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## EASTER IN ELECTRONIC TEXTBOOKS ON MUSIC FOR THE BULGARIAN GENERAL EDUCATION SCHOOL

**Krasimira Georgieva Fileva – Ruseva**

Academy of Music, Dance and Fine Arts - Plovdiv, Bulgaria, [krassyfilleva@abv.bg](mailto:krassyfilleva@abv.bg)

**Abstract:** Easter - one of the two holiest Christian holidays, is revered as a major in Eastern Orthodox Christianity (this is one of the main differences with Catholicism, in which Christmas is celebrated in the first place). However, the bright spiritual essence of the holiday is somewhat displaced by the ostentatious celebration, by the formal attendance at church to be noticed there, by the perception of Lent as a diet for weight loss and purification of the body. This utilitarian-consumer mentality lies not only in attitude towards Easter, it is much wider, but if you change the attitude towards a major religious holiday, it is a step towards a greater change. For such a change to take place, a change in young people's vision must be approached. One way to do this is to work purposefully at school, starting with the textbooks. The disciplines of the aesthetic cycle, one of which is the discipline Music, through its direct impact on the emotional world of adolescents, can be a valuable helper in this respect.

On the other hand, with the rapid development of communications and the globalist way of thinking, the national specificity is somewhat lost, some traditions are diminished and ceased to be maintained, and the way we perceive and experience these traditions gradually changes. For the preservation of old national traditions, as well as for the education of respect and esteem for these traditions, a support can be sought in the possibilities of the textbooks, as well as for the modern aids developed for them.

Naturally, pedagogical influence exerted in one of the used textbooks, in one of the studied disciplines and for one of topics provided to study is not enough to change public attitudes, but in the textbooks that I will examine in this article - those of the author team led by Professor Penka Mincheva (Mincheva at al. 2016a, 2017b, 2018a, 2018b, 2019), publishing house "Prosveta" (3rd and 4th grade) and "Prosveta + "(5th - 7th grade), this impact is detectable in each of the learning topics. For this reason, I analyze the tasks included in these educational kits. I focus specifically on electronic textbooks, because with the new conditions – in the second half of the school year 2019 - 2020, classes were held online – these tools have become highly relevant.

The electronic music textbook is an electronic aid accessible by computer and telephone, combining the printed textbook, the sound files - the music for perception and performance - placed on the relevant pages, with additional tasks to each topic, helping to comprehend, memorize, apply the learned information. All this makes the electronic textbook very useful in modern forms of learning, online learning and self-learning. Electronic resources are all tasks available in the electronic textbook, but not included in the printed version of the textbook, as well as recorded music.

In the music educational course of this author's team the topic of Easter is present from the 2nd grade, and the additional tasks in the electronic textbooks appear from the 3rd grade. Among the tasks created for the topic of Easter are: for 3rd and 4th grade, when children have more intuitive and visual-figurative thinking - tasks for connecting the name of a holiday with a photo depicting something typical for it; for 4th grade - also a light crossword puzzle of holidays and customs; for 5th grade - linking the name of a holiday with a ritual action explained in words, inherent in the holiday (some of these actions are fulfilled only in Bulgaria); as well as with a Bulgarian custom accompanying this holiday; tasks-questions, raising the topic of the Bulgarian experience of the Easter holiday; for 7th grade - photo gallery "Passion Week: in the footsteps of Christ", in which photographs of selected significant places related to the sufferings of Christ are arranged chronologically.

**Keywords:** Easter, electronic textbook, music textbook, general education school, holiday

### 1. INTRODUCTION

Easter - one of the two holiest Christian holidays, is revered as a major in Eastern Orthodox Christianity. However, the bright spiritual essence of the holiday is somewhat displaced by the ostentatious celebration, by the formal attendance at church to be noticed there, by the perception of Lent as a diet for weight loss and purification of the body. This utilitarian-consumer mentality lies not only in attitude towards Easter, it is much wider, but if you change the attitude towards a major religious holiday, it is a step towards a greater change. For such a change to take place, a change in young people's vision must be approached. One way to do this is to work purposefully at school, starting with the textbooks. The disciplines of the aesthetic cycle, one of which is the discipline Music, through its direct impact on the emotional world of adolescents, can be a valuable helper in this respect.

