

# EDULEARN<sup>22</sup>

**14TH INTERNATIONAL CONFERENCE  
ON EDUCATION AND NEW LEARNING  
TECHNOLOGIES**

**PALMA (SPAIN)  
4TH-6TH OF JULY, 2022**



## CONFERENCE PROCEEDINGS



**EDULEARN<sub>22</sub>**

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**CONFERENCE  
PROCEEDINGS**

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July 4th-6th, 2022  
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**Edited by**

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## Preface

EDULEARN22 Conference Proceedings contain selected and revised papers from the 14th annual International Conference on Education and New Learning Technologies.

EDULEARN22 was held in Palma (Spain) last 4-6 July 2022. Every year, EDULEARN brings together lecturers and researchers from universities and educational institutions from all over the world. This edition welcomed participants from 79 different countries, ensuring a geographic diversity and a multicultural environment.

The main objective of EDULEARN22 was to offer a meeting point for educational experts to share and discuss their experiences and projects on education, pedagogical technologies, and educational innovations. The conference program offered different keynote speeches, plenary sessions, parallel thematic sessions and workshops delivered by education experts. The keynote speeches are available at IATED Talks ([iated.org/talks/](https://iated.org/talks/))

In addition to the Technical Program, different networking activities and events were scheduled where participants could interact with other delegates and shared their perspectives on education.

The scope of EDULEARN22 included the following topics: Digital Tools In Education, Digital literacy, Open Educational Resources, Virtual and Augmented Reality, Flipped learning, e-learning experiences, Blended and Hybrid learning, m-learning, digital transformation in education, Game-based learning, MOOCs, Coding and Computational Thinking, Digital Technologies for learning under lockdown, Personalized and Adaptive learning, Peer and Team-based learning, Student Engagement, University-Industry cooperation, International Projects, Exchange and Mobility Programs, Entrepreneurship Education, Student support and Wellbeing, STEM education, Diversity and Equity in education, Special and Inclusive experiences, Tutoring and Mentoring, Curriculum design, Quality assurance, Active and Experiential learning, Professional Development of Teachers, Pre-Service Teacher experiences, Vocational Education, Digital Competence of Teachers.

The EDULEARN22 Proceedings include the accepted contributions presented at EDULEARN22 Conference. The EDULEARN22 International Program Committee is composed of lecturers and researchers from all over the world. A meticulous job in selecting papers for publication was conducted. We wish to thank the program committee members who conducted a blind peer review process to guarantee the quality of the contributions and presentations. The following points were evaluated: information content, relevance to the field, general structure, clarity of contents, originality, relation to the conference topics and disciplines. The language of the publication was exclusively English.

Moreover, EDULEARN22 aims to publish conference proceedings that contain high-quality original research articles, meeting the expected ethical standards. Authors publishing in EDULEARN22 Proceedings signed the IATED copyright transfer form. IATED guarantees the high technical and professional quality of the publications, and that good practices and ethical standards are maintained. More information about the publication ethics of IATED is available at: [https://iated.org/publication\\_ethics](https://iated.org/publication_ethics)

Finally, we wish to extend our most sincere thanks to all members and delegates who have contributed to EDULEARN22 Proceedings. We also wish to express our gratitude to all participants and attendees for their engagement, motivation and passion for education.

Luis Gómez Chova  
Agustín López Martínez  
Joanna Lees

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### Organizing Committee

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Reed Stevens – *Northwestern University, United States*

Stephen Heppell – *Universidad Camilo José Cela, Spain*

Wayne Holmes – *University College London, United Kingdom*



### **Wayne Holmes, University College London (United Kingdom)**

#### ***Workshop: The right type of AI in Education***

Current AI in education approaches tend to be solutions- rather than problems-oriented. In this workshop, we're going to take steps to address this, focusing on identifying genuine education problems that the application of AI might help address. Throughout, we will take a critical and human rights perspective, and will ensure a voice for all.



### **Michelle R. Weise, National University System (United States)**

#### ***Workshop: Jumping to your next S-curve***

In this futures-oriented workshop, Dr. Michelle R. Weise will facilitate small group breakout sessions in which you will each have an opportunity to think through your current business or organizational model as well as your value proposition for the working learners of today and tomorrow.



