GOCE DELCEV UNIVERSITY OF STIP

FACULTY OF TOURISM AND BUSINESS LOGISTICS

PROCEEDINGS

THE 2ND INTERNATIONAL SCIENTIFIC

CHALLENGES OF TOURISM AND BUSINESS LOGISTICS IN THE 21ST CENTURY

Stip, September 13th, 2019

North Macedonia

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University of Kragujevac, Faculty of Hotel Management and Tourism in Vrnjačka Banja, Serbia

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Assist. Prof. Tatjana Boshkov, Ph.D., Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia (President)
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Members:
Prof. Dejan Metodijeski, Ph.D., Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia
Prof. Zlatko Jakovlev, Ph.D., Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia
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Assist. Prof. Natasa Miteva, Ph.D., Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia
Aneta Stojanovska - Stefanova, M.Sc., Teaching Assistant, Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia
Dusica Saneva, M.Sc., Teaching Assistant, Goce Delcev University of Stip, Faculty of Tourism and Business logistics, Stip, North Macedonia

Plenary session

Ljupco Janevski, Agency for Promotion and Support of Tourism, North Macedonia

Drago Cvijanović, University of Kragujevac, Faculty of Hotel Management and Tourism, Vrnjačka Banja, Serbia

Snežana Štetić, The College of Tourism, Belgrade, Serbia

Host of opening the conference

Tatjana Boshkov, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Moderators

I session

Tatjana Boshkov, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Dushko Joseski, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Zarko Radjenovic, University of Nis, Innovation Center, Nis, Serbia

II session

Cvetanka Ristova, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Tatjana Boshkov, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Dushko Joseski, Goce Delcev University of Stip, Faculty of tourism and business logistics, Stip, North Macedonia

Dora Kabakchieva, Konstantin Preslavsky University of Shumen, Faculty of Natural Sciences, Department of Geography, regional development and tourism, Shumen, Bulgaria

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PREFACE

The Faculty of Tourism and Business Logistics in Gevgelia, at the Goce Delcev University of Stip, hosted the Second International Scientific Conference, "Challenges of Tourism and Business Logistics in the 21st Century".

The conference was held on 13 September 2019 in Stip, with 35 works of 62 authors from Serbia, Croatian, Montenegro, Bulgaria, Kosovo and Macedonia that were presented at the Conference.

The purpose of the Conference is exchange of ideas and experiences of the participants coming from Macedonia and abroad, and establishment of cooperation for further development of tourism and business logistics in Macedonia and beyond.

The results of the Conference are visible through publication in a collection of papers, which is presented to a wider scientific audience and the public. In this way, we want to promote the Faculty of Tourism and Business Logistics, promote Stip as the most visited settlement in the eastern part of Macedonia.

Stip,
September, 13th, 2019

Editor
Nikola V. Dimitrov, Ph.D. *Dean*

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HOW CAN STUDENTS MANAGE THEIR LIVES IN THE REPUBLIC OF NORTH MACEDONIA

Elizabeta Mitreva[1]; Mija Dablinska[2]; Viktorija Petkovska[3]

Abstract

The main goal of this paper is to measure the quality of student life analyzed through the current theoretical knowledge, as well as analyzes of the results of the research carried out among the students at the Faculty of Tourism and Business Logistics at the "Goce Delchev" University, Shtip.
The conclusions that come out offer a model for improving psychophysical health, in order to improve the quality of life of the student, thereby promoting the social progress and contributing to the strengthening of the links between society, family, institutions and scientific research work.

Key Words: *student, psychophysical health, satisfaction, quality of life, model.*
JEL classification: *123, 131*

Introduction

The life of a man today is like "the speed of light", where his tasks and responsibilities lie behind him, and he is not even aware of it. In addition to the fact that a person focuses on his existence, he simultaneously strengthens his status, education, new knowledge, etc., in order to keep up with the progress of this world. At the moment when the human organism with its limitations comes in a position not to overcome all the tasks that life sets before it, the individual comes in a certain stressful state. Because of the fact that stress has a significant impact on health and is impossible to avoid, the question is how to deal with it.

