

The Day of the Cyrillic Alphabet, Slavic Script and Bulgarian Literature, reflected in electronic music textbooks

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Abstract

The present study analyzes the tasks dedicated to the Feast of Cyrillic Alphabet, Slavic Script and Bulgarian Literature in the electronic music textbooks of the Prosveta publishing house (Mincheva and al.) for 1st - 4th grade. The aim of the study is to prove the usefulness of the examined electronic resources for educating children in honor to the creation of the Slavic script and the Bulgarian literary school, as well as to learning, books, erudition.

According to specialists with varied professional experience, examined electronic resources motivate children to learn, and have a positive effect on the realization of the importance of the work of the holy brothers Cyril and Methodius – creators of the first version of the alphabet used by several Slavic nations, so that the goals of creating electronic resources related to this topic can be considered fulfilled. In addition, interviewed educators believe that these tasks also develop imagination, emotional intelligence, logical thinking and sustainability of attention.

Keywords: electronic resource, electronic music textbook, education, alphabet, literature

1. Introduction

The Bulgarian people have always attached special importance to knowledge, honored educated people, prominent and not so wealthy Bulgarians have donated funds for the construction of schools. Born in the ninth century AD in Thessaloniki (on the territory of today's Greece), but with Bulgarian roots, the holy brothers Cyril and Methodius created the first version of the alphabet called Glagolitic, and their student Kliment Ohridski created the new version of the alphabet, which reflects all the specifics of the Bulgarian language and will be used by the Bulgarian people, as well as by several other peoples in the coming centuries - the Cyrillic alphabet. To these saints, who gave the opportunity to the Bulgarians and other Slavic peoples to write and read in their own language, and also - to conduct their ministrations in Bulgarian - our grateful people dedicate a holiday - May 24, which is celebrated as a feast of the Holy Brothers Cyril and Methodius and the Slavic script and Bulgarian literature. Later, in the harrowing five centuries of Turkish slavery, script was one of the pillars that supported the preservation of Bulgarian ethnicity.

Nowadays, with the growing change in the thinking of young people, with the consumer attitude and change of values, with the globalist orientation and neglect of the national specifics and national traditions, the respect for knowledge is neither as strong nor as widespread as has been in previous generations. Ignorance, disrespect for enlightenment, lack of willingness to make an effort to learn, displaced by the expectation that everything desired will come without making any effort to achieve it, does not lead to anything good.

Therefore, to change this useless way of thinking, to motivate students to educate and develop, to cultivate in them the traditional Bulgarian love of knowledge, one of the measures that can be taken is to teach children and adolescents to homage to the work of St. St. Cyril and Methodius, to education and erudite people. This can be realized in the textbooks for the general education school.

To respect and esteem for the work of the saints-educators and Christian missionaries, for the native script and literature, for the knowledge and the educated people, for everything sacred and native, for the realization of the significance of the holiday May 24, but also to gradual development of the intellectual qualities of the students, are directed the tasks in the electronic textbooks of the publishing house "Prosveta" (1st - 4th grade), intended for the music course in the general education school in Bulgaria. I examine exactly these textbooks, because the tasks related to the holiday are diverse, interesting, gladly accepted by the students, and the line of gradual complication is drawn consistently.

The article does not include an analysis of the other tasks in electronic textbooks as they do not affect the subject of the study. Although these electronic resources are diverse, they are related to different than stated here concrete and long-term goals, so considering them would extend unnecessarily the exposition.

The opinions of specialists using the electronic textbooks, with the help of which the effect of the tasks dedicated to May 24 is established, were collected only in 2020. On the one hand, this does not allow to trace the impact of electronic resources in development over the years. On the other hand, if we wait four years until the current first-graders finish 4th grade, the educational kits, especially the one for 1st grade, created in 2016, will lose relevance and it will be necessary to create a new educational kit. Some of the observed learners will study on it, while the rest will use the old textbooks, which will put the students in diverse conditions and will make the research nonsensical.