### **Stephen Heppell, Universidad Camilo Jose Cela (Spain)**

#### ***Workshop: The aggregation of marginal learning gains: making your learning space so very much better***

The workshop explores the many environmental details covered in Stephen's keynote and seeks simple, cost effective, proven, try-today, solutions to optimising your learning space. If we want to be our best learning selves, then how might we start today?



### **Desiree Cranfield, Swansea University (United Kingdom)**

#### ***Workshop: Knowledge Sharing café – teaching innovation before, during and after Covid-19***

The aim of this session is to provide an opportunity for attendees, academics, to come together, in an informal setting to informally share teaching experiences, both good and bad, with the aim to inform practice.

The impact of this session can be the building of networks, the immediate sharing of teaching best practice of a time before, during, and after the pandemic, improving the knowledge around teaching practice during this difficult period.



### **Julie Smith, Webster University in St Louis, Missouri (United States)**

#### ***Workshop: Media Literacies: The 21st Century Survival Skills that can Change the World***

People around the world are spending – on average – eight hours a day with electronic mass media. Yet even in 2022, we are still not talking enough about how this affects people personally, politically, physically, emotionally and educationally. Using theoretical frameworks to provide context as well as classroom experiences to provide relevance, Smith will explain the importance of media literacy skills, how to teach them and the difference they can make in the lives of citizens and students.



**Reed Stevens, Northwestern University (United States)**

***Workshop: FUSE Studios: A Choice and Interest Centered Learning Environment***

In this one-hour session, the FUSE team, led by creator Reed Stevens, will seek to bring the audience inside the FUSE experience in two ways over the first 25 minutes: (1) We will provide a tour of the design principles and core activities of a FUSE Studio. (2) We will share vivid representations of youth and teacher-facilitator experiences in FUSE, drawn from a half decade of video-based ethnographic fieldwork and extended interviews with students. In the second 25 minutes, we will seek to bring the audience further inside the FUSE experience via trying one or more FUSE challenges.



**Maria Luisa Spreafico, Politecnico di Torino (Italy)**

**Paola Morando, Università degli studi di Milano (Italy)**

***Workshop: Not only math: a game-based learning experience for a new teaching approach***

In this workshop we present three didactic games in two versions each: math and art, math and science and math and English. Participants will experience the activities live during the workshop. Since we only use everyday materials, like paper and recycled items, teachers can easily replicate the games in their own classes.



**Hesham Elmarsafawy, Gulf University (Bahrain)**

***Workshop: Science Fiction Drama for Continuous Development in Higher Education***

The Workshop aims to introduce innovative pedagogy and outline the mechanism of utilizing science fiction drama in the educational processes as alternative tool for Brain warm-up, support the understanding of science matters, forming futuristic view, foster creativity and enhance students' learning abilities and engagement.

## EDULERN22 Keynote Speakers

### Keynote Speakers

Michelle R. Weise – National University System, United States

Stephen Heppell – Universidad Camilo Jose Cela, Spain

Wayne Holmes – University College London, United Kingdom

### Michelle R. Weise – National University System (United States)



**Keynote speech: Long Life Learning: Preparing for Jobs that Don't Even Exist Yet**

Tech is advancing; jobs are morphing, and job tenure is shorter; retirement is delayed or gone entirely; and education has to be continuous. Education and workforce strategist Dr. Michelle R. Weise talks about the infrastructure we need to build for a future filled with 20, 30, or more job changes. From wraparound supports for workers to targeted education, integrated earning and learning, and transparent and fairer hiring, Dr. Weise will discuss the research from her latest book and how we prepare talent for jobs that don't even exist yet.