It is obvious that academic stress affects student development, some in larger and others to a lesser extent. Of course, it is not the same, if the student returns home and children and housework wait for him, or they come home where there are no other obligations except learning and going out with friends, as it is not the same if the student has to go to work after the lectures. This research could be a starting point for referral and reflection on some other models of study among regular students who are alarmingly exposed to stress, which can negatively affect not only the results of studying, but also the ability to work and even and their health.

In order to improve the quality of life of the student, and thus of one nation and forming a larger social and health policy, it is not enough to take into account and measure only the economic and social indicators. There is a lack of a model for the promotion of psychophysical health in order to improve the quality of life of the student, thereby promoting social progress and

[1]Elizabeta Mitreva, PhD, Associate Professor, Goce Delcev University of Stip, Faculty of tourism and business logistics, Krste Misirkov No.10, Stip, North Macedonia, elizabeta.mitreva@ugd.edu.mk
[2]Mija Dablinska, student, Goce Delcev University of Stip, Faculty of tourism and business logistics, Krste Misirkov No.10, Stip, North Macedonia, mija.175524@student.ugd.edu.mk
[3]Viktorija Petkovska, student, Goce Delcev University of Stip, Faculty of tourism and business logistics, Krste Misirkov No.10, Stip, North Macedonia, viktorija.175470@student.ugd.edu.mk

contributing to the strengthening of the links between society, family, institutions and scientific research.

Literature review

In literature, for quality of life, we find hundreds of definitions and models with different interpretations, as well as several theories and measurement instruments. However, there is still no international agreement on defining the quality of life or the universally accepted "gold standard" of measurements. Since there is no single, universally accepted definition of quality of life, this project focuses on the individual nature of quality of life the student. The quality of life for the student is in the difference between the wishes and the expectations of the individual and his real experience and will depend on personal past experience, the current way of life and the hopes and ambitions for the future.

The human organism develops a state of disturbed balance under the influence of various external and internal factors. Stress aims to enable adaptation of the organism, i.e. adaptation to sudden changes, i.e. to alter living conditions (Petz, 2005; Mejovšek, 2002). Stress is a state of endangering the bio-social balance of the organism (Havelka, 1995). Most people experience stress as part of everyday life (Berti, Molnari & Speltini, 2010; Lazarus & Folkman, 1984). Adapting to a new environment, studying, a new job, a new beginning, can be very stressful. It is true that stress cannot always be avoided, but it can be learned to live with it, with a tendency to reduce the risk of various physical and mental illnesses. On this issue, many authors attempted to give a concise and comprehensive answer, describing individually the phenomena of the stressful situation and the stress response (Maslach & Schaufeli, 1993; Maslach, Jackson and Leiter, 1996). In this case, the stress situation is determined as a condition caused by changes in the external or internal environment. While a stress response is defined as a response to an organism toward a particular trigger-stressor. According to the definition of some authors, stress can be defined as a physical, chemical and emotional stimulation from the environment that in the individual causes inability to adjust and physical tension that can lead to the onset of disease (McCrae & John, 1992; Soliemanifar & Shaabani, (2012).

The definition of many authors of stress research is very interesting, which in a very original way define stress as: a sum of total body spending over his lifetime (Backovic, 2002). The modern man is under the strong influence of many factors. He is under constant pressure to maintain the adaptation to accelerated changes in the environment and in his organism. According to Mejovshek (2002), at the same time, the accelerated dynamics of environmental events and the conditions to be adapted create greater barriers to the possibilities of meeting internal needs, which is perceived as a state of more frequent frustration. The dangers that lurk around the environment to impair human integrity are multiplied, so the student often confronts with fears and concerns, as well as with uncertain future. Everyday disruptions to the ecological environment are the more frequent wars spread around the world, existential uncertainty; disruptions in family and social relations become real and constant sources of stress. The effect of physical stress on the body can be easily measured. For example, if an individual is doing something exciting, as the excitement increases, so does the number of heart rate and breathing speed. The secretion of adrenaline and cortisol increases, energy release into the body, but a large amount of that energy is released through heart rate and rapid breathing. In this way, the body copes with physical stress (Salami, 2002; Yang, 2004).