I confine with examining the tasks in the electronic textbooks for the initial course of study, because I consider it especially important to build a solid foundation of motivation for knowledge, as well as respect for national heroes-educators. I will explore the electronic resources related to this topic in the textbooks for 5th - 7th grade in another study.

It is true that the history of our country is associated with many other heroes whose work is also particularly significant, but their feat affects different areas of Bulgarian history, which is why electronic resources created in connection with their contributions are not a subject of study in this article.

2. Subject, aim and tasks of the study

The subject of research in this article are the electronic music textbooks of the publishing house "Prosveta" 1st - 4th grade (Mincheva and al. - 2016, 2017b, 2018, 2019), created as a part of the educational kits of the publishing house for the musical training course of the secondary school in Bulgaria.

The object of study is the attitude of students to the work of the brothers Cyril and Methodius and to knowledge.

The aim is to prove the usefulness of the electronic textbooks for educating children in honor of the creation of the Slavic script and the Bulgarian literary school, as well as of learning, books, erudition.

The realization of the aim formulated in this way is related to the solution of the following tasks:

- Analysis of the electronic resources related to the holiday of the Slavic script in the four electronic textbooks;
- Discovering the mechanisms of influence of the tasks on the attitude of the students to the creation of the Slavic script and to the learning;
- Gathering opinions of musicians-pedagogues with diverse degrees of qualification and varied professional experience on the influence of electronic resources on the realisation of the importance of the work of the holy brothers Cyril and Methodius and on the motivation of students to read;
- Analysis of the received opinions;
- Summary and conclusions.

3. Literature related to the study

3.1. About emotional intelligence

Analyzing comprehensively and summarizing the available research on the topic of emotional intelligence, Valentina Manolova (Manolova, V., 2014) concludes that emotional intelligence is measurable and susceptible to pedagogical impact, and also that it can be improved throughout all of the life of the individual.

3.2. About memorizing an object involved in a particular activity

Petr Ivanovich Zinchenko (Zinchenko, 1959, 1961, 1967), devoting much of his research to the issues of volitional and involuntary memorization and forgetting, came to the conclusion that if the object of memorization is involved in a particular activity and especially if this object is the goal of activity, memorization is better and more durable.

3.3. About music education and the development of the intellect

Penka Mincheva (Mincheva, P. 1994) in her substantial research reveals the connection between music education and intellectual development of students:

- One receives the main part of the information that he/she processes, visually, ie. vision, not hearing, is the most used sense. Regular and active music lessons raise also the role of hearing in information processing;
- Music literacy is the mastery of a sign system, where (unlike other sign systems, in which one sign is associated with one element) one sign (note) carries information simultaneously about two independent elements - pitch and durability of the written tone, which represents a particular difficulty;
- These two influences contribute to the intellectual development of learners.

Another significant contribution of the prominent music pedagogue Penka Mincheva is the line for musical education of students from the Bulgarian general education school on the basis of Bulgarian musical folklore. True to the idea that if a child is not brought up in his native language, he/she will never learn it, Mincheva creates and implements in practice a coherent and detailed method for note literacy and music education based mainly on Bulgarian musical folklore.

In more recent research, Mincheva (Mincheva, P. 2009, 2015) describes a system developed by her for the use of products of fine arts, poetry and prose for a deeper insight into the emotional content of a perceived musical work in music lessons in the general education school. The application of this system has a significant contribution to the better mastering the learning material, understanding of the musical means of expression, musical structures, full experience and insight into the character of the tonal piece perceived in the music lesson. All these effects have a certain significance for the development of emotional intelligence of students.

3.4. About the electronic textbooks

Sevdalina Dimitrova (Dimitrova, S. 2016) in an extensive study compares electronic textbooks on music of three publishing houses on 22 different criteria, including tasks aimed at developing logical thinking and presentation of theoretical and cognitive text.

