

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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KAMCEVSKA Biljana

Ss. Cyril and Methodius University in Skopje

Faculty of Pedagogy “St. Kliment Ohridski”, Skopje, Republic of North Macedonia

PALCEVSKA Simona

Ss. Cyril and Methodius University in Skopje

Faculty of Pedagogy “St. Kliment Ohridski”, Skopje, Republic of North Macedonia

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,

fantasy and reasoning strategies for thinking and expressing, which are very important for adequate developmental age.

Keywords: Early childhood development, Holistic approach, Learning process, Creative solution

Introduction

The line from a children's poem from Latvia is inspiring that "books and letters are magical gates that allow us to enter many new and different worlds".

Children learn by watching adults treat books and gradually begin to imitate that behavior themselves. While adults read a picture book to small children, an interaction is created through which children's interest in reading is built, which is the beginning of the process of developing an interest in mastering reading.

If we want the child to develop good communication skills, to enjoy reading and writing, to be successful in school, to be able to get information and to be able to manage in the environment, he should be directed in that way while he is still small.

It was these insights that challenged the author's team to start thinking about creative solutions and the creation of manual literature for children (Biljana Kamchevska, Vesna Makashevskaja, Simona Palchevska, 2014).

Creative solutions in the creation of the manuals allow improving the skills of children of different ages, a holistic approach to early childhood development, as well as strengthening the pedagogical skills of educators. But also, educators and parents should become familiar with the importance of reading with children from the youngest age through the use of manuals that can be applied in the kindergarten and home (Biljana Kamchevska, Vesna Makashevskaja, Simona Palchevska, 2014).

Developmental laws are an imperative for the need for cognition and learning through play, interaction and creative activities. In order to ensure the development of the child in the context of life, in the creation of the manual literature, contents and activities have been selected that enable the development of the child's personality in all domains, as well as the acquisition of immediate and different life experiences.

In manual literature, no matter how much a well-organized system of knowledge is offered, if it does not offer an active attitude of the child towards that knowledge, its influence on the child will be limiting. Respecting modern approaches, the author's team of manual literature for preschool children tried to create manuals that contain interesting, current contents, presented in a form that implies active, thinking, logical and creative engagement of the child in discovering new knowledge. In fact, the main function of manuals is to support the educational process, as well as to encourage the individual work of children.

The second function is the connection of the educational content with the real everyday life of the children, which ensures the practical significance of the acquisition of knowledge, skills and abilities.

The third function consists in systematizing and adapting the predicted knowledge to the cognitive capabilities of the children.

Modern Approaches in Creating Manual Literature for Preschool Children

Modern approaches applied in the creation of manual literature in an innovative way emphasize the importance of preschool upbringing and education as the most significant development cycle. Through various activities, games, performances, workshops, children get opportunities to gain different experiences and enrich their understanding. The offered conceptual solutions enable

situations through which the child will create quality relationships with other children, will use his emotional, motor, social and intellectual abilities. At the same time, in this way, the child's desire for learning and for successful coping in the living environment is encouraged. Special emphasis is placed on the quality encouragement of children's developmental potential through constant cooperation with the family.

The reference literature for children, just like the picture book, is the first a book for the child, for which should be given special attention, in order to be interesting and yes her follow program for early learning and development and yes enables a different interaction and communication between parents/educators and children.

The meaning of reference literature for the children from preschool age is so much large what is also unique a medium that stimulates interest and at the same time awakens interaction between children , as well as between children and adults.

It represents a significant source on information and means for acquisition knowledge in a fun way and learning through game, a source that affects in a special way the various aspects in the development of the child's personality.

Conceptual Solutions

The conceptual solutions in the creation of the manuals are not structured according to separate methodological areas, nor are they separated in any way in terms of content and time. They are generally based on following and encouraging the child's interest and initiative. At the same time, the positivist conception of learning is dominant, that is, the use of controlled teaching methods and the transfer of disaggregated small doses of knowledge in favor of enabling the child's productive activities, ensuring the quality of his experiences and realizing a dynamic approach to learning. Different choices are provided to the child, which encourages the self-organizing potential of his activities. Developmental laws are an imperative for the need for cognition and learning through play, interaction and creative activities. To ensure the development of the child in the context of life, in the creation of manual literature, contents and activities were chosen, which enable the acquisition of immediate and different life experiences. At the same time, the emphasis is placed on encouraging and developing socio-emotional, cognitive, language and motor skills. The holistic approach is emphasized, which as a way of working with children, includes different learning styles, opportunities for children to deal with educational content in different ways and to experience it through different aspects of their personality. Therefore, the approach is also integrated, involving all domains of development. The goal of learning is the learning process itself, where the goals are not to give correct and incorrect answers, but to encourage children's symbolic, fantasy and thinking strategies for thinking and expression, which are very important for the specific developmental age.