Apart from the social support and general health, the mental health is particularly important for the quality of life. The World Health Organization recognized the importance of mental health,

and one of the main activities of this organization is the development of positive mental health (WHO report, 2004; John, 1990). Positive mental health involves self-esteem and positive self-image, ability to maintain close relationships with others, respect for diversity in relation to others, self-awareness and empathy for others, problem-solving capabilities and stresses without serious dysfunctions, involvement in constructive activities in the community, use of talent and giftedness, ability for self-development, ability of the student to defend himself from commercial pressures for risk behaviors, critically analyzed information and a good estimation of decisions and development of creative ways to solve problems.

Research methodology

The main goal of this paper is to measure the quality of student life as one of the main factors that influence the prosperity of the student not only on the professional level but also on their individual development (Chory - Assad, 2002; Holmgren & Bolkan, 2014; Horan, Martin & Weber, 2012; Uludag & Yaratan, 2013). This paper covers ten indicators that play a major role in presenting a clear picture that shows the impact of all these aspects on higher education students. The results we received from this research that will be carried out at the Faculty of Tourism and Business Logistics at the "Goce Delchev" University in Shtip can be taken as a benchmark for all other faculties, since the rules for life are general, which leads to the conclusion that the obtained results are widely applicable.

When talking about the quality of life among students that has been studied for the most part in this research, the questionnaire for collecting data was so designed that it covers the dimensions included in the sum of psychophysical health: the emotional role, social functioning and the psychic health that bring benefits or quality in life. In this way, through the subject of research, a collection of data was presented that represents the specifics and features of the student's life in terms of psychophysical health. This is the basis of labor and subject to comparison with the benchmark.

The data obtained are unique and thus contribute to the improvement of the quality and the importance and significance of the results obtained. The data refer to students whose identity is hidden and presented in a coded form, and they are used in the direction of finding specificities. The conducted research united the experiences and the reality of a significant number of students from the Faculty of Tourism and Business Logistics, in order to develop a model for improving the quality of student life. Through the conclusions that follow, measures are proposed to promote psychophysical health in order to improve the quality of life of the student and his satisfaction with life, thereby promoting social progress and contributing to strengthening the links between society, the family, institutions and scientific research. In this way, it seeks to influence the improvement of the performance of student life, especially in the area of incentives and development of the young population as a key pillar of our society. By researching the sources in domestic and foreign literature, it is concluded that such research, with this approach, is not present in our country.

Short description of the Faculty of Tourism and Business Logistics (FTBL)

The educational process of the Faculty of Tourism and Business Logistics at the University "Goce Delchev" in Shtip, takes place through the realization of five (5) study programs in the first cycle of studies: Tourism, Business Logistics, Gastronomy, Nutrition and Dietetics, Business Administration and Hotel-restaurant study program with the possibility of three and four years of study. The second cycle of studies are taught in two study programs: International tourism and business logistics, while the third cycle studies are taught in the study program

Tourism and Hospitality. In the school year 2018/2019, there are 842 full-time students enrolled in the faculty, subject to research in this paper, Table 1.

Table 1*: Total number of enrolled students at the faculty of Tourism and Business logistics at the University "Goce Delchev" - Shtip in the academic 2018/ 2019*

	Total enrolled students in the first year	Total enrolled students in the second year	Total enrolled students in the third year	Total enrolled students in the fourth year
Business logistics	143	60	45	24
Business administration	62	48	38	22
Gastronomy, diet and dietetics	26	54	29	36
Hotel-restaurant	41	38	29	34
Tourism	42	45	21	5
Total	**314**	**245**	**162**	**121**

Source: *Annual Report of the Faculty of Tourism and Business Logistics*

Methods in the Research and Analyses of the Results

For the purpose of the research, qualitative and quantitative methods were used. The qualitative approach includes a review of the literature of many publications that generally address the issues of quality of life among students and the creation of mental models for improving the quality of life of students. At the same time, many websites were followed, where there were information about initiatives to improve the quality of life of students in higher education. The quantitative approach consisted of a survey designed for students of all study years and all study programs at the Faculty of Tourism and Business Logistics. The survey was conducted in December 2018. The survey was voluntary and anonymous. Students filled out the questionnaire in the faculty premises. The sample was made according to the list obtained from the student service at the Faculty of Tourism and Business Logistics (Table 2). In the survey that was conducted in December 2018, out of the total number of 842 full-time students enrolled at the faculty, answers were received from 318 students. The participation of students in the survey is 37.8% of the total number of enrolled full-time students, which is a good basis for analyzing the quality of life results for students from higher education.