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article - those of the author team led by Professor Penka Mincheva (Mincheva at al. 2016a, 2017b, 2018a, 2018b, 2019), publishing house "Prosveta" (3rd and 4th grade) and "Prosveta + "(5th - 7th grade), this impact is detectable in each of the learning topics. For this reason, I analyze the tasks included in these educational kits. I focus specifically on electronic textbooks, because with the new conditions – in the second half of the school year 2019 - 2020, classes were held online – these tools have become highly relevant.

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## 2. SUBJECT, AIM, TASKS OF THE STUDY

The subject of the present study are the electronic textbooks for 3rd - 7th grade of an author's team led by Professor Penka Mincheva, Prosveta (3rd and 4th grade) and Prosveta + (5th - 7th grade) publishing houses.

The object of research interest is the attitude of the Bulgarian people and, through the tasks in the electronic textbooks - of the adolescent Bulgarians who study according to these textbooks, to the holy Christian holiday Easter.

The aim of the research is to prove that electronic resources contribute to the recreating and highlighting the emotional atmosphere of the holiday as the emphasis is delicately placed on the Bulgarian experience of Easter.

In order to achieve this aim, the following tasks must be fulfilled:

- Derivation of the moral emphasis of the electronic resources dedicated to Easter;
- Displaying the way in which the tasks reflect the national specifics in the experience of Easter;
- Discovering the mechanisms of influence of electronic resources on the emotional intelligence of students.

## 3. ELECTRONIC RESOURCES TO CLASSES DEDICATED TO EASTER

Tasks for connecting a holiday name with a photo depicting something typical of that holiday have been compiled for many electronic textbooks. As examples I will examine such tasks from the electronic textbooks for 3rd and 4th grade (Mincheva at al. 2018a, p. 58, figure № 1; Mincheva at al. 2019, p. 53, figure № 2).

*Figure № 1 Task for connecting the name of a holiday with something characteristic for it, electronic textbook for 3rd grade*

Свържете празника с характерното за него.



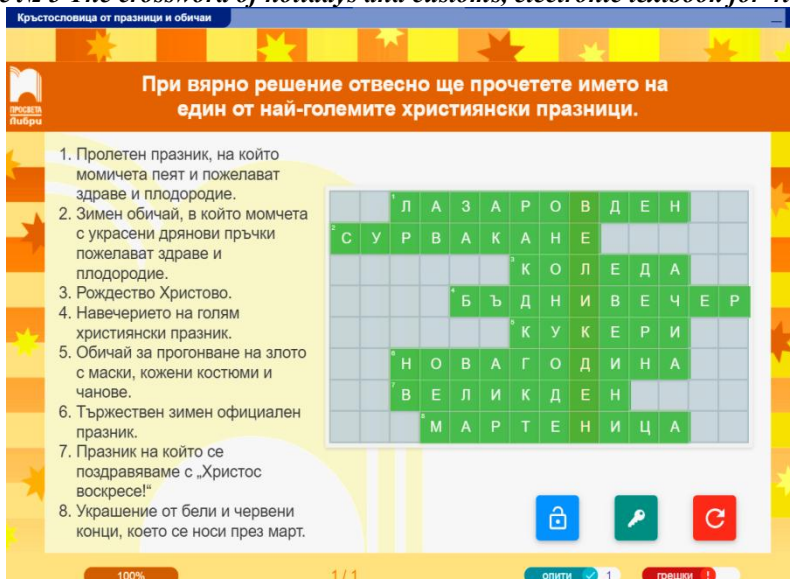
**Figure № 2 Task for connecting the name of a holiday with something characteristic for it, electronic textbook for 4th grade**



