing, philosophy, and also sports and military skills, continued their previously acquired home upbringing and education. This gymnasium in Stibera is a well-preserved rare example of a building with this purpose, whose architectural remains are complemented by the numerous sculptures of young epebes that the school was proud of. (Микулчиќ И., 1996, 15-35; Вучкович Тодорович Д., МСМЛХИИ, 59-101; Темелкоски Д., 2020, 97-109)

The gymnasium as an institution originated in the Hellenic world, that advanced civilization in the eastern part of the Mediterranean, on whose foundations many modern scientific, cultural and artistic achievements are built. This happened in the seventh century before the birth of Christ, when the rest of Europe was still in deep prehistory. (D. Stavrou, 2016)

Just like everything else in human history, this institution recorded its own development, first from a simple path for physical exercises and sports competitions, to grow a few centuries later into a magnificent building, the pride of the city and its inhabitants, a building with a specific, defined form and accompanying facilities, with their own rules of operation. (T. Ioannidis, 2008)

Figure 1

Reconstruction of an ancient gymnasium



Numerous ancient records testify that the gymnasium is a place where young men, starting from the age of 14 or 15, primarily focused on sports activities in various sports disciplines. Some examples are running, wrestling, javelin and discus throwing, long jump, and riding (Perry, T.P.J. (2013).

Figure 2

Reconstruction of part of the activities in an ancient gymnasium



Figure 3

Depictions of various sports activities on ancient painted vases



These sports activities were controlled by experienced teachers who also imparted their theoretical knowledge to them. The Hellenic world was in absolute awe with sports. It had great respect for the winners of sports competitions, held in numerous sanctuaries, of which the most famous are the games in Olympia, which even today, in a modern guise, are the most significant and massive sports event.

This physical education of the boys was important not only to prepare them for sports competitions, but also for eventual military engagements, in which their sportsmanship, endurance,

fortitude and character were often of vital importance. But, even in the early ancient times, people realized that a person could not be wholesome if they were only physically healthy, skilled and strong. Thus, parallel to the body, the enhancement and betterment of the spirit also begins, or as the ancient Romans put it succinctly – *Mens sanum in corpore sano*, or: *A healthy mind in a healthy body*.

Therefore, equally great attention was paid to the intellectual development of the boys in this educational process. More precisely, they were taught to read and write, they acquired knowledge of philosophy and mathematics, they studied poetry, rhetoric, music and even calligraphy.

Thanks to the archaeological research of a large number of ancient cities, primarily in the Mediterranean area, today we are able to see the remains of a large number of well-preserved gymnasiums, which were centers of education in the ancient world. The best examples of that are depicted in the figures below.

Figure 4

The Gymnasium of Pompeii



Figure 5

The gymnasium in Messina, on the Peloponnese peninsula



Figure 6

The high school in Cyrene, Libya



Figure 7

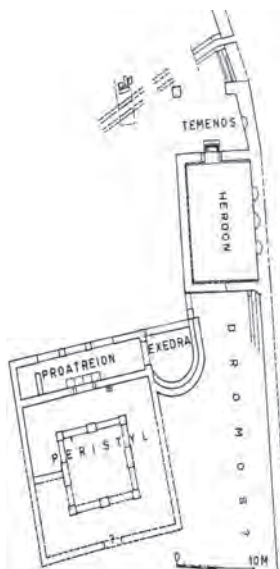
The gymnasium in Amphipolis, Greece



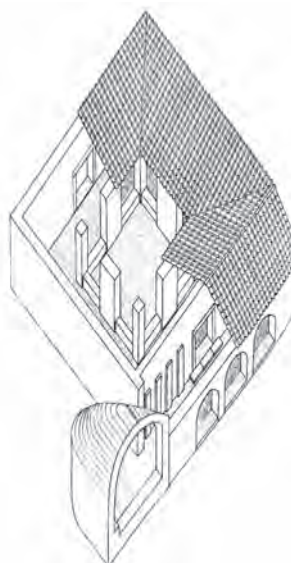
From these photos, it can certainly be noted that the basic architectural concept of all gymnasiums is a rectangular or square space around which a peristyle is built, i.e. a circle of pillars that carry a covered porch, where people could be sheltered from the strong sun or sudden rain. This was also the place where students could listen to the theoretical lectures of their teachers.