4. Ethics

To test the assumption that electronic resources have a positive impact on students' attitudes towards knowledge, educated people and the work of the holy brothers Cyril and Methodius, a questionnaire was developed to be completed by students. Due to the specific organization of classes in the spring of 2020, ie. all lessons were conducted online, this type of check cannot be realized, as sending the answers to the teacher would violate the anonymity of the respondents. For this reason, the check is structured as a consultation with pedagogues and university students using electronic textbooks, who have the most accurate impressions of the dynamics of students' attitudes. All opinions are formulated independently of each other. I publish the opinions of the respondents with their consent.

The article was approved for publication by the Rector of the Academy of Music, Dance and Fine Arts "Prof. Asen Diamandiev.

5. Electronic resources for celebrating the holiday of the Slavic script, books, knowledge, education and cognizant

In the electronic textbook for 1st grade (Mincheva et al., 2016, p. 57) for the holiday of May 24 is provided for learning and singing the solemn song "St. St. Cyril and Methodius" with lyrics and music by Dobri Voynikov, in which the work of the holy apostles of Bulgarian literature is hymned, and before that - on page 47 there is a task to arrange the parts of a sentence, which in the condition appear mixed. After the correct arrangement, the thought "The book is a faithful companion of the child" is obtained.

For mastering a song, it is necessary to repeat it several times, until the melody and the lyrics are memorized, the performance becomes intonationally and metrorhythmically accurate, as well as until the recreation of the character of the song is achieved. The more the children repeat the song, the more they fall under the influence of the emotionally tinted poetic text and melody. This facilitates the deeper understanding of the emotional meaning of the festive song and a fuller empathy for its solemnity. The mechanism of influence of the thought "The book is a faithful companion of the child" is similar. In an effort to arrange the mixed short constituent expressions correctly, first-graders gradually discover the meaning of what is said, and because memorization is more permanent if the object of mnemonic activity is involved in a particular activity and especially if it is the goal of the activity (Zinchenko, (1961), as is the case, the suggestion of thought is deeply imprinted in the minds of children. Efforts to arrange the verbal puzzle in the sense of its elements are important also for the development of logical thinking and the sustainability of attention.

In the 2nd grade (Mincheva et al., 2017b, p. 56) is planned for learning and performance the song "Today, a glorious day" (lyrics and music by Dimo Boychev), whose words also, as in the previous year, glorify the bright work of the brothers Cyril and Methodius. The character of the text is apothetic, glorifying spiritual heroism of our saints educators. During the repetitions necessary for learning the song, in the second-graders solidifies the suggestion of the literary text and the festive melody for the unusualness of the day May 24, for the significance of the creation of the Cyrillic alphabet for the people, for the reverence of the grateful generations before the feat of St. St. Cyril and Methodius. Since in the activities of learning and performing a song its impact relies predominantly on the feelings of students, songs dedicated to the creators of the Bulgarian and Slavic alphabet, brightly colored emotionally, add their contribution to the development of emotional intelligence of students.

To celebrate the holiday next year (Mincheva et al., 2018, p. 58) more extended tasks have been created. The first of these tasks requires connecting a name of a holiday with a photo depicting something characteristic of that holiday. The condition specifies the two largest Christian holidays, Christmas and Easter, as well as the official holidays of New Year and May 24. The photo, corresponding to the Christmas holiday, shows carolers - young boys dressed in yamurluks (thick woolen winter coats), carrying bagels strung on sticks. For Easter there is a picture of brightly painted, multicolored Easter eggs, the photo for the New Year presents a spectacular Christmas tree glowing in garlands of blue lights, and for May 24 - a scroll with the letters of the Cyrillic alphabet, written in gold and in a beautiful font. The third-graders are already familiar with folk customs accompanying the two biggest Christian holidays, they all celebrated the New Year, and the letters arranged in alphabetical order they are used to connect with the Day of the Slavic alphabet. The purpose of showing images, rather than verbal descriptions of what is characteristic of each holiday, is the search for a connection with the mood, the emotions that accompany the holiday. Such tasks are assigned for many holidays and in different years of the educational course. They help to make a clear distinction between the character, meaning, significance of each holiday, its specific emotional charge, the national customs associated with it and performed on the day the holiday is celebrated. These tasks contribute to the development of a finer, more differentiated feeling of each of the holidays, the emotional intelligence of children.