**Biography:** Dr. Michelle R. Weise (pronounced W-ice) is the Vice Chancellor of Strategy and Innovation at National University System. She is also the author of *Long-Life Learning: Preparing for Jobs that Don't Even Exist Yet* (Wiley, 2021). Her book was awarded the 2021 Phillip E. Frandson Award for Literature by UPCEA (University Professional and Continuing Education Association), recognizing the author and publisher of an outstanding work of continuing higher education literature. Thinkers50 named her one of 30 management and leadership thinkers in the world to watch in 2021. Dr. Weise's work over the last decade has concentrated on preparing working-age adults for the jobs of today and tomorrow. She has served as a senior advisor at Imaginable Futures, a venture of The Omidyar Group. She was also the chief innovation officer of Strada Education Network as well as of Southern New Hampshire University. With Clayton Christensen, she coauthored *Hire Education: Mastery, Modularization, and the Workforce Revolution* (2014) while leading the higher education practice at Christensen's Institute for Disruptive Innovation. Dr. Weise also advises BrightHive, a data collaboration platform, the Virginia Economic Development Partnership, the Institute for Higher Education Policy (IHEP), the SkillUp Coalition, Basta, Hitch, Bayes Impact, Clayton Christensen Institute Social Capital R&D Project, and World Education's Personal and Workplace Success Skills Library. She has also served as a commissioner for Massachusetts Governor Baker's Commission on Digital Innovation and Lifelong Learning, Harvard University's Task Force on Skills and Employability, and the American Academy of Arts and Sciences' Commission on the Future of Undergraduate Education. Her commentaries on redesigning higher education and developing more innovative workforce and talent pipeline strategies have been featured in *The Economist*, *The Wall Street Journal*, *The New York Times*, *Harvard Business Review* and on *PBSNewshour*. Michelle is a former Fulbright Scholar and graduate of Harvard and Stanford.

### Stephen Heppell – Universidad Camilo Jose Cela (Spain)



**Keynote speech: The aggregation of marginal learning gains: why they matter so much for the future of Learning**

Learners are facing unprecedented choices - not only of nomadic campuses, hybrid systems and remarkable new technologies, but also of the many details, from light brightness to levels of volatile organic compounds in their learning places, and even diet. These combine to have a substantial impact on our learning, but if we neglect them, then today's learners will seek better places for their learning, elsewhere. This keynote also explores where those better places might be.

**Biography:** Professor Stephen Heppell has been a professor since the 1980s, he has an unrivalled track record of success and a string of huge projects in both Learning and Technology. He is credited with being the person who put the C into ICT. His support for better Learning is sought by everyone from governments and major corporations, through schools and universities, to elite sports – lately England Rugby, and Team GB’s elite Olympic coaches. Everyone needs better learning. He currently holds the Felipe Segovia Chair of Learning Innovation at Universidad Camilo Jose Cela in Madrid. Additionally, he is Emeritus Professor and Chair of New Learning Environments at Anglia Ruskin University. A pioneer of multimedia and CD-ROM before the Internet, post-internet Professor Heppell created and led what was the Guinness Book of Record’s largest internet learning project, years before Google, Facebook et al. He has been, and continues to be, at the heart of many world leading projects since. Professor Heppell’s learning space design work extends beyond the digital and virtual. Pioneering learning space designs include the UK “Classrooms of Tomorrow” project, much work in the UK Building Schools for the Future initiative, and today school and university building projects ranging from Peru to Spain, from Australia to SE Asia, from Syrian refugees to some of the wealthiest learning institutions in the world. Pivotal research including the learnometer project analysing the light, temperatures, CO2 and more that contribute to better learning and working spaces, have led to Stephen being in considerable demand to transform physical learning spaces in education, but also everywhere from new media to the Australian mining industries.

### Wayne Holmes – University College London (United Kingdom)



#### **Keynote speech: Artificial Intelligence and Education. A Critical Studies Perspective**

Artificial Intelligence (AI) is frequently hailed as a ‘solution’ to many of education’s core problems (e.g., OECD, 2021) – problems such as the lack of qualified teachers, student underachievement, and better preparing learners for workplaces and career paths that may be very different from current paradigms. However, such claims tend to be aspirational rather than evidence-based (Miao & Holmes, 2021), and overly-simplistic, forgetting issues such as agency, pedagogy, surveillance, efficacy, and ethics (Holmes et al., 2021; Holmes et al., in press; Holmes & Porayska-Pomsta, in press; Porayska-Pomsta, Holmes and Nemorin, in press). Current approaches tend to be solutions- rather than problems-oriented, and all too often replace teacher functions rather than empower teachers, while the teaching of AI almost always focuses on the technological dimension of AI to the exclusion of the human dimension. Accordingly, this presentation will explore teaching with and about AI, from a critical studies and human rights perspective. It will identify and address many of the key myths, and will pose more questions about AI and the futures of learning than it answers.