Table 2*: Dispersion of results per student year at the Faculty of Tourism and Business Logistics*

	Total number of enrolled students	Total number of surveyed students	Percentage data display (%) per study year
The first year	314	83	**26,1**
The second year	245	79	**24,8**
The third year	162	57	**17,9**
The fourth year	121	99	**31,1**
Total	**842**	**318**	**37,8**

The survey is a powerful weapon for data collection and is one of the most used research methods, as it is the easiest way to carry out and collect information that arrives in a form that is easy to analyze. The survey consisted of a questionnaire structured in two parts:

Part I: General data (gender, marital status, year of study and study program they study, place of residence, number of family members);

Part II: Indicators for Measuring Quality of Life among students according to the Comprehensive Quality of Life Scale for Adults by Robert. A. Cummins (2003), that is, the part that refers to the subjective quality of life where the satisfaction is measured by the scale.

The instrument consists of a scale for assessing the importance of the indicators of quality of life from 0 to 10. The questions in the questionnaire are compiled for the measurement of 10 indicators selected from the numerous indicators previously applied and discussed by many authors for determining the quality of life of students. By obtaining the results of the questionnaire from the student survey - test for the quality of student life, an excellent basis for a quantitative analysis of the quality of life among students is obtained. In general, the survey concluded that the students surveyed had different views on the research topics, and the asked questions and indicators measured were intended to determine the current level of quality of life among students at the Faculty of Tourism and Business Logistics.

The intention was to identify whether enrolled students were more or less satisfied with life based on an analysis of ten measures we called life satisfaction. Measures that we call the quality of life are:

       1. Personal well-being and happiness;
       2. Student life;
       3. The environment where the student lives (community affiliation);
       4. Events during the past week;
       5. Intimacy (close relationships with others, friends and / or family;
       6. Confrontation with problems that arise in life;
       7. Something or more about yourself;
       8. Expectations for the future;
       9. Type of person;
       10. Life in relation to the available aspects.

The importance of each indicator is measured with a 0-10 scale with defined endpoints. Values range from 0 (not at all important) to 10 (most importantly) or from 0 (not at all worthwhile) to 10 (are completely valuable). Satisfaction is measured on a 10-point scale with defined endpoints of 0 (extremely dissatisfied) to 10 (extremely satisfied) or extremely unhappy to extremely happy. The original values are transformed into a standardized form and are displayed in the form of a percentage of the scale maximum (% CM). A total of more than half the points is an acceptable quality of life. The results according to the scale of importance and satisfaction are expressed individually for each scale, and the average result of values is expressed through five satisfaction scales representing the total measure of subjective measurement of quality of life. The instrument has good metric features (Cummins, 2003; Cummins, et al., 1994). In doing so, when interpreting the mean values of the results in quantifying the influence factor, the following scheme was applied: 0.00-2.80 (very low); 2.81-4.60 (low); 4.61-6.40 (medium); 6.41-8.20 (high); and 8.21-10.00 (very high).

The research conducted by the students of FTBL will be presented and directed towards the importance of the psychological health of the quality of life of students measured through 10 indicators. Table 3 presents the aggregate results for questions related to the quality of life of students that relate to 37 particles for assessing the quality of life by 10 indicators.