The second electronic resource, created to celebrate the holiday of May 24 (Mincheva et al., 2018, p. 58), contains proverbs related to books, teaching, knowledge. Created and transmitted from parents to children over the centuries, they express the traditional attitude of our people to education, to books, to people who do not read, as well as the view that knowledge is not easily acquired. Third graders are required to interpret them and determine the emotional impact of each proverb. These folk wisdoms are:

- The book does not teach of evil.
- He who knows a book has four eyes.
- Learn from an early age, when you grow old, not to feel sorry for yourself.

- He who learns will succeed.
- No one is born taught.
- There is no science without pain.
- There is no end to the learning.
- The world will end, the book - never.
- The knowledge is not a medicine to drink it, to become a scientist.
- Man, until alive, still learning and still unscientific dies.
- A man without a book - a stump uncouth.

The first proverb expresses the people's trust in books, in the written word, the belief coming from the depths of the soul that the book teaches only the good. The meaning of the second proverb is similar - a person who has knowledge gets two more eyes, the studied book expands his horizons, gives him new opportunities, even new qualities. The artistic exaggeration of "four eyes" can be interpreted as an expression of admiration for educated person. From the third proverb it becomes clear that the Bulgarian, if during his life he has failed to gain knowledge, in old age bitterly regrets his mistake. Therefore he advises his children to learn from an early age to avoid this omission, which is often irreversible. The following proverb expresses the belief that knowledge is a guarantee of success in life, but also that without knowledge there is no success. Here again the deep faith of the people in the fruitfulness of knowledge and the need for education is palpable. With the fifth folk wisdom, the Bulgarian expresses the notion that knowledge is assimilable by all, that there are no privileged to know, but also that competence is not given by birth, and everyone who knows has taken care of acquiring his erudition. With six adage is established the view that the achievement of cognizance is difficult, requires effort, sacrificed time, refusal by some enjoyable activities, will, perseverance. The message of the following saying is clear - it shows that learning does not end at a certain moment, but lasts a lifetime, that one cannot say that he knows everything, but must develop and improve constantly. With the eighth proverb, the book is placed even higher than the world - the people believe that the world will one day have an end, but the book - the wisdom of knowledge - will outlive the material world, subject to destruction. Again, the difficulties and will required to attain knowledge are discussed in the ninth proverb, but the comparison of knowledge with a "medicine", though negative, suggests also that ignorance is a kind of disease from which we must be cured. The next folk wisdom shows a very precise observation of the Bulgarian people on enlightenment, namely that knowledge is infinite and no one can master it completely within a life, that everything just learned raises more and more questions and requires yet a greater deepening, that the more we learn, the more we become clear that we know very little, that what we have learned tempts us to keep learning. Thus, the learning process lasts a lifetime and does not even end in a lifetime. The last proverb is an expression of the people's contempt for people who do not educate, but also of the belief that education shapes the personality, cultivates, gives finesse and completeness to the character. The close meeting with the folk wisdom, with the views of many generations of Bulgarians about enlightenment and ignorance, the meeting with the love of knowledge, with the genuine admiration of the knowledgeable, with the deep faith in the value of education, which streams from every saying, makes a strong impression. Attempts to interpret the meaning and share the feelings aroused in each child by the folk wisdom transmitted from parents to children over the centuries, in addition to an intriguing exercise in revealing what is encoded in the text, deepen and create emphasis on the lesson, on the message of the quoted insights, give additional emotional significance of the considered folk sayings.