**Biography:** Wayne Holmes (PhD, University of Oxford) is a learning sciences and innovation researcher who teaches at University College London and is a researcher on Artificial Intelligence (AI) and education for UNESCO, IRCAI (the International Research Centre for Artificial Intelligence under the auspices of UNESCO), and the Council of Europe. Having been involved in education throughout his life, Wayne brings a critical studies perspective to the connections between AI and education, and their ethical and social implications. His recent publications include “The Ethics of AI in Education: Practices, Challenges and Debates” (in press), “Artificial Intelligence and Education, through the Lens of Human Rights, Democracy and the Rule of Law” (in press), “Artificial Intelligence in Education. Promise and Implications for Teaching and Learning.” (2019), “Ethics of AI in Education: Towards a Community-Wide Framework.” (2021), and, for UNESCO, “AI and Education: Guidance for Policy-makers.” (2021). Wayne also co-authored the EU’s DigComp 2.2 Annex “Citizens Interacting with AI Systems” (2022), and has given invited talks on AI and education in Brazil, China, Croatia, Denmark, Germany, Greece, India, Japan, Oman, Slovenia, Spain, and the US (and online to audiences in many other countries around the world).

## Conference Tracks & Sessions

The INTED2022 conference program is available online at <https://iated.org/edulearn22>

### ORAL SESSIONS MONDAY

Digital Literacy  
Next Generation Classroom  
Student Engagement  
University-Industry Collaboration  
International Cooperation  
Language Learning and Teaching  
STEM Education during COVID-19  
Media Literacy, Cybersecurity and Data Privacy  
Flipped Learning  
Peer and Team-Based Learning  
Entrepreneurship Education  
Exchange and Mobility Programmes  
Language Learning Technologies  
Architecture & Civil Engineering Education  
Metaverse and Virtual Reality Environments  
MOOCs & Open Educational Resources  
Personalized and Adaptive Learning  
Life-long & Workplace Learning  
Educational Management  
Pedagogical Innovations in Engineering Education  
Digital Tools in Maths Education  
Virtual & Augmented Reality  
Blended & Hybrid Learning  
Tutoring and Mentoring  
Education for Sustainability  
Student Support and Wellbeing  
Experiences in Engineering Education  
Maths in Higher Education

### POSTER SESSIONS MONDAY

Emerging Technologies in Education  
New Experiences in Education

### ORAL SESSIONS TUESDAY

Digital Transformation of Education  
Data Science & AI in Education  
Student Support during COVID-19  
From Face-to-Face to Remote Learning (1)  
Diversity and Equity in Education  
Health Literacy and Patient Education  
Mathematics in Primary & Secondary Education  
e-Learning Experiences  
Work-based Learning  
Assessment of Student Learning (1)  
Early and Primary Education  
Social Inclusion and Academic Success of Chinese Students in EU Higher Education  
Experiences in Health Sciences Education  
STEM Education Experiences

m-Learning  
Active & Experiential Learning  
Assessment of Student Learning (2)  
From Face-to-Face to Remote Learning (2)  
Digital Divide and Educational Inequalities  
Special and Inclusive Education  
Curriculum Design & Quality Assurance  
Digital Technologies for Learning under Lockdown  
Game-based Learning  
Computer Science and Programming in Higher Education  
From Face-to-Face to Remote Learning (3)  
Teaching Experiences and Support during COVID-19  
Business Education Experiences  
Professional Development of Teachers  
21st Century Skills  
Digital Competences of Teachers  
Coding & Computational Thinking  
Emergency Remote Teaching during COVID-19  
Student Wellbeing in Social Media and Online Learning  
Vocational Education  
Pre-service Teacher Experiences