Table 3: *Collective results obtained from the answers to questions related to the indicators for assessing the quality of life of students (average grade)*

Indicators for assessment of the quality of life level among students at the Faculty of Tourism and Business Logistics	Average grade
I. Personal well-being and sense of happiness	
1 How satisfied are you with your life - in general?	7,87
2 How satisfied are you with your standard of living?	6,14
3 How satisfied are you with what you have achieved in your life? **Arithmetic mean of values**	7,63
	7,21
II. Student life	
4 How satisfied are you with your student life as a whole?	7,14
5 How satisfied are you with your life at the University?	7,12
6 How satisfied are you with your control over your own student life? **Arithmetic mean of values**	7,98
	7,41
III. The environment in which the student lives (community affiliation)	
7 How satisfied are you with life in your neighborhood as a whole (environment)?	5,91
8 How satisfied are you with the level of trust in your neighborhood?	5,86
9 How satisfied are you with your participation in social events in the neighborhood? **Arithmetic mean of values**	6,06
	5,94
IV. Events during the past week	
10 I was struggling like: " Against the Wind "	5,11
11 I felt gray and lonely	2,84
12 I feel as if I'm not worth much as a person **Arithmetic mean of values**	2,37
	3,44
V. Relation to other people	
13 How often have you felt lonely?	3,84
14 How often have you felt isolated from others?	3,49
15 How often have you felt that others are around you, but not with you? **Arithmetic mean of values**	4,26
	3,86
VI. Facing life	
18 When something bad happens to me, I ask others for help and advice	5,40
19 When something bad happens, I'm looking for a way to improve the situation	7,88

20	When something bad happens to me, I use my abilities to overcome the problem	8,20
	Arithmetic mean of values	**7,16**

VII.   Something more about yourself

21	All in all, I am satisfied with myself.	5,71
22	From time to time, I think I'm good at everything.	7,13
23	I think I have many good qualities.	8,14
	Arithmetic mean of values	**6,99**

VIII.   Expectations for the future

24	Generally, I expect to do more good things than bad ones.	8,28
25	I am always optimistic about my future.	8,00
26	In uncertain times, I usually expect the best.	7,64
	Arithmetic mean of values	**7,97**

IX.   Type of person

27	I see myself as extroverted and enthusiastic.	6,90
28	I see myself as anxious and easily troubled.	4,48
29	I see myself as reserved and calm.	6,21
30	I see myself as calm and emotionally stable	7,14
	Arithmetic mean of values	**6,18**

X.   Assessment of life in terms of different aspects

31	Do you get what you want from life?	6,90
32	Are you satisfied with what you receive from life in relation to the average of people of your age	7,17
33	Do you have life (do you live your life) that you deserve	6,89
34	Do you have a kind of life that you need?	7,21
35	Are you satisfied with the current situation in terms of what you expected three years ago	7,09
36	Are you satisfied with the situation you expect in the next five year	6,92
37	Whether the life you have now is the best you had, in terms of the past?	6,61
	.**Arithmetic mean of values**	**6,97**
Arithmetic mean of all indicators		**6,31**

Note:
The impact factor is represented visually by color according to the following legend:

0.00-2.80 (very low)	2.81-4.60 (low)	4.61-6.40 (medium)	6.41-8.20 (high)	8.21-10.00 (very high)

From Table 3 it can be seen that there is a small number of indicators where the quality of life of students is low, and this is related to the issues of trust, socialization and frustrations of the young population. Table 4 presents those indicators for assessing the quality of life of students in higher education who are high on the scale for the quality of life level.

Table 4*: Collective results obtained from the answers to questions related to the indicators for assessing the quality of life level (high and very high) in students (average grade)*

Indicators for assessment of the quality of life level among students at the Faculty of Tourism and Business Logistics	Average grade
Personal well-being and sense of happiness	
1 How satisfied are you with your life - in general?	7,87
3 How satisfied are you with what you have achieved in your life?	7,63
Student life	
4 How satisfied are you with your student life as a whole?	7,14
5 How satisfied are you with your life at the University?	7,12
6 How satisfied are you with your control over your own student life?	7,98
Facing life	
18 When something bad happens, I'm looking for a way to improve the situation	7,88
19 When something bad happens to me, I use my abilities to overcome the problem	8,20
More about yourself	
21 From time to time, I think I'm good at everything.	7,13
22 I think I have many good qualities.	8,14
Expectations for the future	
23 Generally, I expect more good things to happen than bad ones	8,28
24 I am always optimistic about my future.	8,00
25 In uncertain times, I usually expect the best.	7,64
Type of person	
26 I see myself as extroverted and enthusiastic.	6,90
29 I see myself as calm and emotionally stable	7,14
Assessment of life in terms of different aspects	
30 Do you get what you want from life?	6,90
31 Are you satisfied with what you receive from life in relation to the average of people of your age	7,15
32 Do you have life (do you live your life) that you deserve	6,89
33 Do you have a life that you need	7,21
34 Are you satisfied with the current situation in terms of what you expected three years ago	7,09
35 Are you satisfied with the situation you expect in the next five years	6,92
36 Whether the life you have now is the best you had, in terms of the past?	6,61
	6,97
Arithmetic mean of all indicators	**6,13**