In the 4th grade to a notated elementary melody based on a text related to the holiday May 24 (Mincheva et al., 2019, p. 58), students are required to compose instrumental: introduction, accompaniment and conclusion, using the set of student percussion musical instruments and consider which instruments will be included in the group to make the song sound solemn, festive; what rhythm will have the instrumental that the children will compose to accompany the march song; which percussion instrument how and how often will participate. The class then studies the melody from the panel on which it is noted, selects a group of "percussionists" to accompany and, under the direction of the teacher, performs the song. Composing an introduction, accompaniment and conclusion to a given melody is a creative activity, which the fourth-graders have performed repeatedly and which they perform with pleasure every time. However, there is one problem in this task - the lyrics of the song, as well as the assigned melody, have no festive character. In the lyrics we address the beautiful and luscious spring flower peony, to which we say that we will make of it a wreath. On May 24, according to an old tradition, students and teachers knit a lavish wreath of flowers, which everyone has previously brought from their home gardens, and with this wreath decorate the front door of their school.

The character of the text is rather gentle, kind, idyllic. Despite the two-beat meter and the dotted rhythm, the melody is also rather narrative and tender than solemn. Fourth graders need to feel this and find a way, through the timbres of the students' percussion instruments they choose and through the rhythmic groups they create for the introduction, accompaniment and conclusion, to change this character to give the already finished song marching and apothotic features. Solving such a task requires a whirlwind of sound imagination, considerable creative effort, evaluative abilities with a precise criterion to reject opportunely inappropriate ideas and, usually, not a few attempts until a satisfactory result is achieved. Thus, the very achievement of a surefire solution is experienced as a victory, as a triumph over the successfully overcome difficulty, and once achieved, success in turn becomes a stimulus for new and new achievements. The electronic resource is designed so that the positive emotions triggered by successful creative activity to associate in the minds of students with the atmosphere of the holiday, which they are expected to recreate through their accompaniment, as well as through the way they perform the finished song. To the feeling of unusualness of the moment also contributes the beautifully designed panel (figure № 1), which partly illustrates the text, partly - through the selected coloring - creates the impression of finesse, tenderness, personal, intimate celebration. Combining the feeling of victory with the achieved atmosphere of festivity, the fourth-graders receive an appropriate end to the education in honor of the holy work of the brothers Cyril and Methodius in the initial course of their education.



Figure № 1 - The panel with a notated song for composing an instrumental introduction, accompaniment and conclusion.

6. Practical examination of the usefulness of electronic resources for fostering respect for the creation of the Slavic script and motivation for learning

The usefulness of the tasks from the electronic textbooks, apart from theoretical analyzes, is subject to additional verification. For this purpose were taken the opinions of: a specialist - a university lecturer in music teaching methodology, a music teacher who works with the electronic textbooks of "Prosveta", as well as two university students majoring in Music at the Faculty of Pedagogy of Plovdiv University "Paisii Hilendarski" who monitored the implementation and personally used the electronic resources. The opinion of specialists with different levels of qualification (associate professor, teacher, university students), different ages and different professional experience was deliberately sought. The four opinions are attached in an appendix to the article.

Although the university students are assessed summarizely electronic textbooks and their content, their standpoint formulated explicitly, refers including the tasks related to the holiday may 24. For this reason, their viewpoints have been taken into account in summarizing the views.

Characteristics of electronic resources	Number indicated the characteristic
motivate for learning	2 - 50%
facilitate the perception and rationalization of educational information	2 - 50%
facilitate knowledge testing	2 - 50%
motivate young students to participate in musical activities	1 - 25%
graded by difficulty	1 - 25%
tailored to the abilities of the students	1 - 25%
develop the intellectual qualities of students	1 - 25%
develop students' imagination	1 - 25%
develop emotional intelligence	1 - 25%
develop logical thinking	1 - 25%
develop the sustainability of attention	1 - 25%
have an emotional impact	1 - 25%
gradually complement the notion of the feast of the Holy Brothers Cyril and Methodius	1 - 25%
convince the children of the importance of the work of the holy brothers	1 - 25%
enable students to express themselves freely	1 - 25%
diverse	1 - 25%
creative	1 - 25%
I would use a specific approach described in the article	1 - 25%
digital devices generally do not have a good effect on health and normal development	1 - 25%