## **POSTER SESSIONS TUESDAY**

From face-to-face to Remote Learning  
New Trends in Education and Research

## **VIRTUAL SESSIONS**

### **DIGITAL TRANSFORMATION OF EDUCATION**

Data Science & AI in Education  
Learning Analytics & Educational Data Mining  
Digital Transformation  
Digital Technologies and Resources for Learning under Lockdown  
21st Century Skills  
Educational Programming & Robotics

### **DIGITAL & DISTANCE LEARNING**

Distance Education in COVID-19 Times  
Challenges and Practices during the Pandemic and Beyond  
Blended & Mobile Learning  
MOOCs & Open Educational Resources  
Learning Management Systems & Virtual Learning Environments

### **INNOVATIVE EDUCATIONAL TECHNOLOGIES**

AI, Chatbots & Robots  
Virtual & Augmented Reality  
Social Media in Education  
Technology Enhanced Learning

### **TEACHER TRAINING & ED. MANAGEMENT**

ICT & Digital Skills  
Professional Development of Teachers  
Educational Management

**ACTIVE & STUDENT-CENTERED LEARNING**

Gamification & Game-based Learning  
Experiential Learning  
Problem & Project-Based Learning  
Soft Skills Development  
Pedagogical Innovations

**ASSESSMENT, MENTORING & STUDENT SUPPORT**

Assessment & Evaluation  
Rethinking Assessment in COVID-19 Times  
Feedback for Learning  
Tutoring & Coaching  
Student Support & Motivation

**EDUCATIONAL STAGES & LIFE-LONG LEARNING**

From Pre-school to Secondary Education  
Non-Formal and Informal Learning  
Transition to the Job Market  
Developing Entrepreneurship in Education  
Life-Long & Workplace Learning

**QUALITY & IMPACT OF EDUCATION**

Quality in Education  
Experiences and Challenges in Curriculum Design  
Sustainability & Social Impact of Education  
Links between Education and Research  
University-Industry Collaboration  
Mobility & International Projects

**MULTICULTURALITY & INCLUSION**

Multicultural Education  
Diversity Issues  
Special Educational Needs  
Inclusive Education

**STEM EDUCATION**

Mathematics & Statistics  
Engineering Education  
STEM Experiences

**LANGUAGE LEARNING AND TEACHING**

Foreign Languages  
Language Learning & Translation Studies  
Teaching Foreign Languages during the Lockdown

**DISCIPLINE-ORIENTED SESSIONS**

Architecture & Interior Design Education  
Health Sciences Education  
Computer Science Education  
Business & Tourism Education

# PERCEPTION OF WOMEN IN SOCIETY GIVEN THROUGH PROVERBS AND SAYINGS

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## Abstract

According to Sapir (2014), we can see that language is a guide to social reality. Language, as a mirror of the society, can not only reflect a nation's culture and history, but also reflect its values and beliefs. Just as language is a mirror of a nation's culture and history, so proverbs and sayings are the casket of gold carefully guarded by every nation. The life of a people from the most distant past to the present is woven into them. Expressed in a beautiful and compact form and expressed in pure folk language, they convey experiences of a people related to various events of everyday life. They vividly, often sharply and very wittily, characterize the bad and good qualities of individuals, groups or entire nations, while stigmatizing evil, fighting violence and wastefulness. Proverbs and sayings are a polished diamond, a priceless stone that never loses its value and beauty. According to an Arabic proverb, they are a beam illuminating darkness. We will dedicate our research to these so-called *beams that illuminate the way* to get relevant information about the role and place of women in society, i.e., to try to find out as much as possible about the status of women in Macedonian, German, English, Italian, Spanish and Turkish society. We will try to give an overview of the social role of women in society by analysing a larger corpus of proverbs and sayings from the listed languages. Why exactly the woman? - the answer is given by the great writer Ivo Andric, who says that "A woman stands as a gate at the exit and the entrance of this world".

When considering the position of women in society, it is necessary to keep in mind their work and social interaction in society, because today's women perform work responsibilities both at home and at work. Hence, their value increases with the increasing of their obligations and duties; now a woman is a wife, mother, housewife, farmer, teacher, principal, mayor, member of parliament, minister etc. It is the place and role of women in society that is the interest of our research, which we believe we will most credibly explore by analysing the proverbs and sayings that carry the traditional wealth of a people and pass it on from generation to generation.