Note: The impact factor is represented visually by color according to the following legend:

6.41-8.20 (high)	8.21-10.00 (very high)

While Table 5 shows the extreme indicators regarding the quality of life level, from very low to the highest level, as well as the arithmetic mean of the values of all indicators, which is **6.31**, which according to the factor of influence is in the middle zone. The current Measuring National Welfare program uses a scale of 0-10.

Our problem is the individual differences in the use of the scales and how to treat them in the analysis. My view is that life satisfaction on a scale of 0-10 is a constant, not a variable, and it is always around 7.8. Although in Macedonia, the influence factor is 6.31, which means that the satisfaction of the student life is in the middle zone.

Table 5: *Collective results obtained from the answers to questions related to the indicators for assessing the quality of life level (very low, medium, and very high) among students (average grade)*

Indicators for assessment of the quality of life level among students at the Faculty of Tourism and Business Logistics	Average grade
11 I felt gray and lonely	2,84
23 Generally, I expect more good things to happen than bad ones	8,28
Arithmetic mean of all indicators	6,13

Note:
The impact factor is represented visually by color according to the following legend:

0.00-2.80 (very low)	4.61-6.40 (medium)	8.21-10.00 (very high)

Conclusion

This research seeks to identify the approach by which Macedonian students will become happy and satisfied in the process of higher education. Over the last few decades, stress has become a current term, which is often used throughout the talks, and is known as the main source of everything that happens when it comes to the health and illness of students.

In addition to the fact that a person focuses on his existence, he also strengthens his status, education, new knowledge, and so on, in order to keep up with the progress of this world. At the moment when the human organism with its limitations comes into being unable to overcome all the tasks that life sets before it, the individual comes to a certain state, called stress. Because stress has a significant impact on health and is impossible to avoid, the question is how to deal with it.

It is obvious that academic stress affects the development and level of stress among students, some in larger and others to a lesser extent If students are stressed, the probability of completing tasks will be less successful. It is very important to know and recognize the signs of stress, because, when they are recognized, they can be managed. It is also important to be able to

recognize the symptoms of stress in other people, so that they can better understand and communicate more easily.

This research should be the starting point for referring and thinking about some other study models to the regular students who are alarmingly exposed to stress, which can negatively affect not only the results of studying, but also the ability to work and even of their health.

Positive effects have those activities that include relaxation techniques, autogenous training, biofeedback, Jacobson's progressive relaxation method, yoga, meditation, and so on. These techniques are commonly used with visualization techniques that the student uses with the feeling that he leaves school with successfully passed exams and a nice day.

Some studies have shown that positive emotions in the body cause effects other than the effects of stress. It is therefore advisable to practice various exercises of positive psychology that improve satisfaction, happiness, optimism, hope. During pauses before and after learning, activities that do not mentally burden are needed. Physical activities are recommended, but they must not be exhaustive in order to have energy to continue learning. It is also an essential element to strengthen self-esteem and reinforce the spirit.

How can students manage their lives?

If students are surrounded by friends, family, and other friendly people, they are more likely to find support for their problems, and might have the opportunity to help others with similar problems.

Find a trusted person who they can talk to and tell their problems, especially when they become unbearable. Most often it is someone from a close family, a friend or a professional who can be trusted.

Maintain a constant physical fitness regardless of whether professionally or not involved in sports in a student's life, any physical activity has a positive effect on the student's mental health.

Incorporate healthy foods in diet with balanced meals.