Table № 1 Summarized opinions of four users of electronic resources

The interviewed are somewhat united in the view that electronic resources motivate children to learn - this was stated by 50% of the participants (Table № 1). As the university lecturer, who did not explicitly express such a view, expressed the opinion that the article proved the positive effect on "educating students in respect for ... learning and books" (Appendix, opinion № 1), it can be argued that she also supports this assertion. Of the two participants who specifically mentioned the benefits of electronic resources related to the holiday of May 24, one categorically and in two places in his opinion confirmed that the tasks have a positive effect on awareness of the importance of the work of brothers Cyril and Methodius, and the other shares that through the electronic resources the information about the holiday of the Slavic writing and the Bulgarian literature is accumulated gradually (since the gradualness is in connection with the didactic principles of accessibility and consistency, it can be considered that the gradual presentation of the information contributes to the success of its impact). All these opinions, combined with the statement about the existence of emotional effects of electronic resources (the direct path to impact on children's consciousness), allow to be asserted that the importance, weight, value of the act of creating an alphabet for the Bulgarian and Slavic peoples is realized, it has touched the emotional world of young pupils and has played a positive role in their motivation.

Even these two aspects of the influence of the presented electronic resources - awareness of the importance of the work of the holy brothers and increase of the motivation for learning - are sufficient for the goals of creating the tasks to be considered fulfilled.

Additionally, regarding the possibility to develop qualities in students through the analyzed electronic resources, one of the respondents stated that they develop imagination, emotional intelligence, logical thinking and sustainability of attention. Here I must recall that in the field of view of half of those who expressed an opinion (the two students) fall only the benefits in methodological aspect, ie. that electronic resources motivate to learn, facilitate the perception, comprehension of the taught information and the verification of knowledge acquisition. These participants do not reach the theme of mental improvement through learning. One of the students spoke about a negative impact, but she meant the adverse effects on the "health and normal development of adolescents" (Appendix, Opinion № 4), actually of the digital devices through which an electronic textbook can be used, and not of the electronic resources themselves.

Among the qualities of the electronic resources that the respondents highlighted are also:

- Their diversity, which contributes to retaining the attention of learners;
- The creative direction of some resources, which motivates students;
- The construction of tasks that allows adolescents to "express themselves freely" (Appendix, Opinion № 2);
- The impact of electronic resources on the emotional world of children.

One of interviewed also believes that electronic resources are successfully graded in complexity and that they are consistent with the psychophysical development of children, ie. in this view, the coherence of electronic resources with didactic principles is again reflected. The university lecturer expresses the position that electronic resources have a certain importance for involving students in musical activities. As children's interest in classical music is not great at first, tasks that motivate them to perform, perceive and compose music in class are valuable for music education. The teacher even declares that she intends to use an idea embedded in one of the analyzed tasks in her future work, which indirectly testifies to the acknowledgment of the qualities of electronic resources. The opinions of the participants are formulated independently of each other.

7. Summary and conclusions

7.1. Summary

The article examines various in character and construction tasks from the electronic textbooks for 1st - 4th grade of the general education school in Bulgaria of the „Prosveta“ publishing house (Mincheva and al. - 2016, 2017b, 2018, 2019). The mechanism of influence of electronic resources on the motivation of students, as well as on the development of emotional intelligence, logical thinking and the sustainability of their attention is revealed. The opinions of specialists - university lecturer in music teaching methodology, music teacher, as well as students with music pedagogical profile at university - specialists with different level of qualification, age and professional experience are analyzed. The opinions generally confirm the results of the theoretical analysis of electronic resources.

7.2. Conclusions

1. Electronic resources are diverse, related in different ways to the great theme of knowledge, enlightenment and the contribution of the holy brothers Cyril and Methodius.
2. The tasks for the lessons dedicated to the holiday of Slavic script have a direct attitude to the development of students' emotional intelligence.
3. Electronic resources are designed to benefit the development of logical thinking and sustainability to the attention of young students.
4. Electronic resources have a contribution to motivate children to make more efforts to learn the educational material.
5. The emotional impact of the tasks convinces in the importance of the work of the saints enlighteners Cyril and Methodius.