Guiding Principles in Creating the Manual

Through the synthesis of relevant knowledge from the field of developmental psychology, didactics and preschool pedagogy, the research team offers a model of organization of a manual intended for preschool children. We have identified and defined 7 fundamental scientific principles that guided us in creating manuals for different age periods of preschool children:

Humanistic-developmental orientation, holistic-integrated principle, life context of knowledge and skills in the offered conceptual solutions, coherence and clarity of the structure of visual elements and text, realization of a motivational function and support of children's curiosity, encouraging children's thinking through the creation of cognitive conflict and individuation.

The humanistic developmental exemplary orientation of the manual is aimed at developing the capacities of each child with respect for his interests, needs and rights. The conceptual solutions are developmental, open and dynamic in nature.

The holistically integrated principle implies complete upbringing and education, consistent with the integrated nature of the child's development and learning. The foundation of this principle allows for a comprehensive learning context that leads to a greater opportunity to cope in life. Integrated learning implies perceiving a problem from different dimensions, different angles and sides. The integrated model implies an active child. It is not just about transferring information and knowledge, but much more about solving problems, asking questions and actively seeking answers in one's environment. The positive aspects of this model are in the direction of applying knowledge in life, perceiving phenomena from different approaches, developing a flexible opinion and increasing the child's motivation. In fact, the human brain acquires and remembers information best when it can be connected in a meaningful network of meanings.

Illustrative These parts are an important component and convey a special visual message conscious function yes her mirror age appropriate content on the children. The illustrations they create direct way on communication with the child encourage the thinking one process, develop the imagination and the he way contribute stimulation perception and development of the intellectual potential for all children. They allow children to "read" from illustrations instead from text through visual – perceptual recognitions and perceptions, with which they were influenced and the mental process.

The manuals are designed to satisfy the so-called integrated component, which is why they are covered standards you for early learning and development like everyone else thematic contents of the Program. At the same time, they present educational manuals that include content from specific topics that are implemented in kindergartens, with the possibility of doing the same at home (Biljana Kamchevska, Vesna Makashevska, Simona Palchevska, 2018).

Structural Elements of the Manual

For the successful realization of the function of the manuals, their structure is extremely important, that is, the adequate composition of the elements of the structure. In doing so, the grouping of elements is particularly important in order to ensure the necessary systematicity.

The structure of the manuals consists of:

1. *elements that are in function of presenting the contents*

This group of elements includes short texts with the help of which the contents are presented verbally and pictures (illustrations) with the help of which the contents are presented visually. Since we are talking about children of preschool age, the main emphasis is placed on the pictures and other artistic and graphic elements that enable the graphic presentation of the contents, which clearly highlights the basic messages of the text and highlights the most important. This is in accordance with the cognitive process of children in the preschool period, which should be supported by visualization.

2. *elements that are in function of content acquisition and efficient, active learning (didactic-methodical equipment)*

The didactic-methodical equipment is in function of acquiring knowledge, developing abilities through systematized activities, as well as training children for their application. So, the main goal of these elements is to provide quality activities for children that will guarantee the adoption of the content. The didactic-methodical equipment consists of questions, tasks and art-graphic attachments, symbols and various instructions and guidelines for children.

3. elements that are in function of easy finding, orientation in working with the manual

Manuals have a significant place in the realization of that on the program and the program goals and tasks. According to conception ta, as well as according to the content, they should yes comply with the standards for early learning and development.

The contents of the Manuals are subordinated according to the mastery standards on skills from the various aspects of children's development, enabling an appropriate approach to learning.

And so, the contents that are presented in the Manuals refer to the education of children from all areas and all foreseen educational – educational topics, so what the illustrations, the texts and the assigned tasks that should be completed by the children, are intertwined in unity and connected with specific activities with which children know and learn through ___ game.

Depending on the age for which they are intended, the Manuals are designed to encourage critical thinking, verbally and artistically, expression through drawing, coloring, connecting, cutting, gluing, with what everything creates a pleasant and stimulating atmosphere. A great pleasure for children is the opportunity to encourage their creativity, participation in research games and solving simple problems. The most important of all is the process of following their development needs and interests, respecting them all children and offering quality and encouraging activities for everyone a child.

The aim of the manuals is to have a positive influence in the early learning and development on the child. They are useful above all for preparing children before starting school as well as developing independent and critical thinking.

The manuals everything created on way yes be interesting for the children because of the interesting questions in function on the pictures – the illustrations, tasks that the children have to perform, which in the beginning everything simple and later they become more complex. Certain tasks offer opportunity for connection on the mathematical ones notions with the everyday environment on the children. And so there are tasks for development on voices, exercises for getting rich on the dictionary with words, exercises for development on the sentence, for spoken creativity and understanding on text. All together where children initiate independence, attentiveness and encourage a desire to learn through play.

Manuals are primarily intended for children from 2 to 6 years old, but except what everything intended for the children, they everything excellent opportunity for the work of the educator in realization of the educational work and implementation of the program goals and tasks, as well as for work in domestic conditions and opportunity for interaction between adults and children. The manuals are an excellent guide for those who know how to initiate a desire for knowledge in all children (Biljana Kamchevska, Vesna Makashevska, Simona Palchevska, 2021).

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