To make a balance between the duties of the faculty and the private life, especially by putting emphasis on various forms of hobbies, socializing with friends; all that is not related to the faculty.

Faculties should provide pre-requisites for students to have positive first experiences in studying. Too often, a negative experience, such as a confusing enrollment / registration process or hostile personnel will deter the student from enrolling.

Student engagement should be in many and different forms where students openly feel that they are part of the community. Most faculty websites are incredibly confusing when visiting and even for employees. Faculties should engage students on suggestions for redesigning their website and to teach students what information they need most and how to approach them.

Creating groups of students with similar interests on Facebook sites allow same-minded people to approach and discuss together the issues that matter most to them. At the university, these platforms are perfect for students to form close links outside the faculty.

Not all students study the same way, many decide to stay quiet at lectures, make notes and preserve their questions and opinions. With access to online forums, students can continue their learning at their own pace, work together on group projects and exchange knowledge with different considerations about their course topics. Not all student groups are the same, and the role of the teacher is to understand their pulse before applying the teaching method.
There are many teaching techniques and strategies that deliver impressive results in improving student learning. The Dean Administration also needs to offer assistance to support teachers in implementing advanced and creative teaching strategies.

With the advancement of mobile technology and digital education, smart faculty software and educational applications play an important role in student life. Parents also have the same responsibility to provide a comfortable environment and productive support to their children to help them have a pleasant learning environment.

The student should not understand life too seriously neither too carefree. In each activity, a certain amount of humor should be included, especially in moments of failure.

The student should make a timetable of obligations. In this way, there will be full control over the servicing of obligations that would be distributed over a timeframe without any additional pressure.

The student should pay more attention to health because long-term exposure to stress will cause negative effects on the health condition. If the obligations are too many, it is not a disgrace to reduce the goals and criteria.

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MODERN AMONG CIVILIZATIONAL CONFLICTS AND THE TOURISM CONTRIBUTION FOR PRESERVING AND PROMOTING THE CULTURAL LEGACY AND STRENGTHENING THE WORLD PEACE

Ivaylo Vladev[1]; Rositsa Vladeva[2]

Abstract

The goal of the current study is to define the areas of formation of world civilizations and their religious fundament, to point out and analyze the hearths of modern-days conflicts that arise at the borders between different civilizations and the reasons behind them. The contribution of tourism for preserving and popularizing cultural heritage and strengthening world peace is proven.

In a world that is facing many challenges and conflicts, cultural tourism has an enormous potential for overcoming separation, strengthening vulnerable societies and improving international relations. These days the stress is put on the necessity of the existence of different cultures and treasuring civilizational diversity. Strengthening the cooperation in the field of cultural heritage and the international cultural relations will help for the future development of communication between nations and civilizations and for strengthening peace. These actions will contribute to making our planet a stronger factor for steady growth, peace and mutual understanding.

Key Words: *civilization, conflicts, tourism, cultural legacy, a global problem*
JEL classification: *L83, Z32*

Introduction

The diverse cultural contacts between people are some of the most remarkable manifestations in the contemporary process of communication. They have their roots back in ancient times through the exchange of objects of material culture between primordial tribes and continue in modern days in the large-scale integration of regional cultures and civilizations. Such synthesis of cultures helps in preventing isolation between nations and overcoming the fear of everything new and unusual.

At the end of the 20th century and the beginning of the 21st, the world started changing at an unexpected speed. Cultural expansion is no longer strictly related to territorial conquests. Nowadays economical relationships are immensely strengthened, the global communication network and the mass information services are expanding, the exchange of cultural valuables during different national and international programs is gaining popularity, and the destiny of the nations is merging in the destiny of the world.

[1]Ivaylo Vladev, PhD, Associate Professor, Konstantin Preslavsky University of Shumen, Faculty of Natural Sciences, Department of Geography, regional development and tourism, 115 Universitetska str., Shumen, Bulgaria, +359897925472, ivladev@abv.bg

[2]Rositsa Vladeva, PhD, Associate Professor, Konstantin Preslavsky University of Shumen, Faculty of Natural Sciences, Department of Geography, regional development and tourism, 115 Universitetska str., Shumen, Bulgaria, rosivladeva@abv.bg