There were gymnasiums in all major ancient cities, and even more in the largest cities. For example, in the city of Athens there were as many as eight gymnasiums. This was certainly the case with the ancient cities in Macedonia, but for now only from the ancient city of Stibera, through archaeological excavations, we have found concrete architectural remains and epigraphic

monuments, which testify to its existence from the middle of the first century to the middle of the third century. The archaeological excavations of Stibera began in 1953 and, with brief interruptions, they continue until today. (The results of these excavations have been published in several scientific publications, of which the most significant ones are: D. Vuckovich Todorovich (1963), I. Mikulcic (1996), D. Temeloski (2020), V. Kalpakoska (2004).



Drawing of the foundation from the gymnasium in Stibera (according to D. Vuckovic – I. Mikulcic)



Reconstruction of the gymnasium in Stibera (according to I. Mikulčić)

Figure 8

View of the archaeological remains of the high school in Stibera (taken by D. Temelkoski)



In addition to the architectural remains that reveal the character of this building, the discovered inscriptions and sculptures provide reliable confirmation of its function. Three stone stelae inscribed with the properties of a total of 71 ephebes, i.e. boys who went through the training and education process of this institution, are the most direct and indisputable testimony to its purpose.

Figure 9

Stone stelae with lists of epebes from Stibera



Figure 10

Fragment of a stele with 14 names of epebes from Stibera



Next to them stands the name of Stibera's gymnasiarh derived from the person who was among the richest and most respectable people in the city and who received the honor of being the manager and financial patron of the gymnasium. The gymnasiarh was obliged to host all the guests with food and drink at the organized celebrations, but also to continuously supply the gymnasium with olive oil, which the epebes used to anoint their bodies before trainings and matches. Of course, these were significant expenses for one person, so other wealthier citizens and city officials voluntarily took care of the functioning of the gymnasium. The city, in turn, repaid them by placing their statues and honorary inscriptions in public places. As part of the gymnasium, there was also a temple and a heron, where statues of the Emperor, the donors, the most prominent epebes and the deities who were considered protectors of the young were placed: the god of health Asclepius, the messenger of the gods, the flying and swift-footed Hermes, the greatest

Figure 11

Marble sculpture of a distinguished epebe from Stibera`



Figure 12

Marble sculpture of the god of health Asklepios



mythical hero Heracles as a symbol of strength, skill, courage and honesty, Eros as a symbol of love, and Nike was often present as a symbol of victory. Whole or parts of their sculptures were found during the archaeological excavations of Stibera, as well as sculptures of prominent city figures, which is why this city received the epithet Macedonian Pompeii.

Finally, the lists of ephebes were crucial for a city, as that was how a candidate for numerous city offices was chosen. When comparing with today's society, where public officials such as mayors, councilors, ministers and MPs often have questionable educational credentials, the past can serve as a reminder of how public servants' physical and cerebral education was of utmost importance when planning for society's future. Hopefully, delving into the centuries of past experience, our societies can learn to respect education and build a better future.

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CHALLENGES AND CREATIVE SOLUTIONS FOR LEARNING THROUGH A HOLISTIC APPROACH IN EARLY CHILD DEVELOPMENT

Abstract: Developmental laws are imperative for the need for knowledge and learning through play, interaction and creative activities. In order to ensure a correct growth and development of a child in the context of life, finding new creative ideas, content and activities are selected, which enable acquiring of immediate and diverse life experiences. At the same time, the emphasis is on encouraging and developing of socio-emotional, cognitive, linguistic and physical-motor skills. A starting point is the holistic approach, which, as a way of working with children, includes different learning styles, opportunities for children to learn in various ways interactive contents, and to experience them through various aspects of their personality. Therefore, the approach is integrated, with the inclusion of all educational domains. The goal of learning is the very learning process, where the goals are not aimed at what the children are not able to do, but on the contrary, to what the children can do and are able to do, as well as to encouraging children's symbolic,