This scientific journey includes students from the third and fourth year at the Departments of Macedonian, German, English, Italian, and Turkish language and literature as well as the students who attend the elective course in Spanish language, from the Faculty of Philology at UGD-Stip. Their task is to process 50 proverbs and sayings from the mentioned languages. With their teacher, they will try to find appropriate equivalents in their mother tongue - Macedonian which we will then analyse in relation to our main component "woman" in relation to the positive or negative context in which it is used. The first part of the research will contain the results about the positive and negative feature of the female component in proverbs and sayings in each of the above languages, and the second part will summarize the processed results and give a common view of the state of positive and negative in proverbs and sayings about women. We emphasize the role of women in these societies, believing that there are more similarities than differences in terms of their positive and negative perception in society. We hope that this modest research of ours will be of great importance for future contrast paremiological research, which in our opinion is at an enviable level.

Keywords: proverbs and sayings, woman, comparative approach, positive and negative context.

## 1 INTRODUCTION

Folk proverbs and sayings (PSs) are among most favourite and most common creative folklore works. Delivered in a beautiful and compact form and told in pure folk language, they convey the opinion and the centuries-old experience of the people about various events of everyday life. Tough and adaptable, they persist and defy the ravages of time. Figuratively, and often sharply and very wittily, they characterize the bad and good qualities of individuals, groups, or entire nations in which they brand evil, fighting evil and wastefulness. Folk proverbs and sayings rejoice in goodness and encourage people to do good deeds, they praise honest and hard work, and condemn and mock ungodly actions, in a word, they express the popular point of view of the overall life of the people. In short, proverbs and sayings are the image of a



society, of a people, and through them we can see the conditions and views of the people towards a certain phenomenon, process, situation; they are the so-called judgement of the people.

The line between these two types of paremiological units is very thin, even invisible, and that is why many people do not see it at all and make no distinction between them. But, of course, they are respective units and have respective meanings. Using the data and conclusions reached by many of our and foreign researchers, linguists, folklorists, psychologists, and sociologists, we can freely say that most of them only superficially define PS as basic paremiological units of speech, and only few of them approach the problem in depth and try to rationalize and articulate the knowledge about PSs themselves.

*"A proverb is a synthesized thought expression, which contains judgment, about someone or something: If you become a sheep, everyone will shear you!"*

*(Pop Jovanovski 1991: 9)*

*"A saying is sometimes defined as "moral advice based on experience ... practical but also ethically colored wisdom", it is a "form of informal teaching" that outlines behaviours based on the normative standards set by the "group consensus" - "It is a rhetorical instrument used for shaping actions, for social control and conflict resolution."*

*(Jakimovska 1997: 1)*

PSs on the one hand are linguistic units based on the laws of the language of origin, and at the same time they are folklore units that are imprints of a tradition. So, the most accurate definition of PSs is exactly the definition that summarizes all these aspects. As treasure hunters, paremiologists are most interested in the multifunctionality, hetero-situation, and polysemy of PSs.

The simplest definitions of PSs are given by Apostol Pop Jovanovski (1991):

*"A proverb is a speech with a moral from an older to a younger person, that is, a summary after a conversation between people. "*

and

*"A proverb is a description of an event, a phenomenon with more sentences, lines, dialogues."*

Folk PSs are a literary phenomenon on a global scale. They are intertwined in all world mythologies, religious books, laws and codes, they persistently survive, and they nourish with beauty and design all oral and written works.

## **2 METHODOLOGY**

The object of this research involves Macedonian, English, German, Italian, Turkish and Spanish proverbs and sayings reflecting gender stereotypes of the compared ethnicities. The purpose of our work is to carry out a comparative research of the gender marked proverbs and sayings from the point of view of general and specific characteristics in their semantics and features of functioning.

The paper aims to construct models of an image of the woman in the compared national paremiological pictures of the world with the subsequent identification of the common and peculiar features on the basis of the empirical frame of research.