In conclusion, I will add that a nation that has dedicated a specific day of the year to celebrating its writing and literature, that canonizes the creators of its alphabet as saints, deserves an erudite, thinking and capable young generation.

Appendix

Opinion № 1. Opinion of Assoc. Prof. Dr. Tanya Burdeva - Lecturer at the University of Plovdiv "Paisii Hilendarski" for the article "The Day of the Cyrillic Alphabet, Slavic Script and Bulgarian Literature, reflected in electronic music textbooks" by Krassimira Georgieva Fileva-Ruseva

The article "The Day of the Cyrillic Alphabet, Slavic Script and Bulgarian Literature, reflected in electronic music textbooks" is current and timely, especially given that from the middle of the second term of the school year 2019 - 2020, education is conducted entirely electronically, through different platforms.

The author makes a detailed analysis of the tasks in the electronic textbooks of Prosveta publishing house (grades 1-4): how they contribute to the formation of respect for the work of the holy brothers, to the realization of the significance of the May 24 holiday, to the development of intellectual qualities of students. The tasks from the electronic resources are graded by difficulty and in accordance with the psychophysiological characteristics of the children from first to fourth grade in the initial stage of high school.

The detailed analysis of electronic resources proves that the tasks contribute to the development of emotional intelligence, logical thinking, resilience of attention, motivating young students to participate in musical activities. It is especially important that the emotional impact of the tasks contributes to convincing the children of the importance of the work of the holy brothers.

CONTRIBUTION of the article:

- Reveals the mechanisms of influence of electronic resources related to the holiday of the Slavic alphabet in the four electronic textbooks.
- Proves the beneficial effect of the tasks from the electronic resources for educating students in respect for the creation of the Slavic script and the Bulgarian literary school, learning and books.
- Convinces in the usefulness of used electronic resources in contemporary music education.

Such kind of research related to electronic learning is essential in the search for ever newer and more effective ways of music education and upbringing.

Opinion № 2. Opinion of Maria Ivanova Stoimenova - music teacher

The tasks presented in the textbooks of Prosveta-Sofia in music from 1st to 4th grade gradually complement the notion of the feast of the Holy Brothers Cyril and Methodius among the students. The tasks are varied, some are creative and are suitable for developing the imagination of students and give them the opportunity to express themselves freely and according to their personal preferences and life experiences. They are diverse in type and this would hold the students' attention. Creative tasks are preferred by students and they are the ones who can motivate children to learn.

The gradation of the task of composing first a melody, then a song based on the same text by Kalina Malina is impressive. I really liked this as an idea of the authors - I would use this approach also with older students.

Opinion № 3. Opinion of Emilia Angelova Pashkulova, student in 3rd course, specialty Music in educational qualification degree "Bachelor" at Plovdiv University "Paisii Hilendarski".

Electronic resources are a very good alternative to the printed textbook, which easily amortises and uses a lot of paper, consumes a lot of ink, which increases costs. The distribution of a paper version compared to an electronic one is much more labor-intensive and again associated with many costs: storage in suitable premises, loading and unloading activities, are bulky and heavy. Very often changes are required in the study material and the electronic version offers quick changes and corrections without the need for reissue.

Electronic resources are modern training materials. Each topic is explained with interactive exercises that will help students: to make sense of the theory learned; to apply it; to test their knowledge. The digitalized variants of the book body of the textbook enriched with various multimedia educational resources such as: interactive tasks, audio recordings, video recordings, images, animations - motivates, supports, facilitates the perception and interpretation of educational information. Last but not least, the electronic textbook allows easy and quick access from all types of devices: laptop, computer, tablet, mobile phone, both online and offline.

05. 22. 2020,

Rakovski town

Opinion № 4. Opinion of Maya Aleksieva

My opinion about electronic resources is that they have their pros and cons. Pros: to some extent facilitate the process of learning and testing students' knowledge. Cons: on the other hand, in my opinion, this way of learning is not suitable for students, especially for the younger ones, because digital devices in general do not have a good effect on the health and normal development of adolescents.

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