The meaning of the regular appearance of tasks of this type is that, looking at the photos that carry emotion related to the particular holiday, students perceive and feel the specific character, the emotional charge inherent only in this holiday and distinguishing it from all other holidays. Since in modern conditions the consumerist attitude of society and alluring advertisements inviting us from everywhere to buy displace the intimate, personal feeling and experience, displace the original meaning and emphasis, turning all holidays into a celebration of consumption and thus unifying them, such tasks, pointing to the specific and distinctive atmosphere of each holiday are needed. Since these electronic resources correspond directly with feelings and require a certain emotional differentiation, it can be argued that their regular use is also related to the development of emotional intelligence of adolescents. From the two placed panels with photographs it is clearly visible that those for 3rd grade (Mincheva at al. 2018a, p. 58) evoke significantly more vivid and easy distinguishable emotions than those that will be used next year. For example, the splendor and brilliance of the Christmas tree, representing the New Year in the panel designed for 3rd grade, in this for 4th grade (Mincheva at al. 2019, p. 53) New Year is replaced by original, simple, handmade survaknitsi - decorated dogwood sticks with which young boys go around the houses on New Year's Eve, lightly hit the owners and wish them health and a fertile year (in the picture the survaknitsi are not decorated with all sorts of colored and glossy paper, as we are accustomed to see) - in which hope is woven, in winter still timid, for health and fertility. The scroll with the golden letters of the Cyrillic alphabet, symbolizing May 24 - the holiday of Slavic script and Bulgarian letters, has now been replaced by the rough wooden top - a weapon used in our national liberation struggle. While on the panel for 3rd grade the koledars (boys in festive clothes and decorated hats, who go around people's homes and sing ritual carols, and the owners give them money, bacon, beans, wine) are a large group, with sticks richly decorated with geranium, their youthful energy and vitality seem to flow from the image, on the panel for 4th grade the koledar is only one, on a neutral background, and the emanation of the photo is considerably more modest and quieter. The painted eggs from the picture on the panel for 4th grade are also not as bright, colorful and vivid as those from the panel used in the previous year. Even the coloration of the windows with the two electronic resources is not equally motley and bright. All this requires students to have a slightly sharper sensitivity to a finer delineation of the atmosphere that accompanies each holiday. Of course, in order to achieve progress, development of emotional intelligence, older students must be given a slightly more complex task, the requirements must be carefully graded by difficulty.

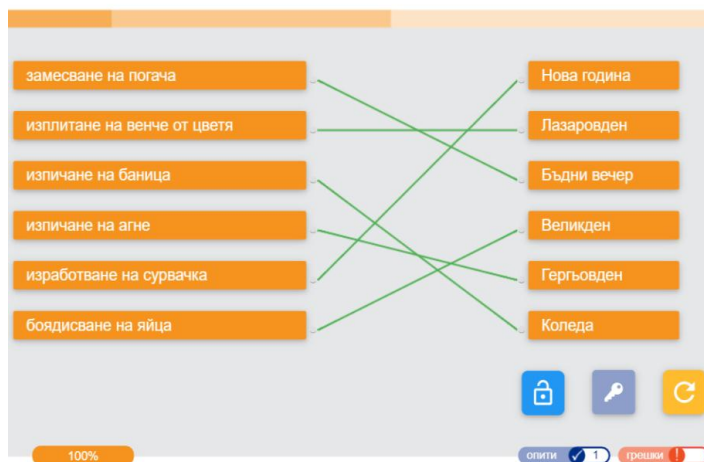
In order to consolidate what has been learned and create more lasting connections between the elements of information about national holidays and customs, the "Crossword of Holidays and Customs" was created for the lesson dedicated to Lazarus Day and Easter in the electronic textbook for 4th grade (Mincheva at al. 2019, p. 53, figure 3). To highlight, give greater importance and weight to the perception of the holiday of Easter, it is present twice in this crossword - it is defined as a holiday on which people greet each other with "Christ is risen", and as one of the brightest Christian holidays.

Figure № 3 The crossword of holidays and customs, electronic textbook for 4th grade



In 5th and 6th grade, due to the curriculum prepared by the Ministry of Education and Science, the focus of the educational kits is to a greater extent on musical folklore (according to the program requirement in 5th grade is provided the study of the most characteristic features of three of the six musical folklore areas in Bulgaria, which is a broad topic, and in 6th grade the other three musical folklore areas are studied). This emphasis concerns also the direction and form of presentation of the holidays celebrated in Bulgaria, including the selection of information and the organization of electronic resources for the lesson dedicated to Easter. These years, Easter is viewed from the angle of the folk customs associated with it, the folk experience of the holiday. Thus, among the questions related to the holy Christian holiday in the electronic textbook for 5<sup>th</sup> grade (Mincheva at al., 2016a, p. 61) are such, for example, for which of the listed holidays - Christmas, New Year, St. Lazarus' Day, Easter, St. George's Day - many folk songs have been created; for which of the same holidays there are no folk songs (this holiday is Easter - the tragedy of Christ's torture and death are experienced by our people mostly as suffering of the innocent due to treachery and betrayal of loved ones, therefore Easter, although it is revered as one of the two greatest Christian holidays, is not hymned). In another electronic resource, fifth-graders are required to connect the name of a holiday with an action that is part of a folk custom accompanying that holiday (Mincheva at al., 2016a, p. 62, figure № 4).

Figure № 4 Connecting the name of a holiday with an action characteristic to it, electronic textbook for 5<sup>th</sup> grade  
За кой празник е характерно?