The corpus of our research consists of Macedonian, English, German, Italian, Turkish and Spanish PSs collected by the method of selection from a collection of 50 paremiological units from different dictionaries. In the research we have discovered the basic characteristic features of the female portrait in paremiological funds of the studied languages. The empirical basis of the study is the collection of gender-marked Macedonian, English, German, Italian, Turkish and Spanish proverbs and sayings containing direct nomination of sex with keywords woman, wife, and housewife; and, if possible, we hoped to find some PSs with a keyword denoting professionally active women.

Our scientific journey involved students from the third and fourth year at the Departments of the mentioned languages and their literature as well as the students who attended the elective course in Spanish language, from the Faculty of Philology at UGD-Stip, who had the task to process 50 proverbs and sayings from these languages together with their subject teachers. In the first part of the research students processed 50 PSs in the language they study and with their professor tried to find appropriate equivalents in their native Macedonian language, which were then analysed in relation to our main component woman, i.e., in relation to the positive or negative context in which they are used. The first

part of the research shows the results obtained in relation to the positive and negative feature of the female component in PSs in each of the above languages, and the second part summarizes the processed results and gives a common overview of the positive and negative representation of women in proverbs and sayings. We emphasize the role of women in these societies, believing that there are more similarities than differences in terms of their positive and negative perception in society.

Let us mention that in the Macedonian and Turkish examples in our collection, woman generally occurs synonymously to the word “wife”. The same situation can be found in some English, German, Italian and Spanish proverbs, where the concept of “woman” blends with the concept of “wife”, “housewife” and “female” in general. We have also noticed comparatively more lexemes used to denote a female person in English such as gal, lady, lass, maiden, squaw, etc.

### 3 RESULTS

*Table 1. Positive and negative representation in PSs of the abovementioned languages*

<i>Language in which PSs are given</i>	<i>Positive characteristics</i>	<i>Negative characteristics</i>
Macedonian	13	37
German	7	43
English	15	35
Italian	17	33
Turkish	19	31
Spanish	13	37

#### 3.1 Analysis of positive representations

In much of PSs, it can be seen that women have positive traits if they conform to the traditional views assigned to them by traditional gender roles (e.g., wife, mother, parent). Women are obliged to adhere to this stereotype in order to be positively accepted, appreciated and respected in a society in which men impose a monopoly on behaviour and values.

The relationship with women and their value in society depend on the number of children they will give birth to and provide (for example, quality education and upbringing), on the ability to care for and create comfortable conditions for the husband and his family, on the ability to they do their housework well, on the ability to cook as the main duty of a woman and it is considered that cooking and food are the path to the love and heart of the man/husband. Being a good and hardworking housewife is a mandatory skill for every woman to be valued and positively evaluated in society. Old women in the family are respected and valued and they are considered a source of wisdom, love and common sense.

In general, women need to be hardworking and loyal to their family in order to be valued, but often their kindness, beauty, tenderness, sensuality, cunning, intuition and organization are presented in a positive light.

When the woman was born, she walked with a mission to create a future, to teach those around her what is good and bad. She is the crown of a child's head, the pillar of a family, a cure for all our pains and wounds. When God created the world, He first created the earth and the sky, and among them the woman with her destiny to love and be special and loved.

The greatness of a woman is huge because her success today makes her a real woman. Mankind without a woman is like a land without water, a sky without a sun... Let us never forget the importance of a woman because the future is in her hands.

#### 3.2 Analysis of negative representations

As can be seen, in some proverbs and sayings a woman's intelligence is questioned or it is simply denied that they are intelligent. They are considered incompetent and hopeless, reckless, stupid, and the power attributed to them is always related to their sexuality. Such PSs are more explicit, vulgar and rude and that is why we did not include them here and we focused only on those about their low intelligence, their need for a partner to feel complete and protected; men on the other hand stand out

with their authority, their power and physical strength that they enjoy over women. Women are fragile and dependent on the male figures in their lives. There are also many examples of proverbs and sayings that define female conversation as trivial, unimportant or harmful. The derogatory attitudes, emphasized in PSs, show how great the degree of malice towards women is, even their beauty is presented in a negative light as the only "ornament" of a woman. They are presented as chatterboxes, problematic and untrustworthy. As can be seen in some of the listed PSs in the mentioned languages, women are portrayed as dangerous, deceptive, vengeful and evil. They are even considered responsible for men's misfortunes. In a word, they are portrayed as the devil. They are often equated with objects owned by men and are in fact deprived of their existential value as independent human beings and presented as properties of men. There are stereotypes related to the age and appearance of women. Femininity is measured by a woman's age and evaluated negatively. Also, women with different and unique looks (for example, blondes or redheads) are considered ugly and unattractive and are often presented in a negative and disrespectful connotation.

## 4 CONCLUSIONS

From all this we can conclude that individual psychological characteristics are unique to each person and the analysis of these proverbs and sayings about women has shown that certain stereotypical qualities are characteristic of both men and women.

Social gender stereotypes about women are present in a number of proverbs in all the listed languages. A woman has different social roles of a wife, mother, sister, mother-in-law, daughter-in-law, widow, etc. Thus, mothers-in-law and daughters-in-law are evaluated only negatively and in PSs they are most often associated with devilish and evil forces, daughters are undesirable members of the family. On the other hand, the mother in PSs is a symbol of positivity, she is endowed with spiritual beauty and is a source of cordiality, care and love.

From this modest research we have found that women compared to men are more negatively represented from the point of view of gender stereotypes in terms of their age, appearance, psychological characteristics, norms of behaviour, social status, occupation, etc.

The analysed paremiological collection highlights the following prototypical characteristics of women: false presentation and hypocrisy, stupidity, narrow-mindedness, illogicality, recklessness, rudeness, excessive talkativeness, etc. They are insatiable, gossipy and cannot keep a secret. Women's behaviour is characterized by levity and frivolity, due to frequent change of opinion and inconsistency in their statements and attitudes. In addition, women are linguistically presented as quarrelsome, unpredictable, full of anger, wastefulness, cunningness, resourcefulness, greed, insidiousness, immorality, and propensity for adultery. A woman's beauty is the only thing that is valued and in society. However, beautiful women are given pejorative epithets and negative characteristics such as arrogance, vanity, laziness. According to widespread gender stereotypes, a beautiful woman lives a loose and indecent life.

In this presentation, a woman, as an individual in society, is presented in a negative context. Analysing the proverbs and sayings, we notice that in them a woman is given more negative than positive qualities. This may be due more to the original attitude in society, that the woman is created just to be a housewife and her every attempt to achieve something more is immediately condemned. Any woman who pays attention to her physical appearance and grooming is described as an immoral woman. Also, female shrewdness is often compared to devilishness, which even the devil himself is not able to deal with.

Although the woman herself is here described in a negative sense, still everyone who reads PSs should try to understand them in the true sense of the word, because as long as one learns, one also feels happy. Even with negative comparisons, the woman still manages to emancipate herself more and more with her perseverance and persistence in the society.

PSs are a collective property, but they are creations of gifted individuals who have had the ability to perceive the conditions in society, the relations between people, the character of individuals or groups, etc. Whether a proverb or saying created in this way would have survived or not, depended on the environment that accepted or forgot it. In any case, PSs are still used today as they were used in the distant past, only some of them have undergone certain transformations, and over time there has been the production of new creative content in support of contemporary experiences.

As for the way PSs are created, we should emphasize that they are the so-called fruit of people's reaction, as their active relation to the environment that surrounds them, as well as to the surrounding natural and social phenomena. In this context, we must openly appeal to all gifted, eloquent and skilful

people to create PSs in which the woman will be mentioned as a socially active individual equal to the man. The necessity for such PSs is imposed by the status of women in society in which it is considered as being equal with men, and yet in PSs they are still identified with their traditional role of a mother, housewife, wife, and the like.

In addition to other ways of formation and acceptance of PSs, we should bear in mind that the process of expansion and enrichment of PSs occurred because of the known historical, political, and cultural conditions of mutual ties and influences between nations. This process of mutual paremiological borrowing has led PSs from one language to be a source of folk inspiration in other national environments, which can be seen in the analysed paremiological corpus of PSs in Macedonian, English, German, Italian, Turkish and Spanish.

*"In proverbs and sayings, all the wisdom of the people is crystallized. There is a lot of poetry and science in them."*

*Jovanovski 1991: 7)*

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