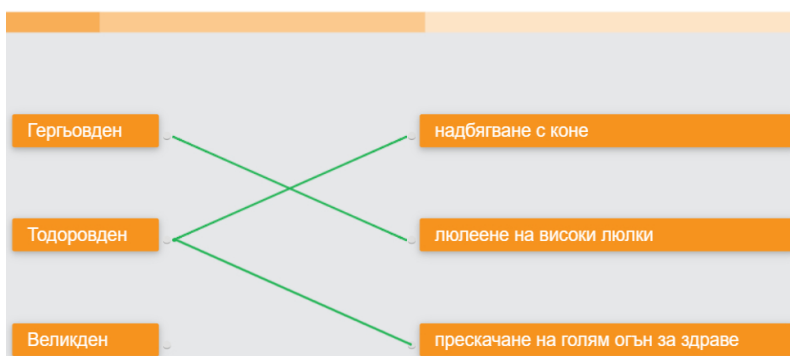
These ritual actions, which add a specific emotion and a specific aftertaste to the atmosphere of each of the holidays, and some actions are fulfilled only in Bulgaria, are part of our national traditions. For these reasons, adolescent

Bulgarians must know, respect, keep and grant them to future generations.

For the same electronic textbook (Mincheva at al., 2016a, p. 61), the task of linking the name of a spring holiday with a folk custom typical for this holiday has been compiled (figure № 5). The task is somewhat misleading, because on Easter, for the reasons I have set out above, there is no typical folk entertainment. Thus, in the electronic resource this holiday will not be connected with any of the listed customs, while on St. Todor's day are held two characteristic customs - horse racing and jumping over high fire for health. The right solution not only requires confidence in one's own knowledge and opinion - it, as well as the right solution of the previous task is an occasion to think and realize why in fact the Bulgarian people do not sing and have fun on Easter.

**Figure № 5 Connecting a name of a holiday with a custom characteristic of it**

С какви обичаи са свързани пролетните празници?



Electronic resources like these contribute to the arrangement and retention in the memory of students, and thus - to the preservation of folk traditions, the folk, Bulgarian way of experiencing the holiday. Since ritual actions and customs have a certain emotional tint, which in turn gives a specific emotional coloration to the holiday itself, it can be argued that penetrating into the meaning and solving these tasks also stimulates the emotional intelligence of students.

The curriculum for 7th grade, developed by the Ministry of Education and Science, provides an introduction to the most important in the world history of music. For this reason, the music textbook for 7th grade of "Prosveta +" has a somewhat, to some extent (although the Bulgarian theme is present in it steadily), "more cosmopolitan" look. This also affects the electronic resource related to Easter. The electronic textbook for 7th grade contains the photo gallery "Passion Week: in the footsteps of Christ" (Mincheva at al., 2018b, p. 51). It contains the following photos:

- Panorama of Jerusalem;
- Night view of the Temple Mount of Jerusalem;
- The Garden of Gethsemane with the millennial olive trees (figure № 6);

**Figure № 6 The Garden of Gethsemane**



- The dungeon of Christ with candlesticks, night-lights and a mosaic representing Christ and two angels;
- Via Dolorosa;
- Murals on the ceiling in the temple of Golgotha (figure № 7)

*Figure № 7 Murals on the ceiling in the temple of Golgotha*



- Crucifixion in the temple of Golgotha (figure № 8);

*Figure № 8 Crucifixion in the temple of Golgotha*



- Decoration over God's tomb. Many students do not have the opportunity to visit the holy places for every Christian, it is irresponsible to rely only on popular science programs on television to create a notion of them. When images that reflect, albeit incompletely, albeit from a modern point of view, the environment in which the Passion Week took place are shown in a textbook, this adds vivid impressions of real places, makes the experience of the Passion Week more complete, more personal, more "own", deeper and more real. The selection of significant moments and places as described in the Holy Gospel, as well as the chronological arrangement of the photographs further enhance the impact and sense of reality, and the choice of the point of view of the level of the observer's eyes

and the "chamber" of most photos create a sense of empathy, involvement in the action.

#### 4. CONCLUSIONS

1. The electronic resources have been designed to provide an attractive and impactful visual information.
2. The tasks appropriately reflect the specific Bulgarian experience of the holy Christian holiday.
3. The moral emphasis on the spiritual significance of the holiday is clearly visible in the electronic resources dedicated to Easter.
4. Designed so as to complicate gradually, electronic resources have a definite influence on the development of students' emotional intelligence.

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